



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/WTD

**Date:** 26 May 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 UNESCO CV and cover letter stating how the consultant's qualifications and experience contribute to the research.
2. A technical proposal (maximum of 5 pages), which should consist of:
  - a. An overview of the key research and policy issues about the topic 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) in line with the Terms of Reference.
  - c. A description of (and links if possible) to previous work related to the current assignment undertaken within the last 5 years.
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 **5 June 2020** 23:59 CET to Ms Sonia Guerriero at [s.guerriero@unesco.org](mailto:s.guerriero@unesco.org).
2. Use **ED/PLS/TED/2020/WTD** 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.
4. Individuals receiving this notice are requested to acknowledge its receipt and to indicate whether they will be submitting a proposal.

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

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, please contact Ms Sonia Guerriero at [s.guerriero@unesco.org](mailto: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****Teacher Leadership in Developing Crisis Education Responses****Introduction**

Every year on 5 October since 1994, UNESCO celebrates World Teachers' Day (WTD) to commemorate the anniversary of the signing of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers. It sets forth the rights and responsibilities of teachers, and standards for their initial preparation, ongoing professional development, recruitment, employment, teaching and learning conditions. It also contains numerous recommendations for teachers' participation in educational decisions through consultation and negotiation with educational authorities. Complementing this landmark achievement, WTD also commemorates the adoption in 1997 of the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel which sets forth the rights and responsibilities of higher-education teaching and research personnel.

The adoption of the Sustainable Development Goals (SDGs), including Goal 4 on Education, recognises teachers (Target 4.c) as key to the achievement of the 2030 Education Agenda. WTD provides an annual occasion to take stock of achievements and raise awareness around challenges facing teachers and their role in the achievement of the global education targets. This year WTD will be celebrated with the theme, "Teacher Leadership in Developing Crisis Education Responses."

**Rationale for the choice of the theme**

An unprecedented event, the COVID-19 pandemic challenges already constrained education systems in various new ways resulting in a revision of how teachers teach and more generally work. While the topic of leadership has been somewhat neglected amongst the multitude of issues facing the teaching profession in the push towards achieving SDG 4 and Education 2030, the issue of teacher leadership in relation to crisis responses is not just timely, but critical in terms of the contributions teachers have recently made to ensure remote learning, support vulnerable populations, re-open schools, and ensure that learning gaps in the curriculum have been mitigated. The discussion should also consider the role of teachers in building resilience and shaping the future of education and the teaching profession.

The COVID-19 crisis created a unique situation for teachers' leadership, creativity and innovation to be demonstrated. Around the world, teachers worked individually and collectively to find solutions and create new learning environments for their students to ensure that learning could be continued. In most cases without much warning and with little time to prepare, teachers have had to modify or condense the curriculum and adapt lesson plans to carry on with instruction, whether via the internet, mobile phone, television, or radio broadcast. In many low-income countries, where there is poor or no connectivity to the internet or mobile networks, teachers have 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.

In response to the COVID-19 crisis, the International Task Force on Teachers for Education 2030 released a “Call for Action on Teachers”, which among others, advocates for teacher-related responses including a role in short, medium- and long-term planning and policymaking for the continuation of learning and eventual return to school.

Beyond epidemic and pandemic situations such as COVID-19, HIV/AIDS and Ebola, teacher leadership in other crises including civil conflict, displacement, migration, climate change and other emergency situations is critical given they overwhelmingly impact teachers, their daily practice and presence in the classroom, effectiveness and motivation.

The recent COVID-19 pandemic and associated school closures directly affected 1.5 billion students at all levels and 63 million primary and secondary teachers. In many cases, teachers were required to conduct online learning but lacked basic ICT tools in their own homes. In many places teachers also found themselves unable to continue education since so many households lacked the technology and connectivity to allow pupils to learn online. Globally, for instance, approximately 50% and 43% of learners are lacking computers or the Internet in the home. Teachers were also under significant strain but lacked a network and system of psycho-social support from education leaders and the greater community. In many cases, teachers often have the double duty of tending to their own children at home while trying to teach online and facilitate the continuance of education and learning. This highlights the need for system level leadership, so teachers are not only equipped with ICT tools and connectivity to continue teaching, but also benefit from adequate training and accompanying support.

