

REQUEST FOR PROPOSALS

UNESCO is inviting proposals from organisations and individuals for the work assignment described in Annex A.

To enable you to prepare a proposal for this assignment, please see Annex A. Your proposal should comprise:

- CVs of staff assigned to the project (see section 4 of Annex A);
- an approach and methodology for the assignment, including a work plan in line with the Terms of Reference. **Your proposal should focus on at least one thematic area OR one country study** and
- A financial proposal: the amount to be charged for the assignment is for the following:
A) work to be completed over a period of 8 to 10 months for the research component and B) Dissemination and outreach work for 1-2 months

If any of the above required information is missing, your application will be considered incomplete and disqualified.

Your proposal and supporting documents must be 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(s) that offer the Organization best value for money.

Your proposal should be submitted by e-mail no later than close of business (18:00) on 16 November 2020 (deadline extended). E-mail proposals should not exceed 5MB.

The e-mail should be addressed to

gemrpost@unesco.org

It is the applicant's responsibility to ensure that their proposal is received by the deadline.

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

Global Education Monitoring Report

Annex A

1. 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 recognized 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 analyze major education related themes.

The 2021/2 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 the 2019-2022 GEM Report strategy, greater emphasis is placed on making research and evidence more readily available and relevant at the regional and national levels. Since 2019, a new series of regional reports is being piloted to better serve audiences and promote policy dialogue. In early 2022, the GEM Report intends to launch a regional report on non-state actors in South Asia, which covers nine countries: Afghanistan, Bangladesh, Bhutan, India, Iran, Maldives, Nepal, Pakistan and Sri Lanka. The 2021/2 Regional Report on non-state actors in the South Asia Region will explore the implications of the role and issues related to non-state actors in the region in terms of education provision, financing, regulation, innovation and influence at all education levels (early childhood to adult learning).

2. Objectives and outputs

After conducting an initial Expression of Interest for more comprehensive South Asia partners, this call for proposals invites organisations and individuals to submit proposals for discrete pieces of work.

For India, we invite proposals in at least one of the three thematic areas.

Topic	Objective of work
Holding non-state actors accountable – government role and perspectives	Use public sector perspectives to analyze regulatory frameworks for non-state participation on paper and in practice, from the lens of state capacity, and assess the need for strengthening the public system to monitor education delivery.
Analysing proprietor perspectives and regulatory frameworks faced by budget private schools	Focus on the roles and profiles of affordable private schools, and analyse the challenges faced while functioning and responding to existing regulations
The role of non-state actors in the teaching profession and teacher education	how non-state actors are influencing the teaching profession, including the development of teacher careers; and the governance and financing of teacher education

We invite individual country study proposals for the following countries (Pakistan, Bangladesh, Nepal, Sri Lanka).

The country study will adhere to the conceptualization of the 2021/2 GEM Report concept note by focusing on many dimensions of non-state activity: provision, financing, regulation, innovations, and policy influence. As stated below, the country study It will discuss these different dimensions of the non-state role within a narrative structure that focuses on current state of the sector and perspectives; regulatory and financing policy developments that led to the current state of affairs; and important recent trends that will have implications for policy development in the near term.

1. Introduction
2. How things are: State of the Sector and Stakeholder Perspectives
 - 2.1. Prevalence and Typology at all education levels
 - 2.2. Perspectives on the roles and importance of non-state actors
3. Why things are the way they are: Government role and changing interpretation in practice
 - 3.1. Regulatory frameworks on paper and in practice
 - 3.2. Financing mechanisms and contributions
4. Where things seem to be headed: Forecasting from recent developments
 - 4.1. Domains of activity that have experienced rapid growth in non-state policy influence over the last 5 years
 - 4.2. How COVID has changed the functioning and policy landscape for non-state actors
5. Conclusions
6. Policy Recommendation

The Work will also consist of supporting outreach, dissemination, communication and advocacy activities related to the country study and regional report to strengthen the focus on SDG 4 implementation in South Asia.

3. Requirements

The 2-3 page brief proposal should provide the following details:

1. Data and methodology - primary and secondary data collection and analysis plan, including approach for gathering stakeholder perspectives
2. Outreach – discussion of stand-alone events and existing channels via which they will support the dissemination of the 2021/2 Regional Report on non-state actors in the country or region
3. Budget and timeline breakdown. The costing must be done per thematic area or per country study where applicable (individual budgets to be submitted).

The project duration should be for a period ranging of 8-10 months for the research component and 1-2 months for the dissemination component.

4. Selection criteria

Proposals received on time will be selected based on the following aspects:

- Proven record in the field of research in education and the role of non-state actors in the selected country of South Asia with at least 5 years of relevant experience.
- CVs of assigned personnel: 4 years in the fields of research and education, using qualitative and quantitative methods; strong writing and communication ability in English and in the language of the context of study.
- Proposed Methodology and Approach (data accessibility and uniqueness, research methodology, added value of conceptual work)
- Consistency with the approach outlined in the objectives
- Capacity of the individual or organization to help ensure policy influence, engage in dissemination of the report's policy recommendations. Relevant experience in outreach to be demonstrated.