



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

Education Sector

Request for Proposals for a Consultancy Contract

Reference: ED/PLS/TED/2020/CEART

Date: 10 August 2020

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

UNESCO is inviting written proposals from qualified consultants for the work assignment described in Annex 1 (Terms of Reference).

Please read thoroughly the following submission procedures. The written proposal should include the following parts:

1. An up-to-date CV and cover letter stating how the consultant's qualifications and experience contribute to the research. The cover letter should include a description of (and links if possible) to previous work related to the current assignment undertaken within the last 5 years.
2. A technical proposal (maximum of 5 pages), which should consist of:
 - a. An overview of the key research and policy issues about the selected theme(s) to showcase the consultant's expertise in the area of work.
 - b. A description of the approach and methodology that will be undertaken to deliver the assignment, including a research plan, activities, timeline, and required resources (if any).
3. A costed list of activities and lump sum amount to be charged for the assignment, which should be quoted in United States Dollars. Travel costs (if any) to be indicated separately.
4. A signed declaration of compatibility of professional status (Annex 2).

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 primarily on the technical elements. From those proposals deemed suitable in terms of the criteria in the Terms of Reference, UNESCO shall select the proposal that offers the Organisation best value for money. UNESCO will evaluate the proposed fee against its standard international consultant rates for similar assignments.

Applications will only be considered if they are submitted by a company or an individual consultant who accepts the responsibility to carry out all tasks alone. Individual consultants are strictly prohibited from sub-contracting any tasks.

Submission Instructions:

1. The proposal must be submitted by e-mail no later than **11 September 2020** (23:59, Paris time) to Sonia Guerriero at s.guerriero@unesco.org.
2. Use **ED/PLS/TED/2020/CEART** in the subject line.
3. The proposal and any supporting documents must be in English and presented in **one single PDF file**. Email proposals should not exceed 10MB.

The proposal may form the basis for an eventual contract with UNESCO. Potential experts contacted should not treat this letter as an offer.

It is the submitter's responsibility to ensure that their proposal is received by the deadline. Submissions will be acknowledged by email upon receipt, but **ONLY** selected experts will receive further notification and correspondences.

For any requests for clarification, contact Sonia Guerriero at s.guerriero@unesco.org.

Thank you for your eventual interest in this UNESCO assignment. We look forward to receiving your proposal.

Annex 1

Terms of Reference

The Future of the Teaching Profession

Background

The Committee of Experts on the Recommendations concerning Teachers (CEART) is a Joint Committee under the auspices of UNESCO and the International Labour Organization (ILO) for monitoring the implementation of the two international normative standard-setting instruments concerning teachers and teaching:

- The [ILO/UNESCO Recommendation concerning the Status of Teachers](#), which was adopted in 1966 at a conference held at UNESCO Headquarters in Paris. It sets forth the rights and responsibilities of teachers, and standards for their initial preparation and further education, recruitment, employment, and teaching and learning conditions. The Recommendation covers teachers from pre-primary to secondary, including TVET.
- To complement the 1966 recommendation, the Recommendation concerning the Status of Higher-Education Teaching Personnel was adopted at the 1997 UNESCO General Conference. This Recommendation covers all teaching and research personnel in higher education.

The Joint Committee consists of 12 independent experts who meet every three years to monitor, promote, and report on the application of the 1966 and 1997 Recommendations. Experts are drawn from all regions of the world, taking into account geographical and gender representation, as well as their expertise in the areas covered by both Recommendations. Members of CEART serve in their personal capacity.

The CEART is the foremost world body concerned with international standards for teachers. The Joint Committee advises ILO and UNESCO on better ways to promote knowledge and use of the Recommendations to Member States. The CEART Working Group on Allegations examines allegations from teachers' organizations on the non-observance of the Recommendations in Member States. It issues findings and makes suggestions for the resolution of the problem or conflict.

The CEART issues its own triennial reports, summarizing educational trends and the status of teachers worldwide, and proposing concrete actions for governments, social partners, ILO, and UNESCO. CEART reports are discussed by the ILO Governing Body, the International Labour Conference, and the UNESCO Executive Board, and through them reports are shared with Member States' governments and employers' and workers' organizations. The recommendations of the Joint Committee are non-binding, being intended to guide the actions of national authorities, employers' and workers' organizations, and other education stakeholders on how to improve the condition of the teaching profession within their respective mandates, using the two Recommendations as guidelines.

In October 2021, the CEART will hold its 14th triennial session. To support the deliberations of the Joint Committee at this next meeting, UNESCO and ILO will commission several pieces of background research and think pieces on key issues and trends affecting teachers and teaching based on an overarching theme. The theme for the next session will be on the future of the teaching profession in a post Covid-19 world in light of the Education 2030 Agenda. The chosen theme sits within a larger UNESCO initiative on the "Futures of

Education.”¹ The initiative is an integral part of UNESCO's mandate to organize the international debate on the challenges that lie ahead and to make recommendations relating to education to shape both the near future and a longer-term plural future.