Teachers face other challenges beyond the current and other crises; overall the early twenty-first century has not been an easy time to be a teacher anywhere. There has been, without doubt, a decline in the status of the teaching profession globally, and respect for teachers more generally. Worldwide there is growing concern about the competence and qualification levels of teachers to the extent that families no longer systematically support teachers’ authority or the concept in loco parentis. In many countries, this can be attributed to teachers’ low level of qualifications and training. For instance, data show that in primary and secondary education in sub-Saharan Africa, only 64% and 50% of teachers, respectively, are trained. In some countries, including those in Western Africa and South Asia, it is also related to the practice of filling teacher gaps with a growing cadre of para-professionals and community volunteers. If this were not enough, the combined concern about competence and the drive to deskill teachers has led some prominent academics to urge a rethink of the very notion of “expertise,” suggesting that technology and artificial intelligence could soon make redundant many human tasks that were once the historic preserve of ‘professions,’ replacing them with automation.

Under ordinary circumstances, policymakers face critical challenges to identify which balance of policy options to recruitment, teacher education and continuing professional development, incentives, support and motivation offer an effective professional and personal development strategy for teachers and other education personnel to develop as leaders. During the COVID-19 crisis and the return to school—if these issues are not properly addressed—policymakers might miss the opportunity to develop a new cadre of talented teachers with a leadership mindset to effectively establish the new global, regional and country level aspirations countries need in these challenging times.

One of the fundamental aspects of SDG 4 is the shift from the overriding issue of education access to quality and learning outcomes. Teacher leadership will be essential for inclusive and quality education and allows for a broader interpretation and greater role for teachers

beyond their traditional role. Rather it expands on teachers' central role as leader to improve the quality of teaching and learning.

Under the current international framework for education, the Incheon Declaration and Framework for Action recognises the key role of leadership. Under Target 4.c, it acknowledges that “teachers make a major contribution to the improvement of student learning outcomes...[.]” More precisely, it notes teachers' leadership role not only in terms of instruction and curriculum, but also in terms of governance, efficiency, effective coordination, and monitoring and evaluation of learning and achievement.

Consequently, education stakeholders and global partners are increasing their focus on the issue of education leadership and how teachers, head teachers, principals and others play important roles. By choosing to focus World Teachers Day on leadership, UNESCO and its convening partners wish to draw global attention to this neglected issue and to invite education stakeholders to reflect on what teacher leadership means in the context of Education 2030. These questions fit within UNESCO's Futures of Education initiative which is exploring how knowledge and learning can shape the future of humanity and the planet.

As the global community commemorates World Teachers' Day 2020, stakeholders and development partners should reflect on the recent COVID-19 crisis to examine the future of the profession - taking onboard not just emergency preparedness, but also the role for teacher leadership in relationship to the changing climate of education including inclusive societies, education for sustainable development, global citizenship education, climate change, and overall achieving SDG4 to “Ensure inclusive and equitable quality education and promote lifelong opportunities for all”.

### **Framing teacher leadership**

Teacher leadership is framed as a central component of educational innovation, governance, effectiveness and efficiency within a system-wide framework with its various hierarchical structures of governance constituting a triangular continuum of micro- meso- and macro-levels. Teachers', headteachers', principals' and other education personnel's actions at the different levels demonstrate the multiple facets of leadership, which sometimes overlap between actors. Furthermore, while some leadership roles are formal with designated responsibilities, others are more informal as teachers' coach, interact with peers, parents and the local community. During emergencies, leadership often takes the form of grassroots (bottom-up) approaches, while the system self-adjusts at a higher level.

The COVID-19 pandemic and other past and potential emergency situations require a fundamental re-evaluation on the role of teachers and how they can mitigate the worst elements of emergencies and their impact on teaching and learning. While a systems-level analysis of leadership is a useful framework for thinking about leadership in general, the COVID-19 crisis and other emergency situations also necessitate different teacher leadership responses during the short, medium- and longer-term including additional phases of the pandemic. In the current context this long-term planning should be aligned to different phases of the Covid-19 situation including: i) during the crisis; ii) post-pandemic; and iii) longer-term planning and strengthening system resiliency.

**Classroom-level leadership (Micro):** This refers to both face-to-face and virtual classrooms. This leadership level considers interaction of teachers with their learners where teachers' authority and competence are central. The teacher makes decisions regarding teaching, interpreting the curriculum, sequencing learning, facilitating learning, monitoring and assessing outcomes in specific subjects and other cross-curriculum learning outcomes, based on knowledge of students' ability levels, talents and challenges. The teacher goes beyond adhering to narrow role definitions, but leads the teaching-learning process by being

innovative and making impactful decisions. Teachers' leadership at this level also applies to their decisions about the selection of ICT tools, learning management systems and online learning platforms, OERs, social media, radio, or TV, to support the teaching-learning process and meet expected learning objectives, whether in distance learning situations or as part of a blended approach.

