TERMS OF REFERENCE

<table>
<thead>
<tr>
<th>Unit</th>
<th>Education</th>
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<tbody>
<tr>
<td>Title</td>
<td>Sub-regional Policy Review on Teachers, Teaching and the Teaching Profession</td>
</tr>
<tr>
<td>Type of Contract</td>
<td>Contract for Services</td>
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<tr>
<td>Contract Period</td>
<td>August – December 2022 (5 months)</td>
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I. BACKGROUND

The Sustainable Development Goal on Education (SDG4) of the 2030 Agenda focuses heavily on data collection and monitoring for the efficient and successful management of the education sector. The aim is highly comprehensive and supports the lifelong learning approach, which calls for improvement in Education for all ages at all levels of Education. It needs consistent metrics and measures to create international discourses and advocacy based on facts. Education 2030 Framework for Action as the roadmap to achieve the education goal was adopted in November 2015 to guide governments and partners on turning commitments into action.

After schools reopened, ensuring readiness to learn and strategies for learning recovery has been an immediate priority, alongside reimagining quality inclusive education and developing long-term strategies to address the learning crisis. System transformation which addresses both learning recovery and the learning crisis will include elements like curriculum review, teacher training in new competences, and real time monitoring, etc. The COVID response has enhanced the focus on (flexible approaches) learner autonomy and remote learning; opportunities, which can transform education quality and reach if aligned with enhanced assessment and teacher training, including in training on digital learning and on-line safety, for example.

The response to the pandemic once again underscored the pivotal role of teachers in ensuring learning. While it is widely acknowledged that the quality of teachers directly and significantly affects the quality of education, many countries continue to face a shortage of teachers with adequate qualifications and competences; a situation which was further heightened by the crisis. The response has revealed the fundamental importance of teachers’ preparedness, well-being and working conditions, and the urgent need to strengthen teachers’ ICT skills and preparedness for digital and hybrid education, as well as the importance of their involvement in educational and school decision-making. Comprehensive support to continuous professional development that responds to emerging challenges and trends is indispensable in enhancing quality education and learning, including skills building, digital education and student-centered pedagogy.

UNESCO Jakarta will conduct Sub-regional Policy Review on Teachers, Teaching and the Teaching Profession to identify and understand the five cluster countries' teachers’ policies to accelerate achieving SDG 4 after the COVID-19 pandemic. This is a key activity in implementing the Education's priority area of Sector-wide Policy and Plan anchored within the frameworks of UNESCO's Medium-Term Strategy and global development plans to achieve SDG 4 for Quality Education of 2030 Agenda.

II. OUTPUTS

The expected output from the assignment is Sub-regional Policy Review on Teachers, Teaching and the Teaching Profession to accelerate achieving SDG 4; The Contractor should submit the document to UNESCO in English.
III. DUTIES AND RESPONSIBILITIES
Under the authority of the Director of UNESCO Jakarta and direct supervision of the Head of Education Unit, the Contractor shall carry out a study on the Sub-regional Policy Review on Teachers, Teaching and the Teaching Profession to accelerate the achievement of SDG 4 in the five cluster countries: Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste. Specifically, the Contractor will be responsible for:

1. Developing a desktop study report on Sub-regional Policy Review on Teachers, Teaching and the Teaching Profession to accelerate the achievement of SDG 4 in the five cluster countries. The tasks include:
   1.1 Develop a detailed work plan or research proposal to carry out the study, indicating specific methodology, research design, question, and instruments (questionnaires when necessary) and timeline to deliver the expected outputs.
   1.2 Develop the proposed Outline and Table of Content of the report covering, at least: Introduction and Background; Overview; State of the Teachers Policies; Challenges; Conclusions and Recommendations.
   1.3 Collect data from the relevant stakeholders, particularly the Ministry of Education in the five cluster countries, if required in coordination with UNESCO Jakarta to facilitate efficient responses from the countries.
   1.4 Submit the draft of the study report to UNESCO Jakarta for review. The study report should be written in English with font type Calibri, font size 11 in a single space and minimum of 30 pages excluding cover, table of content, appendices, and list of references.