Context

Since the beginning of the 21st century, far-reaching changes have taken place in the world and new challenges have emerged, particularly in the areas of climate change, globalization, and digital transformation. Education systems in general, and teachers in particular, are especially concerned by these major developments. Teachers are direct witnesses to these phenomena and their profession is the cornerstone of the intellectual, cultural, and social construction of new generations.

It is therefore essential to examine the place and role of teachers in society today and in the years to come. Some overarching questions come to mind: What image does society have of teachers? What view do teachers have of themselves? Is their place in society consistent with the way they conduct their daily work? How do we define what a teacher is today? Society must reflect on the future of the teaching profession, to understand how its purpose is evolving, how teaching methods are changing, how to train teachers in the future, and how to promote an environment that guarantees well-being for teachers, students, and communities at large.

More importantly, society must reflect on what a future teaching profession will look like in a post Covid-19 world. Before the crisis emerged, the international community was focused on how to achieve the SDG 4 goals. To reach universal primary and secondary education by 2030, the UNESCO Institute for Statistics (UIS) estimated the need to recruit and train about 69 million teachers. The greatest need is in low-income countries from sub-Saharan Africa and Southern Asia where pupil-teacher ratios are highest. For example, the pupil-to-trained teacher ratio in primary education in sub-Saharan Africa and Southern Asia were 60:1 and 46:1 in 2018, respectively. These regions also have the largest shares of under- and un-qualified teachers. In sub-Saharan Africa only 64% and 50% of primary and secondary school teachers, respectively, received the minimum required pedagogical training in 2018, while in Southern Asia it was 72% and 77%. These disadvantages are reflected in poor student learning outcomes: it is predicted that 88% and 81% of children and adolescents in sub-Saharan Africa and Southern Asia, respectively, will not be able to read proficiently by the time they reach the standard age to complete basic education.

The Covid-19 pandemic has exacerbated these inequalities even further. When the crisis hit, most countries' immediate response was to provide distance education solutions where teachers work remotely. At its peak, the pandemic affected 1.58 billion learners from pre-primary to tertiary levels (or 90.2% of global enrolled students). As a result, 63 million primary and secondary teachers, without much warning or time to prepare, were required to transform a full curriculum, usually taught face-to-face, into an online virtual world taught at a distance. But whereas more than 80% of high-income countries were able to introduce online distance learning solutions almost immediately, only 30% of low-income countries were prepared to do so, and of those, only 20% were prepared to use online learning. The remaining countries implemented a mix of radio and television solutions.

While the Covid-19 pandemic has illustrated the great potential of technology, it has also brought to the forefront the gaping 'digital divide' between high- and low-income countries. As countries begin to implement strategies for reopening schools, there is the need to begin preparation planning to mitigate against future disruptions and build back more resilient

¹ <https://en.unesco.org/futuresofeducation/initiative>.

education systems. It will be important for governments to ensure country-wide accessibility to internet and mobile networks so all students and teachers can benefit from online teaching and learning opportunities. Neglecting this will only exacerbate inequalities, even within high-income countries, that risks leaving marginalized and vulnerable learners even further behind. At the same time, there is serious concern that the coming economic recession will impact education budgets worldwide, with negative consequences for development aid to education.

Amid the myriad uncertainties and challenges that confronted teachers worldwide, the pandemic has also brought to light the strong commitment and leadership of teachers who remained motivated to ensuring that their students could continue their educations. In many low-income countries, where there is poor or no connectivity to the internet or mobile networks, teachers prepared take-home packages for their students. The move to online learning has required capacity for innovation and creativity never before attempted in order to keep children engaged and learning. Some teachers have even posted their lessons online for the benefit of all; others check-in with their students through WhatsApp, while others visit homes to pick up work and bring back revisions and feedback. Teachers have formed communities of practice and support groups through social media platforms such as Facebook and Twitter. Without much guidance or pedagogical support from education authorities, the frontline workers of the education sector have shown great capacity and flexibility to adapt to an ever-evolving situation in order to keep children learning.

Themes and research questions

More than ever, quality education must be a priority investment in the 21st century. In this respect, the background research papers need to explore the overarching issues of the teaching profession in the 21st century, particularly with regards to schools and their role in society. This will include characterizing changes in the profiles, needs, and aspirations of teachers. Particular attention will be paid to the transformation of the purpose and the central role of teachers in society. As they are at the heart of sustainable and inclusive societies in the 21st century, the research should also aim to identify how teachers contribute to inclusive and equitable schools and address current disparities among learners.