**School-level leadership (Meso):** Teacher leadership at school level represents additional responsibilities, such as performing administration and management tasks, serving on committees (e.g. improvement committee, patronage of clubs) and pedagogical experts. Headteachers and others lead on the identification and selection of virtual learning platforms, e-learning software, textbooks, and other teaching-learning materials to be used on a school- or district-wide basis. As pedagogical experts, headteachers and other classroom teachers are uniquely positioned to lead on articulation and implementation of distance learning preparation plans to enable continuity of education during times of crisis. Through these roles, teachers align professional goals with those of the school and share responsibilities for its success and contribute to shaping its culture. Senior and experienced teachers' mentor or coach juniors and peers, participate in the local community of practice, encourage students and colleagues to learn and do things differently, thus serving as catalysts of change, and confronting obstacles to achieve the school mission.

**Community-level leadership (Macro):** In addition to teachers' leadership role to ensure internal coherence between curricular components (i.e. learning objectives, subject curriculum/syllabus, teaching methods, textbooks, assessment rubrics), they can also ensure external coherence between curriculum and societal needs. The notion of curriculum as a contract between society and education actors helps to ensure i) coherence between interdependent education sub-sectors; ii) consistency between different stages (early childhood to tertiary and lifelong learning); and iii) forms of education (general, TVET, non-formal, informal). This framework is important to define teachers' leadership roles and the contribution they can make to achieve the community and society's desired social, economic and cultural aspirations. Teacher leadership at community level is often demonstrated within district-level coordination structures that have been put in place for the purpose of school accountability efforts such as teacher appraisals, performance evaluations, and school inspections, as well as individual and whole school professional development opportunities and management of teacher career structures. During the COVID-19 crisis and school closures, community-level grassroots demonstrations of leadership can also emerge where teachers develop organic solutions to mitigate educational challenges confronting communities when classrooms and school-level arenas are compromised.

## Work Assignment

In preparation for WTD, UNESCO seeks the services of qualified consultants to research and prepare background report(s) for release on or before WTD. The purpose of the report(s) is to inform future policy and planning related to teacher leadership at different levels of the system, inclusive of teachers' leadership at the grassroots level shown in the wake of COVID-19 and other emergency education situations. WTD 2020 will explore teachers' leadership not only in terms of instruction and curriculum, but also in terms of education governance, efficiency, effectiveness, and resilience at system level during times of crisis. The commissioned research paper(s) will be used to generate new insights into teacher leadership in the broader context of educational leadership and explore promising policies and strategies to affirm teachers' leadership in emergency education. The research will address the following four thematic questions via a mix of quantitative and qualitative methodologies, and include case studies and comparative country analyses:

1. How did grassroots or bottom-up teacher-led initiatives emerge? Who were the actors? What factors facilitated the emergence of grassroots approaches? What barriers prevented others?
2. What policy measures were already in place that supported teacher leadership in implementing innovative grassroots distance learning solutions in times of crisis? What incentives for engaging with and motivating teachers were in place before the crisis?
3. How can teacher leadership support more effective system resilience? Post-crisis, what policies were adopted to ensure continuity and equity of distance learning? What measures can empower and sustain grassroots initiatives and link between bottom-up and top-down approaches in the longer-term system?
4. How effective are these policy measures? How are the policies being monitored and evaluated?

### **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, etc. The added value of the proposed research and analysis to building UNESCO's knowledge around teacher leadership will be a critical factor in evaluating proposals.

### **Deliverables and Timeline**

Contract duration: up to three months.

The following deliverables are expected:

- Finalized research study proposal (including research framework, draft table of contents, bibliography, and timelined workplan): to be submitted 5 days after contract signature.
- Preliminary report: 30 July 2020
- Final report due: 31 August 2020

The final report should be about 10,000 words (about 20 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 UNESCO 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 timeline should also include a schedule for submitting regular progress reports. The work schedule should include time for internal and external rounds of reviews, with the final report delivered **no later than 31 August 2020**.

The assignment is expected to proceed in stages with technical input and feedback provided at key milestones of the work by the Senior Education Specialist leading the project. This would include time for reviewing and validating any data collection instruments. The preliminary report is expected to cover initial findings of the research and analysis phase. The preliminary draft will be reviewed internally. The final report will be reviewed internally and externally. As per UNESCO guidelines, the final report will be subjected to external reviews prior to publication

UNESCO may contract with one or more consultants in consideration of the proposals received. UNESCO reserves the right to publish final reports as is, or to develop a synthesis report combining two or more reports. UNESCO also reserves the right to refuse to publish any report.

## **Qualifications and Requirements**

### Academic and professional requirements

- Advanced post-graduate degree (Master's or higher) in education, social sciences, international development, and other related field.
- Proven record of research, projects and publications in one or more of the fields of teacher management and governance, teacher leadership, teacher career management, school governance, teacher education and professional development, distance education, teacher motivation, education in emergencies, 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 result 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