



TERMS OF REFERENCE

External Evaluation for the TeachersMOD Project

TeachersMOD – “Future Elementary School Teachers Modernization in Kurdistan”

Project n.: 101083095 — TeachersMOD — ERASMUS-EDU-2022-CBHE

1. Background & Context

The 2030 Agenda for Sustainable Development states that the Sustainable Development Goal 4 (SDG 4) aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

It is vital to give a central place to strengthening education’s contribution to the fulfilment of human rights, peace, and responsible citizenship from local to global levels, gender equality, sustainable development, and health. The content of such education must be relevant, with a focus on both cognitive and non-cognitive aspects of learning. The knowledge, skills, values, and attitudes required by citizens to lead productive lives, make informed decisions, and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development (ESD) and global citizenship education (GCED), which includes peace and human rights education, as well as intercultural education and education for international understanding.

According to the Iraqi National Development Plans (2010-2014 and 2013 -2017), the improvement of the education system plays a crucial role for the creation of an inclusive environment that cultivates civic values and helps contribute to the achievement of sustainable development. The Central Iraqi Government along with Kurdistan Regional Government in Erbil is increasingly realising that the entire educational system (from early childhood through tertiary education) must reflect the new social and economic needs of the global economy, which increasingly demands a better-trained, more skilled, and adaptable workforce. Moreover, Kurdistan Regional Government took further steps by hosting a high-level conference with thinkers and decision makers in the region to discuss ideas of developing the early stage education system. The need for a change has been further reinforced by the outbreak of COVID-19 pandemic, that represents a transformative challenge for institutions and educators, called to deliver alternative learning methods, when attending educational activities in person is not possible.

The UNDPs have outlined many means by which to achieve the vision for the education sector in different publications. In Kurdistan region of Iraq, students enrolled at public elementary schools are educated by elementary school teachers whose 90% of them are graduates from colleges of Basic Education of the HEIs in Kurdistan. The Basic Education colleges in Kurdistan are the main provider of the primary school teachers in the region. The current teaching staff at our primary schools are 75% graduates of the Basic education colleges and 20% are graduates from a two-year teacher preparing institute which is equivalent to the secondary school.

The Basic Education Colleges in Kurdistan are the main supplies for the elementary school teacher in the governmental schools. There is a high demand within the society to enrol children in the private primary schools rather than the governmental schools due to the difference in quality. So, to raise the standard of the governmental schooling system, the first and foremost step is to raise the quality of graduates from the Basic Education Colleges in Kurdistan. The ultimate beneficiaries are the future citizens and leaders of the children in the governmental primary schools in Kurdistan Region.



There have been several attempts by UNESCO regarding improving the primary education system, through enhancing the curriculum of the primary school or providing materials but very little work has been done on improving teaching methodologies by modernising teacher skills.

These colleges are graduating elementary school teachers who are trained in the very old style of teaching and never exposed to the new teaching methodologies for elementary school students. This is due to lack of training of the Basic education staff and no exposure opportunity to different teaching methodologies and teaching philosophy. Accordingly, the graduates from Basic Education colleges have no modern skills to eventually tackle the kid in the elementary schools and make the classroom a magnet and enjoyable time to the students rather than a poorly stimulating time.

In this regards more attention should be paid to this issue to secure a graduate from a Basic Education college that got state-of-the-art knowledge in teaching methodologies rather than being educated with teaching methods of the last century, especially, with the recent explosion of the ways of getting knowledge through different electronic mediums.

The higher education system in Iraq is indeed inherited from the higher education of Britain during the twenties of the last century, when the College of Medicine was founded by the English people during the colonisation of Iraq in 1927, and then the University of Baghdad in 1957 was also initiated according to the British system. Since then, the changes in teaching methodology, marking system, exam techniques, class management, and most of the curriculum approach to the society were almost the same despite few scattered changes on the collegiate level or departmental level.

The partner universities in Kurdistan region agreed on that the governmental primary school system in Kurdistan needs to be changed through enhancing the quality of the future teachers.

As a part of the Ministry of Higher Education and Scientific Research in Kurdistan plan to develop the quality of the graduates in general by adopting new teaching methodologies, thirty-three academic faculty members were selected from 17 public and private universities to attend a pedagogical training course in HAMK University of Applied Sciences, Hemeenlinna, Finland. Then, the KRG's education ministry introduced a new pedagogical training program, which began April, 16, 2019, at four pedagogy centres in Erbil, Duhok, Garmian, and Sulaymania.

Within this context, TeachersMOD, thus, aims to respond to the call strand 1 of the action Capacity Building for Higher Education which promotes partnership of HEIs from least developed countries. The

HEIs from the partner country, Kurdistan region of Iraq, are located in remote regions/areas of the Kurdistan (Duhok, Ranya, Halabja, Zakho), furthermore they have smaller operational capacity to access and increase means to reach out to people with fewer establishes a partnership to develop cooperation ideas as well as to facilitate transfer of know-how, experience and good practices among EU universities and Kurdish HEIs, by fostering access to capacity building opportunities and improving the access of university staff with fewer opportunities to a more qualitative higher education offer.

The general objectives of TeachersMOD are therefore to enhancing the quality of the teaching offer, by innovating teaching methodologies, through reviewing and updating curricula in humanities and social sciences and by reinforcing the competences of the university staff in adopting a student-centred learning approach in the Basic Education colleges in the HEIs from Kurdistan region of Iraq.