With less than a decade to go to meeting SDG 4 goals, and in a post Covid-19 world, the papers should cover debates around a future where the risk of global health and climate crises may become more frequent. For education systems to become more resilient to future shocks, governments will need to consider emergency preparedness plans so that education can continue to be delivered, with priorities towards marginalized and vulnerable populations.

The background papers will aim to examine one or more of the following four questions. Each of the papers will include a literature review of key issues and data trends, country case studies and comparative analyses, and policy and practice recommendations. The papers should have a global dimension, with particular attention on inclusive and equitable education provision. All papers should have teachers as the central focus of inquiry. Learning should be considered in all its forms within a lifelong learning context – formal, nonformal, and informal. Indicative questions are included for guidance only. It is expected that the proposal will further elaborate on the topics to be covered under each theme.

It is not expected that one consultant should address all 4 themes. Consultants can propose to explore one or more themes. UNESCO may contract with one or more consultants in consideration of the proposals received.

1. What will 21st century students look like and what should they be learning for the 21st century?

This paper will explore the extent to which the changing needs for knowledge and skills in the 21st century and the changing profiles of students call for a rethinking of curricular content and teaching practices. The issue at stake is access to quality and inclusive education for all students, regardless of their socio-economic background, geographic location, gender, or ability level. The research should also consider learners in fragile or crisis-affected contexts.

Indicative questions:

- Who are the ‘students’ of the future?
- What will learning look like in the 21st century? What new forms of learning will evolve? Are students learning in physical classrooms or remotely?
- What should a 21st century curriculum look like? What new forms of knowledge and subject domains will be required for the 21st century?
- How will learning needs be determined?

2. What will 21st century pedagogies and learning environments look like?

The purpose of this theme is to characterize the conditions in which teaching is evolving in the 21st century. The research should focus on the technological innovations available to teachers and students that are transforming the way of teaching. The research will review learning spaces in order to understand how the educational structure can be redesigned for the benefit of all those engaged in schooling, including a better quality of working life and positive school climate. The research should consider all forms of learning – formal, informal, non-formal – in a lifelong learning context.

Indicative questions:

- Who are the teachers of the 21st century? What does a 21st century teaching workforce look like?
- What new pedagogies, teaching practices, and evaluation methods will be needed in the 21st century? What elements of traditional or ‘20th century teaching’ are likely to remain?
- What new digital technologies are evolving and how will they transform teaching and evaluation practices? What will new forms of blended or hybrid learning look like?
- What is the role of the teacher in mediating technology?
- What are the learning spaces of the future (inside and outside of school)?
- What is the role of teachers in developing a positive school climate and community wellbeing?

3. What should teacher education look like for the 21st century?

The evolution of the teaching profession necessarily calls for an evolution in their training throughout their career. The purpose of this research will be threefold: examining to what extent the changing profiles and needs of students call for a rethinking of teacher education, determining to what extent training can become a vector for individual and societal development, and exploring to what extent it also constitutes an opportunity to promote learning communities linked to research and society. The research will consider teacher education across all sectors, from primary to tertiary, including TVET and other forms of non-formal learning.

Indicative questions:

- What are the implications of 21st century learning and knowledge for teacher education? How does globalization and digitalization of learning impact on teacher education?

- What careers and types of professional skills, specialization, and preparation will be required of teachers and what will this imply for the institutions that oversee teacher training?
- How will the digitalization of education, the potential of technology, and remote learning impact on the knowledge, skills, and attitudes required of future teachers?
- How can we promote teacher professional development and communities of practice?
- How can we develop learning communities linked to research and society?
- What role should teacher organizations play in teacher education and professional development?

4. What new models of teacher leadership and school governance will we need for the 21st century?

This last research topic will focus on changes in the organization of the education system in order to enable teachers to carry out their missions in the best possible way and to have rewarding career paths, as well as their roles in how schools are organized to serve collective society. Teachers' role in building back more resilient education systems should also be considered, as well as change management and teacher involvement in education policy.

Indicative questions:

- What will teacher leadership look like in the 21st century?
- What public institutions and modes of organization are needed for schooling in the 21st century?
- What policies are needed to enhance the roles and responsibilities of teachers?
- What role do other places of learning and training play in a lifelong learning perspective?
- What role can teacher organizations and private school associations play in education governance?
- How can we define and construct a shared policy of change?
- How can teachers be involved in building effective and resilient education systems?

Scope of Work

The scope of work should comprise all 5 UN geographic regions (Africa, Arab States, Asia & the Pacific, Europe & North America, Latin America & the Caribbean). Consultants can propose to cover one or more regions.

The technical proposal should describe the approach and methodology to be undertaken and any relevant additional questions to be considered to deliver the assignment. The proposal should specify the scope of the literature review and research, proposed methods of data collection for addressing the above questions, and how the information will be analysed for generating insights for future policy and planning at various levels of the system, such as government, teacher education institutions, school leaders, teacher unions, teachers, and so forth. The added value of the proposed research and analysis to building UNESCO's knowledge around teachers and teaching will be a critical factor in evaluating proposals.

