

Call for proposals

Spotlight report series on foundational learning in Africa 2025: Primary school sample survey on school leaders in Zimbabwe

UNESCO is inviting proposals from organizations/legal entities for the following work assignment.

I. Background

The Global Education Monitoring Report (or GEM Report) 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 has the mandate, established in the Incheon Declaration of the World Education Forum in May 2015, to monitor progress (i) on education in the Sustainable Development Goals (SDGs) and (ii) on the implementation of national and international strategies to achieve SDG 4.

In line with its strategy, the GEM Report has explored how its outputs can be put to good use to influence policy at national level, particularly in countries at risk far from achieving SDG 4, and regional level. The Africa Spotlight series aims to foster peer-learning and dialogue on policies at national and continental level to improve primary education completion and foundational learning in reading and mathematics, with the ultimate aim to support progress towards SDG target 4.1. It is a collaboration with the Association for the Development of Education in Africa (ADEA) and the African Union (AU).

The Spotlight report series is implemented in a three-part cycle. Each cycle focuses on a dozen countries, of which five to six are analyzed in greater depth leading to a country report developed by a country research team and validated by high-level officials. The country reports, alongside other country case studies and

leaders, civil society organizations and the media are therefore central for the effectiveness of the Spotlight series.

At continental level, the Spotlight series aims to work with three clusters of the Continental Education Strategy for Africa 2016-25 – curriculum, teacher development and planning – as part of the Leveraging Education Analysis for Results Network (LEARN). This peer-learning mechanism aims to act as a catalyst for cross-cluster collaboration to address foundational learning issues in Africa.

The series is based on an analytical framework that consists of seven factors which play key roles in improving foundational learning outcomes – vision on foundational learning; teaching and learning; teachers; school management; school support and monitoring; community and parental engagement; and learning assessment – and, by doing so, remove a major barrier to universal completion.

As part of the third Spotlight cycle in 2024/5, the research will focus on instructional leadership and it will explore selected aspects of three of these seven factors: school leaders as instructional leaders, district officers as instructional leaders and the role on parents and communities. The focus countries are Morocco, Cote d'Ivoire, Cameroon, Kenya, Zimbabwe and one state in Nigeria. In each country, there will be two levels of analysis, which will be connected and will inform each other.

Quantitative analysis will be based on a school sample survey. Two questionnaires will be administered . T

The final field report and annexes shall follow the UNESCO Style Manual for English (<https://unesdoc.unesco.org/ark:/48223/pf0000141812>) or the UN manual for French (<https://is-fts.unog.ch/sites/default/files/2019-02/Manuel%20du%20traducteur-ONU.pdf>).

IV. Submission of proposal

The GEM Report team invites national statistical agencies, research firms, organizations or universities with focus on education and social policy statistical analysis and research.

i. Eligibility Requirements

The bidding entity must have:

- a track record of at least 3 school sample surveys designed and implemented;
- knowledge of education or a record of partnering with organizations specialized in education;
- experience and knowledge of interacting with the education ministry to:
 - o develop a representative school sample; and
 - o obtaining research permits

The team leader for the assignment must have:

- at least a bachelor's in statistics or social sciences;
- a track record in the design, implementation and/or analysis of school surveys

ii. Proposal Requirements

The proposal, presented on the organization's letterhead, must include:

- o a description of past research experience to this field and in the country;
- o a detailed proposed methodology, including data collection techniques, and workplan;
- o a financial proposal with a breakdown of costs.

Full CVs of the expert(s) involved in the project, including academic records, lists of publications, research grants, projects, and copies of their degrees and certifications.

Proof of the legal existence of the organization, including copies of the registration certificates or any other official document attesting to its legal formation.

iii. Selection criteria

Submissions will be evaluated based on the following:

- Proven research record in the design and implementation of at least 3 school surveys;
- Suitability and rigor of the proposed research methodology for primary data collection and analysis;
- Understanding of the education system in **Zimbabwe** and prior collaborations with education focused organizations;
- Experience working with education ministries to develop representative school samples and obtain research permits.
- Compliance with the outlined qualifications for the team leader, including academic background and survey expertise.

iv. Submission details

Deadline: 20 January 2025

Submission format: Combine all documents into a single PDF file and send to

gem.procurement@unesco.org with the subject line: **2025 Spotlight Country Review in Zimbabwe.**

Proposals may be submitted in French or English.

Queries or requests for clarification should be addressed