



**Call for Proposal  
Organization/Firm  
Assessment Partner for Administering Learning Assessment  
(Literacy and Numeracy Skills)**

**Date Issued: 3th April 2024**

**Organization: UNESCO Project Office in Yangon**  
**Duration: May 2024 to November 2024**  
**Start Date: 16<sup>th</sup> May 2024 (Estimation)**  
**Application Deadline: 3<sup>rd</sup> May 2024**

**Terms of Reference**

**I. Background**

Under the Global Partnership for Education (GPE) Education Sector Program Implementation Grant (ESPIG), UNESCO has secured funding to implement activities towards the attainment of the undermentioned three (3) outcome areas.

- A. **Outcome 1:** Ensuring safe and equitable access to learning for children and youth in Myanmar;
- B. **Outcome 2:** Ensuring quality teaching and learning for children and youth in Myanmar by strengthening the capacities of education staff and fostering context-responsive, equity-focused learning resources and modalities adapted to the evolving situation; and
- C. **Outcome 3:** Ensuring systems strengthening, management, coordination, and monitoring.

These outcomes contribute to the long-term goal of ESPIG which is ensuring that children and youth in Myanmar can re-engage in quality, meaningful, inclusive and gender-responsive learning in safe, protective environments, with a particular focus on the most vulnerable learners. Under ESPIG, UNESCO along with other Grant Agents will conduct two (2) Learning Assessments over the implementation period 2024 – 2026 using the Annual Status of Education Report (ASER) Survey. At a minimum, the GAs will ensure a baseline and endline survey is delivered over the three-year period of the ESPIG. Each GA will administer the ASER survey in a coordinated, but independent manner. In the case of UNESCO, a third party will be contracted to administer the learning assessment. The results will feed into Outcome 2 reporting of the joint results framework for the indicator “*number of girls, boys, and youth (ages 3-18) with improved literacy and numeracy skills*”, noting that the assessment will focus on children ages 6-15 years old.

The first learning assessment, expected to commence at the start of the 2024/25 academic term (June 2024) will establish a baseline of data to enable GAs to monitor children’s progress throughout the project duration and measure their impact on children’s learning in the

subsequent learning assessment. The results of the ASER Survey will provide the GAs and their partners with an understanding of the literacy and numeracy levels of children, so that teaching methods and materials can be adapted to enable them to start from their current level and build towards the learning levels appropriate for their age and grade.

## II. Objectives

- A. Administer one (1) learning assessment measuring basic literacy and numeracy skills to students (ages 6 -15) in non-government schools using the Annual Status of Education Report (ASER)<sup>1</sup> survey.
- B. Analyze the data from the learning assessment to inform planning and decision making.

## III. Work Assignment:

The Contractor will perform the tasks under the overall authority of the Director of UNESCO Regional Office in Bangkok, the direct supervision of the Head of Office, UNESCO Project Office in Yangon, and in close collaboration with the ESPIG programme team. The Contractor is expected to support UNESCO in administering the learning assessment and analyzing the data. Activities include but are not necessarily limited to the following tasks:

- Meet with the UNESCO Yangon team to understand the approach and scope of the work, agree on methodology and objectives of the analytical tasks.
- Design a work plan for the administration of the learning assessment which includes the objectives, the data collection process, and the approaches to analysis.
- Adapt ASER survey assessment tools based on the recommendations of UNESCO and other Grant Agents of the ESPIG programme.
- Analyze data on student's literacy and numeracy skills based on data submitted by UNESCO's partners (education administrators and teachers in non-government schools) taking part in the ASER survey.
- Participate in joint meetings with ESPIG Grant Agents on implementation of learning assessment to ensure a coordinated approach, if required.
- Communicate with UNESCO on a regular basis to update on the progress of the assignment and any challenges that may be encountered.
- Train relevant focal points at non-government schools/learning centers on the ASER survey, methodology, data collection tools, assessment, and reporting.
- Lead the learning assessment implementation and oversee data collection and entry, with coordination support from UNESCO. This may involve travel to UNESCO's partners (dependent on safety and security of the identified area).
- Conduct a result validation workshop to analyze findings, learnings, and recommendations

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<sup>1</sup> ASER Centre, Annual Status of Education Report, <https://asercentre.org/aser-survey/> accessed 19<sup>th</sup> March 2024

- Produce final report of key findings (including data visualizations) based on the data collected and analyzed (no more than 25 pages), along with accompanying PowerPoint Slides.
- Prior to submission, the Contractor ensures that proper copyediting and proofreading should have been carried out for all deliverables and the relevant templates and formats should have been closely followed. The Contractor may be requested by UNESCO to revise the deliverables if they are determined by UNESCO to be unsatisfactory and/or incomplete against the required standard of quality. No additional payment will be made for any correction of the deliverables;

#### **IV. Methodology**

ESPIG GAs agreed that each GA will administer the ASER Survey in a coordinated, but independent manner, with the modality to be determined by each GA. In the case of UNESCO, a third party will be contracted to support the administering of the learning assessment. The ASER Survey, which is also available in Myanmar language, has already been tested in the country by different partners (including PiN, SCI and others) and by UNICEF, SCI, and others globally in different contexts. Based on the previous successful experiences with this tool in Myanmar and its widespread international recognition as an effective measure of learning assessment in emergency settings, GAs agreed to adopt this tool for the learning assessment exercises planned under the ESPIG

The purpose of ASER is two-fold: (i) to obtain reliable estimates of the status of children's schooling and foundational learning (reading and math ability); and (ii) to measure the change in these basic learning and school statistics over time.