3. Ensure the copyrights of the photos, illustrations, and figures used in the study report had been secured from the copyright owners, and/or provide UNESCO Grant of Rights Form (Form AM 13-9), if necessary.

4. Regularly update UNESCO with the progress and notify UNESCO of any obstacles that may compromise the plan and the expected outputs.

5. Ensure the appropriate placement of the UNESCO logo in all documents as the deliverable under the contract period. It is not allowed to use the logo beyond the scope of the contract. The Contractor shall not advertise or otherwise make public that it is a Contractor with UNESCO, nor shall the Contractor, in any manner whatsoever, use the name, emblem or official seal of UNESCO, or any abbreviation of the name of UNESCO in connection with its business or otherwise.

6. Submit to UNESCO Jakarta the Final Sub-regional Policy Review on Teachers, Teaching and the Teaching Profession to accelerate the achievement of SDG 4 by 25 November 2022 for approval.

IV. INPUTS
UNESCO will provide the Contractor with additional information and facilitate communication with the related stakeholders required to enable the Contractor to carry out the assignment and deliver the outputs.

V. TIMETABLE AND DELIVERABLE
Contract period: 5 months.
UNESCO shall make the following payments to the Contractor for the services to be provided under the terms of this contract:

<table>
<thead>
<tr>
<th>Payment</th>
<th>Upon Submission to and Approval by UNESCO of the Following</th>
<th>Latest Date for Submission*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Work plan/research proposal and draft Table of content</td>
<td>8/09/2022</td>
</tr>
<tr>
<td>2</td>
<td>Draft of the study report</td>
<td>1/09/2022</td>
</tr>
<tr>
<td>3</td>
<td>First final draft of the study report</td>
<td>1/10/2022</td>
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VI. MINIMUM CONTENT OF PROPOSAL

Interested Institution shall send the proposal (in English) to UNESCO Office, Jakarta the following elements:

1. Cover letter statement of interest and briefly elaborating the capacity of the Institution;
2. Complete Company profile;
3. Technical Proposal consisting of:
   (i) Description on how each of the basic requirements in the TOR could be addressed and / or elaborated and may provide technical advice on options for UNESCO to consider including any other necessary features to conduct the study,
   (ii) an approach and methodology for the assignment to reflect a feasible and sound methodology and show how quality control, prompt delivery of services and internal technical and quality assurance review mechanism for the works will be achieved
   (iii) A work plan with specific treatment of key deliverables and priorities to indicate the necessary timeframe for the completion of the deliverables
   (iv) Comments on the Terms of Reference if any (in brief)
   (v) Short CVs of personnel involved.
4. Financial Proposal for the work as describes in the Term of Reference (ToR).

VII. MINIMUM REQUIREMENTS

Work Experience

- A minimum of five to seven years of relevant professional experience, with at least two years of experience in planning and developing education programmes
- Excellent knowledge and experience in researching with a preference in education planning, teachers and teaching policies
- Good knowledge of the UN Sustainable Development Goals and 2030 Agenda, particularly SDG4.
- Good knowledge of the Education 2030 Framework for Action is desirable.

The Institution should note:
   a) UNESCO liability for the bank charge is limited to the charge levied by its bank only and does not extend to the bank correspondence charges payable at the payee's end;
   b) Taxes levied by national authorities on money paid to contractors by UNESCO are not reimbursable by the organization.
   c) UNESCO does not insure the contractor. It is, therefore, the responsibility of contractors to take out any insurance they may need against illness, accident, death, material damage, or other losses, which may or may not be imputable to the execution of their contract;
   d) Payment will be processed upon approval of the agreed deliverable(s) together with a payment claim/invoice.

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