Deliverables and Indicative Timeline

The final report should be about 15,000 words (about 25 pages single-spaced) using 11-point Calibri font, excluding appendices. The final report should include an executive summary, table of contents, and references.

All sources must be properly cited and follow international academic standards and ensure that no copyrights are violated. The final report must follow the guidelines specified in the UNECO Style Manual with respect to uses of terminology, spelling, abbreviations, references, etc.

In line with UNESCO's overall gender mainstreaming strategy, the contractor is expected to integrate a gender perspective in all activities and apply gender analysis and mainstreaming concepts whenever feasible.

It is not expected that the consultant will work at full-time basis. The table below gives an indication of the timeline from contract signature to submission of the finalized report. It is expected that contracts will begin by 15 November 2020. The deadline for all final reports will be **no later than 30 April 2021**.

| Deliverable | Suggested Timeline |
|---|-----------------------------------|
| Finalized research study proposal (including research framework, draft table of contents, bibliography, and timelined workplan) | + 5 days after contract signature |
| Draft literature review report and research tools for internal review | + 1.5 months |
| First draft of final report (with complete literature review and preliminary analyses) | + 1.5 months |
| Final report: First submission for internal review | + 1 month |
| Final report: Second submission reflecting comments for external review | +15 days |
| Final report: Third and final submission of the report | +15 days |

UNESCO reserves the right to publish a final report as is, or to develop a synthesis report combining two or more reports on a given topic. UNESCO also reserves the right to refuse to publish any report.

UNESCO will provide technical feedback to each deliverable submitted and hold regular meetings at key milestones to discuss progress and next steps. This would include time for reviewing and validating any data collection instruments. The first draft of the final report will be reviewed internally and the second draft will be reviewed externally. As per UNESCO guidelines, the final report will be subjected to external reviews prior to publication.

Qualifications and Requirements

Academic and professional requirements

- Advanced post-graduate degree (Master's or higher) in education, social sciences, international development, or other related field.
- Proven record of research, projects, and publications in one or more of the fields of teacher policy, teacher education and professional development, teacher management and governance, teacher motivation, distance education, pedagogy, ICTs for pedagogy, school governance, workforce development, educational development, and other related fields.
- Proficiency in qualitative and quantitative data analysis.
- Professional experience in developing countries.
- Prior relevant experience in a UN agency or organization is an asset.

Competencies

- Demonstrated ability to work effectively within a complex and multicultural environment, proven interpersonal and communication skills, strong technical assessment and analytical skills, and ability to organize and coordinate multiple tasks, and deliver the assignment within specified timelines.

Language requirements

- Fluency in both written and oral English is a requirement.
- Knowledge of another official UN language would be an asset.

Reporting and Roles & Responsibilities

The consultant will report to Sonia Guerriero, Senior Education Specialist, UNESCO. UNESCO will provide technical support throughout the assignment as necessary.

The consultant will be responsible for arranging their own computer equipment, office space, and telecommunications fees. The consultant is expected to conduct the assignment efficiently and professionally and to communicate with UNESCO in a timely manner.

Annex 2

Declaration of Compatibility of Professional Status

The Applicant must sign the following script and enclose as part of the technical proposal:

"I, the submitting individual,

1. *Fully understand that the work assignment that I am applying to does not constitute an offer from UNESCO for recruitment or employment or any long-term commitment imposed on UNESCO. I agree that UNESCO will pay me against quality and timely delivery of outputs and deliverables indicated in the Terms of Reference and that UNESCO has the right at its own discretion to cancel the contract should the performance be unsatisfactory or if UNESCO opts to cease activities related to this work assignment by notifying me of its decision in writing or by email at least one month from the expected date of contract cancelation.*
2. *Family Ties*
 - a. *I certify that I am not the father, mother, son, daughter, brother, or sister of a staff member of UNESCO, of an employee of the ancillary services or of someone who, at the same time, holds a supernumerary contract or contract for individual consultants or other specialists or has a fellowship with UNESCO.*
 - b. *I also certify that, if I have a spouse working as a UNESCO staff member, or as an ancillary services employee, my spouse does not work in the same Sector, Bureau, or Field Office in which I will be working.*
3. *Multiple Contracts*
 - a. *I certify and declare that I hold only one contract of any type with UNESCO at any one time. Any failure to respect this condition renders this present contract liable for immediate termination, without notice or indemnity.*
 - b. *I certify and declare that I am not a beneficiary of any type of UNESCO fellowship. Any failure to respect this condition renders this present contract liable for immediate termination, without notice or indemnity.*
 - c. *I certify and declare that I do not have incompatible professional status under UNESCO's provisions governing contracts for individual consultants and other specialists."*

Name and Signature

Date