TeachersMOD multi-actor partnership includes institutions from different countries:

- Università degli Studi di Pavia, UNIPV, Italy (Coordinator)
- University of Alto Douro, UTAD, Portugal
- University of Granada, UGR, Spain



- Mediterranean Universities Union, UNIMED, Italy
- University of Duhok, UoD, Kurdistan
- University of Zakho, UoZ, Kurdistan
- University of Halabja, UoH, Kurdistan
- University of Raparin, UoR, Kurdistan
- Salaheddin University, SUE, Kurdistan

SAHA is a 24-month project co-funded by the Erasmus+ programme of the European Union 101083095 — TeachersMOD — ERASMUS-EDU-2022-CBHE), running from 01/02/2023.

2. Objectives and Key Principles of the Evaluation

The aim of the external monitoring and evaluation is to ensure that monitoring of the project is performed adequately and accurately. It identifies procedures, criteria, and resources for monitoring the project. It also deals with the evaluation of the progress of the project, risk, and issue management and with the evaluation of the results in comparison with the needs of the target group(s) and sector(s).

In the framework of TeachersMOD the External Quality Expert will contribute for:

- The definition of quality indicators for: effectiveness and impact of management activities; partnership performance; progress toward the contractual outcomes and respect of the contractual work plan;
- The definition of monitoring procedures;
- The design of questionnaires and grids to evaluate the project plenary meetings and the overall management;
- The analysis of collected data;
- The participation in at least 2 in-presence meetings/project activities;
- The co-operation with the WP6 “Quality and Evaluation” leader and co-leader and the Quality Committee;
- Integration of results derived from the internal evaluations;
- The elaboration of the External Evaluation Plan;
- The elaboration of evaluation reports.

The external monitoring and evaluation includes the evaluation of:

- Partners' commitment and contribution to the project;
- Quality of the deliverables;
- Quality of the results;
- Quality of the compliance of the Project work with the objectives.

The results of the evaluation will be shared and discussed within the partnership. Based on recommendations from Evaluators and feedback from partners, corrective actions will be taken if necessary.



3. Contents of the Evaluation and document to be produced

| Deliverable | Delivery Date |
|---|--------------------------|
| External Evaluation Plan At the outset of her/his activities, the External Quality Expert will provide a contribution (external part) of the Evaluation and Quality Plan (D6.1). This document, prepared by SUE at the beginning of the project (Due date: April 2023), defines the tools, methods and timing of the evaluation and quality activities. | 01/06/2023 |
| Quality assurance monitoring reports These documents are produced by the External Evaluator according to the schedule for the quality control (WP6). These documents report the results of the quality control on the different activities of the project and eventual warning to be taken into consideration to solve wrong situations. | 29/02/2024 31/01/2025 |

4. Required Qualification and Prerequisites

- Master's degree or degree obtained under the system prior to the enactment of Italian Ministerial Decree 509/1999.

Prerequisites:

- Excellent ability to design project evaluation and quality plan, which includes defining tools, methods and timing of evaluation activities;
- Proven prior experience in the area of activities covered by this call for proposals;
- Excellent knowledge of the English language.

5. Contract Period

The contract shall run from the date of issuance of the decree in which the Director of the Department certifies the granting of the position will end by 31/01/2025, unless extended, and will end with the delivery of the final Quality assurance monitoring report at the conclusion of the project activities.

6. Budget

The expected fee, gross of all taxes and charges, is € 8,000 (VAT/VAT exempt pursuant to art. 72, DPR 633/72) to be charged to the project MOROERAS2302 - MORONE_teachersMOD_UNIPV-evaluator, on which there is the necessary financial coverage, and will be disbursed in three tranches after verification by the Project Coordinator of the work done:

- € 3.200 gross of all taxes and charges upon signing the contract;
- € 1.600 gross of all taxes and charges upon delivery of the first Quality assurance monitoring report (delivery date: 29/02/2025);
- € 3.200 gross of all taxes and charges upon delivery of the final evaluation (delivery date: 31/01/2025 or later date if the project period should be extended).

Any travel costs incurred while carrying out assignment(s) are covered directly by the provider



7. Application procedure

Interested candidates may express their availability by submitting:

- “Domanda di partecipazione” dated and signed (Attachment 1 to the “Avviso di selezione 4/2023”);
- *Curriculum vitae et studiorum* in English, dated, signed and containing all appropriate elements to evaluate professionalism and ability to carry out the assignment;
- Copy of ID or passport;
- Declaration of willingness to serve in the role put out to tender for the entire duration of the project (and possible extension thereof), until the delivery of the final evaluation.

For better assessment of design skills, it is requested that a **brief concept note in English** (maximum 2 pages) on the working methodology be attached to the application.

By April 27, 2023 - 12 noon

The application and required documents should be addressed to the Director of the Department of Political and Social Sciences - Strada Nuova 65 - 27100 Pavia and sent exclusively by the following ways:

- Send by certified electronic mail (PEC) to **amministrazione-centrale@certunipv.it** by 12:00 noon on the deadline day (The date and time of transmission will be certified by time reference contained in the PEC). The PEC address must be personal (first and last name of the candidate), under penalty of exclusion from the selection.
- Send by e-mail to both the addresses: **segreteria.dipsps@unipv.it** and **gianpiera.bernuzzi@unipv.it** by 12:00 noon on the deadline day (The date and time of transmission will be certified by time reference contained in the email).

8. Evaluation

Specific selection board will evaluate the curricula by comparative examination of them, aimed at ascertaining the best consistency with the required characteristics.

For the comparative evaluation of the candidates, the Selection Committee has 40 points; the Committee reserves the right to subject the candidates to an interview; in particular, the evaluation criteria adopted by the Committee will be:

| REQUIREMENT | MAXIMUM SCORE |
|------------------|-----------------|
| Graduation grade | until 5 points |
| Prior experience | until 26 points |
| English language | until 5 points |

Knowledge of the academic system in Iraqi Kurdistan, inferable from the candidate's CV, constitutes a preferential qualification - points 4.