The ASER Survey in Myanmar will be used to assess the basic literacy and numeracy skills of children (6-15 years old) who have participated in at least one year of an ESPIG-funded education programme managed by any of the three GAs.

- A. The Survey tests basic literacy skills through a simple reading tool with four tasks:
  - 1) Letters: Set of commonly used letters.
  - 2) Words: Common, familiar words with 2 letters and 1 or 2 matras.
  - 3) Standard I level text: Set of 4 simple linked sentences, each having no more than 6 words.
  - 4) Standard II level text: A short story with 7-10 sentences. Sentence construction is straightforward, words are common, and the context is familiar to children.
- B. Similarly, the arithmetic tool consists of the following four tasks:
  - 1) Number recognition 1 to 9.
  - 2) Number recognition 11 to 99.
  - 3) Subtraction: 2-digit numerical subtraction problems with borrowing.
  - 4) Division: 3-digit by 1-digit numerical division problems with remainder.

A tentative sample of 3,000 students ages 6 – 15 will be targeted by UNESCO across Sagaing, Mandalay, Yangon, Bago. The exact states/regions are subject to change depending on the security situation in country. The sampling strategy used in ASER is designed to generate a representative picture of the States/Regions and Townships benefiting from the ESPIG. The selection of children to be tested will likewise ensure a representative and credible sample size, to be finalized at the time of the assessment, and will include 50 per cent girls and a percentage of children with disabilities proportional to overall enrolment figures.

## V. Technical Considerations for Content Production

The Contractor may choose the application most suitable for the production of the analytical products. However, all products should be fully editable on standard Windows MS Office tools, without need for purchasing other licenses. It is recommended the Contractor utilize applications requiring minimal calibration and interface mastery, especially in terms of repeated editing during the later stages of development and future reuse.

## VI. Deliverables and Timeline

The Contractor shall submit to UNESCO the following deliverables in English and in editable format such as MS Word and/or MS Excel:

<b>Deliverables</b>	<b>Deadline</b>
Detailed Work Plan	24 <sup>th</sup> May 2024
Report on ASER survey capacity building training held with non-government schools/learning centers	21 <sup>st</sup> June 2024
First draft of learning assessment report outlining key findings with relevant data visualizations, along with accompanying PowerPoint Slides	20 <sup>th</sup> September 2024
Report from learning assessment results validation workshop and accompanying PowerPoint Slides	4 <sup>th</sup> October 2024
Final draft of learning assessment report outlining key findings with relevant data visualizations, along with accompanying PowerPoint Slides (taking into consideration UNESCO's feedback and comments from the validation workshop)	25 <sup>th</sup> October 2024
Comprehensive database of all data collected by UNESCO's partners during the administering of the learning assessment.	8 <sup>th</sup> November 2024

## VII. Eligibility, Qualifications, Experience and Competencies

### Organization

### **Required Qualifications**

- At least 4 years of relevant experience in data analysis, including the use of assessment tools.
- Strong understanding of evaluation and assessment methodologies, including standardized testing, surveys, and interviews.
- Demonstrated competency with developing and producing quantitative and qualitative analysis for policy level requirements, preferably in development and/or education context.

### **Desirable Qualifications**

- Experience working with CSO and /or other UN agencies and INGOs.
- Experience administering the ASER survey.
- Familiarity with Myanmar education and/or development context.

### **Personnel/Staff who will lead the implementation of the activities**

#### **Required Qualifications**

- Bachelor's degree in psychology, data analysis, statistics, education, economics or any other related discipline.
- 3- 4 years relevant work experience.
- Strong planning and organization skills.
- Strong critical thinking and analytical skills.
- Ability to utilize and apply assessment tools and evaluation methodologies.
- Ability to provide visualizations which are comprehensible, attractive and which demonstrate analytical insights from data.
- Ability to write analytical policy reports based on data analysis findings.

#### **Desirable Qualifications**

- Master's degree in psychology, data analysis, statistics, education, economics, or any other related discipline.
- Experience working with CSO and /or other UN agencies and INGOs.
- Specialized training/certification in administering learning assessments.

### **VIII. How to Apply**

Qualified Organizations/Institutions/Firms should submit the following to UNESCO clearly referencing 'Administering of Learning Assessment under ESPIG'

- **Technical proposal:** Outline and methodology for undertaking this assignment, as well as, a detailed work plan showing a timeline for completion of activities, the assignment's important activities/deliverables and milestones/deadlines.

- **Financial proposal:** Detailed quotation in USD showing all necessary costs in detailed budget breakdown.
- **Two relevant examples** of previous work transforming data into a relevant policy text or report to inform decision making, preferably from development and/or education context or documented evidence of previously conducted learning assessments.
- **References:** The names and contact details of 3 references for whom you undertook prior work should be provided.
- A profile/description of your company with evidence of your company's capacity to perform the services required, the organizational structure, company registration and CVs of the technical, management and implementation support personnel proposed to work on the project should also be included.

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 first and foremost 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 Organization best value for money.

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 wherever feasible.

**Your application should reach [yangon@unesco.org](mailto:yangon@unesco.org) by email no later than 17:00 Hours (Yangon time) on 3<sup>rd</sup> May 2024.**

**Only short-listed organizations/institutions/firms will be contacted.**