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Consultancy contract

Request for written proposal

Reference: GEM Report 2021 – Research Consultants (2)

Request to submit a written proposal for a work assignment with UNESCO

UNESCO is inviting written proposals from Individuals for the work assignment described in the Terms of Reference in Annex A.

Your written proposal should comprise:

a) A Technical Proposal consisting of:

- an up to date curriculum vitae and a completed UNESCO Employment Form
- an approach and methodology for the assignment (no longer than 1 page)
- The amount to be charged for the assignment, which should be quoted in US dollars, GBP or in euros only for the period : 1 August 2020 - 30 June 2021

Please include any costs for travel to Paris as a separate budget line.

Please submit your supporting documents in English.

UNESCO places great emphasis on ensuring that the objectives of the work assignment, as described in the Terms of Reference, are met. Accordingly, in evaluating the proposals for the assignment, attention will focus first and foremost on the technical elements. From those proposals deemed suitable in relation to the criteria set forth in the Terms of Reference, UNESCO shall select the proposal that offers the Organization best value for money.

Your proposal should be submitted by e-mail no later than close of business (18:00) on **19 June 2020**. E-mail proposals should not exceed 5MB.

The e-mail should be addressed to

Morgan Strecker – m.strecker@unesco.org

It is the individual's responsibility to ensure that his/her proposal is received by the deadline.

Thank you for your interest in this UNESCO assignment; and we look forward to receiving your proposal.

Morgan Strecker
Team Manager
Global Education Monitoring
Report

Annex A

Terms of Reference – 2 Research Specialists (Consultancy)

I. BACKGROUND

The Global Education Monitoring Report (or GEM Report), formerly known as the Education for All Global Monitoring Report (GMR), is an editorially independent, authoritative, and evidence-based annual report that monitors progress in education in the Sustainable Development Goals (SDGs), which have been adopted as part of the 2030 Agenda for Sustainable Development. The Report is funded by a group of governments, multilateral agencies and foundations and published annually by UNESCO to serve the international community. It is widely recognised as an indispensable advocacy and technical tool supporting the achievement of SDG 4, which aims to ensure “inclusive and equitable quality education” and promote “lifelong learning for all” by 2030. With its renewed mandate, established in the Incheon Declaration of the World Education Forum in May 2015, the annual GEM Report series will identify effective education policies and analyse major education related themes.

The 2021 GEM Report, the fifth in this new series, will focus on the role of non-state actors in education. The State has ultimate responsibility for its citizens’ education. However, a wide range of modes of education provision and financing exist today around the world that involve non-state actors. Non-state stakeholders are envisioned as playing a crucial role in the implementation of the 2030 Agenda for Sustainable Development, through providing additional financial resources and accountability to meet education needs. The growing influence of non-state actors in provision and policy direction in the education sector present opportunities and challenges for the sector that need to be unpacked to help achieve SDG 4.

In response to the need to (a) increase its relevance and policy impact on countries; (b) systematically document the policy content of themes covered in respective reports; and (c) contribute to the implementation of the SDG 4 agenda at the regional level, the GEM Report team is developing two new products: 1. Profiles Enhancing Education Reviews (PEER), and 2. Regional Reports. The 2020 and 2021 PEER will focus on two issues – gender equality in education and non-state actors. The development of the profiles aim to provide up-to-date and comparative qualitative data on education policies to help countries engage in peer learning through policy dialogue mechanisms at the regional level. The 2021 regional report will focus on South Asia and aims to serve audiences and promote policy dialogue at the regional level, and, if resources allow, a closer focus on particular countries that are furthest behind.

II. DUTIES AND REQUIREMENTS

The purpose of this consultancy is to provide support to provide research assistance for the preparation of the 2021 GEM Report on non-state actors; the 2021 Gender Report; the development of country profiles (PEER) on gender quality in education and on non-state actors; as well as on the South Asia Regional Report.

Under the supervision of the Senior Policy Analyst and in collaboration with Research Officers within the GEM Report team, the consultant will support the following areas of work:

2021 GEM Report and 2021 Gender Report on non-state actors in education

- Support the preparation of the 2021 Report chapters on higher education and on education innovation
- Support the preparation of the 2021 Gender Report on non-state actors

Profiles Enhancing Education Reviews (PEER)

- Support the development of 15 country profiles focused on gender equality in education, including the analysis and documentation for an estimated 10 countries in Latin America and the Caribbean;
- Support the development of 30 country profiles focused on the regulation of non-state actors in education, including the analysis and documentation for an estimated 5 countries in Latin America and the Caribbean.
- Support the formal communication process with LAC country counterparts and UNESCO IIEP Buenos Aires regarding country profiles in Latin American and the Caribbean.
- Support the formal communication process with country counterparts regarding the gender equality in education country profiles.
- Review and adapt the meta-data user guidelines in English and Spanish and communications materials for the on-line version of the profiles.

2021 South Asia Regional Report:

- Support the timely review of 3-5 draft background papers commissioned from experts and academics in the South Asia region;
- Support the team for the quantitative and qualitative analysis as required in the preparation of the 2021 South Asia Regional Report, including reviewing the outline and literature reviews;
- Support the identification of key opportunities and events to launch and disseminate the South Asia Regional Report; including supporting the preparation of presentations, speaking notes and visuals;
- Other research tasks as required by the GEM Report team.

III. DELIVERABLES

- Feedback provided to the background papers commissioned for the 2021 GEM Report chapters on higher education and on education innovation
- Inputs to the chapters of the 2021 GEM Report produced in line with the schedule established by the Senior Policy Analyst
- At least 15 country profiles focused on gender equality in education
- At least 30 country profiles related to the regulation of the non-state provision of education
- Clearance process for LAC-focused country profiles (gender equality in education and NSA) actively engaged with UNESCO IIEP Buenos Aires
- Revised meta-data user guidelines in English and Spanish and communications materials for the on-line version of the profiles.

- 3-5 draft background papers reviewed for the 2021 South Asia Regional Report
- Working document developed with key opportunities and events identified for the launch of the 2021 South Asia Regional Report
- Workplan developed for the 2021 Gender Report on non-state actors

IV. REQUIREMENTS

Education

- Advanced university degree (Masters degree or equivalent) in a program in education, development studies, economics, sociology, social policy, or other related social science discipline.

Work Experience

- A minimum of four years of professional experience as a researcher and/or analyst in one of the following areas of expertise: gender equality, non-state provision of education, learning measurement and assessment; gender equality; higher education, learning, equity.

Skills/competencies

- Strong qualitative and quantitative skills and knowledge
- Strong analytical and drafting skills in English
- Excellent writing and editing skills
- Ability to think critically and innovatively
- Demonstrated capacity to work under tight deadlines
- Ability to maintain effective collegial relations in a multi-cultural setting and to work effectively and collaboratively in a team environment
- Interest in latest developments, research and evidence in education
- Experience working in an international, multi-cultural environment.

Languages

- The consultant(s) will need to demonstrate excellent working knowledge of English.
- Knowledge of one UN language in addition is preferred.