Request for Written Proposals (3 positions)

UNESCO is inviting written proposals from Individuals for the work assignment described below:

<table>
<thead>
<tr>
<th>Location:</th>
<th>2 positions are Paris based and 1 position is Home based</th>
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<tbody>
<tr>
<td>Application Deadline:</td>
<td>17 December 2021</td>
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<tr>
<td>Type of Contract:</td>
<td>Individual Consultancy Contract</td>
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<td>Expected Duration of Assignment:</td>
<td>3 positions for 11 months</td>
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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 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 2021/2 GEM Report, the fifth in this new series, will focus on the role of non-state actors in education.

The 2023 GEM Report, the sixth in this series, will focus on technology and education. The Education 2030 Framework for Action recognized the multiple demands that technological change is making on education systems to generate the necessary knowledge, skills and competencies for work and life – but also on student, family and teacher daily realities. The Framework for Action drew attention to the opportunities presented by open educational resources. It called on technology to be 'harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision'. Technology is seen as a potential enabler of access to education for a range of groups, whether adults or those living in conflict-affected settings. As these developments were taking place at rapid speed, COVID-19 further accelerated the pace with which technology is affecting education. The growing influence of technology in education sector presents opportunities and challenges for the sector that need to be unpacked to help achieve SDG 4.

With the 2019-2022 GEM Report strategy, many recent developments concentrate on improving regional and national reach, building our local expertise as well as engaging with local-level partners and institutions. Our qualitative and quantitative monitoring of the SDG 4 agenda at the national, regional and global levels are now further facilitated through three specialized websites – WIDE, SCOPE and PEER. Our Regional Reports, companions to the Global Reports, reflect on thematic issues within the regions of analysis in more depth, and are disseminated to regional institutions and regional bodies to create stronger policy impact. The 2022 South Asia Regional Report on Non-State Actors in Education covers nine countries: Afghanistan, Bangladesh, Bhutan, India, Iran, Maldives, Nepal, Pakistan and Sri Lanka. By partnering with
prominent institutions in the region, and leading experts and academics, the engagement with national-level actors will allow the team to play a role in advancing the regional level education conversation in the region, especially on the hotly debated topic of the contributions of non-state actors in education. The 2024 Regional reports on technology and education will cover South-East Asia and the Pacific.

The Spotlight Report Series takes an even more direct aim at influencing policies at the national and continental level in the African region. The GEM Report Fellows Program, in place currently through funding from the Open Society Foundations, helps fulfil our cross-cutting agenda by supporting academic, policy and advocacy-oriented researchers to carry out studies in the area of international education to contribute novel perspectives to the debates and discussions around SDG 4 themes and challenges.

2. **Objectives**

Under the supervision of the Senior Research Officer primarily for the South Asia report and its development and the Senior Policy Analyst (Thematic Lead) for research on the 2023 Global Report on technology and the 2024 Regional report on technology, the PEER profiles on technology, the consultants will provide research, organizational and engagement support for the below outputs.

3. **Tasks/Outputs**

(a) **South Asia Regional Report 2022 on non-state actors**
- Support report development by conducting quantitative and qualitative data analysis, literature review, and drafting for the Report.
- Provide advocacy, dissemination and strategic impact suggestions.
- Engage with regional report partners, especially on regional research.

(b) **2023 Global Report on Technology**
- Provide research inputs as required the Global Education Monitoring Report on Technology
- Contribute to the commissioning of the background papers and providing feedback and comments on their draft
- Draft one chapter of the report either on digital skill, or on access to content or access for access to disadvantaged groups preparing outline, zero, first and second draft respecting the schedules and delivering accurate and relevant research materials.

(c) **2024 Regional Reports on Technology**
- Support the development of the regional reports, helping to reach out to partners and structure their engagement
- Support the commissioning process helping to identification authors
- Support the development of the regional reports chapter preparing outline, zero, first and second draft respecting the schedules and delivering accurate and relevant research materials

(d) **PEER Profiles on technology**
- Support the development of PEER profiles on technology by drafting profiles and contributing to their review and mapping

(e) Other
- Contribute to fact-checking of the different GEM Report products
- Carry out literature synthesis and support research development in line with the GEM Report needs
- Support the dissemination of the report and communication strategies when required

4. **Required Skills and Experience**

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

**Work experience**
- A minimum of two years of professional experience as a researcher in international education, and at least one in the relevant thematic areas of development: non-state actors or technology.

**Essential Skills/Competencies**
- Strong qualitative and quantitative skills and knowledge, including command of Excel
- Strong analytical and drafting skills in English
- Ability to think critically and innovatively
- Demonstrated capacity to work under tight deadlines and to deliver output on time
- 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.
- Experience working on policy relevant research.
- Demonstration of research skills, such as ability to use academic and non-academic sources and synthesizing documents and drafting outputs

**Desirable Skills/Competencies**
- Understanding of themes key to SDG 4 and its targets
- Understanding of issues and challenges related to technology in education at global and regional level (for South East Asia and the Pacific especially)
- Research and Policy publications in areas keys to SDG 4 and education
- Good drafting skills in another language (French, Chinese, Arab, Russian and Spanish)
- Ability to carry out quantitative analysis with Stata

**Languages**
- The consultant will need to demonstrate excellent working knowledge of English.
- Knowledge of one additional UN language is desirable.
5. **Deliverables**

a) Thoroughly researched chapters and sections for the 2022 South Asia Regional Report on non-state activity in education (10,000 words) in line with the outline to be agreed with the GEM Report team.
b) Thoroughly documented 2022 South Asia Regional Report chapters and sections, complete with facts checked and full reference lists.
c) Draft at least 10 country profiles on technology in education, in line with the Technology profiles methodology and contribute to the review and mapping process.
d) Draft at least 1 chapter for the Regional Report on Technology in Education (5,000 to 10,000 words)

e) Draft at least 1 chapter for the Global Report on Technology in Education (5,000 to 10,000 words)
f) Support the research activities of the GEM Report conducting qualitative and quantitative analyses to be agreed with the GEM Report team
g) Attending and organizing launch events and consultations cross partners in person and virtually
h) Contribute to the fact-checking and referencing of the different Global and Regional Reports
   i) Support advocacy and dissemination of the GEM Report products
j) Take parts in virtual team meetings in line with the tasks assigned

6. **Submission**

Your written submission should be in English and comprise:
   a) an up-to-date curriculum vitae including references;
   b) a cover letter;
   c) a technical proposal including an approach and methodology for the assignment (no longer than 1-2 pages) and
   d) your fee for the assignment for 11 months (monthly fees in USD, EUR or GBP).

The full submission into one single PDF document should be sent to Dmitri Davydov (d.davydov@unesco.org) by 17 December 2021 (18:00 Paris time).

Please note that your candidacy will be evaluated against the essential above skillset and experience.

During the selection process an online interview and written test may be required.