

## Call for Proposal

### Course Development on Teacher Professional Development (English language)

#### Institution/Organization/Firm Only

Organization: UNESCO Antenna Office in Yangon  
Duty Station: Yangon, Myanmar  
Type of contract: Contract for Services  
Tentative Duration: April 2025 to December 2025 (9 months)

Date issued: 24 March 2025

#### I. Background:

UNESCO is actively involved in the Global Partnership for Education- Education Sector Program Implementation Grant (GPE-ESPIG) program. The primary objective of the GPE-ESPIG program is to ensure that the most marginalized children, including those who are out-of-school or at risk of dropping out, gain access to quality learning opportunities. These opportunities are crucial for them to acquire relevant skills, build resilience, continue their education, and enhance their overall well-being. The GPE-ESPIG program consists of three key components:

- **Access:** The program focuses on facilitating safe and equitable access to learning for children and youth in Myanmar.
- **Quality:** The program aims to ensure quality teaching and learning experiences for children and youth in Myanmar. This involves strengthening the capacities of education personnel and fostering context-responsive, equity-focused learning resources and modalities that adapt to the evolving situation.
- **System Strengthening:** The program places emphasis on strengthening systems, management, coordination, and monitoring related to education in Myanmar.

Through the ESPIG program, UNESCO aims to address the needs of both pre-service and in-service teacher education under ESPIG Outcome Area 2: Ensuring quality teaching and learning for children and youths in Myanmar by strengthening the capacities of education staff and fostering context-responsive, equity-focused learning resources and modalities adapted to the evolving situation. To achieve this, UNESCO launched Myanmar Teacher Platform (MTP), which offers continuous learning opportunities by providing access to quality teaching materials, videos, and other resources in a safe and secure environment. This platform has been widely utilized by teachers and educators from various affiliations. Using MTP and a blended learning approach, UNESCO is committed to supporting professional development by creating online courses for all education personnel.

In line with this effort, under ESPIG Outcome Area 2 (in-service teacher), UNESCO plans to develop professional development courses specifically designed teachers working in diverse educational settings,

including ethnic, faith-based, and community schools. Therefore, UNESCO is seeking an institution, organization, or firm to develop teacher professional development courses that equip teachers with essential skills in teaching foundation skills, multi-grade, multi-age classrooms in diverse language contexts and facilitation skills for community engagement.

## II. Work Assignment:

Under the overall authority of the Director of UNESCO Regional Office in Bangkok (hereinafter called UNESCO Bangkok), the direct supervision of the Head of UNESCO Antenna Office in Yangon and in close collaboration with Responsible Officer. The objective of this assignment is to develop twelve courses on teacher professional development and video scripts in English language. The Contractor shall perform the following tasks:

- a. Discuss with UNESCO education team the context, objectives and target participants for the following courses:

No.	Proposed course titles	Level
1	Bridging Learning Gaps: Identifying and Addressing Student Needs	Beginner
2	Teaching at the Right Level: Tailoring Instruction for Diverse Learners	Beginner
3	Supporting Overaged Learners: Designing Engaging and Effective Learning Activities	Beginner
4	Multilingual Instruction Strategies: Teaching in Diverse Language Contexts	Beginner
5	Peer Learning Strategies for Multi-Grade and Multi-Age Classrooms	Beginner
6	Storytelling for Literacy Development: Culturally Responsive Strategies for Reading and Writing	Beginner
7	Numeracy Through Real-World Applications: Inquiry-Based and Project-Based Learning Approaches	Beginner
8	Effective Use of Local Resources in Teaching	Beginner
9	Integrating Life Skills and Social-Emotional Learning in Trauma-Informed Classrooms	Beginner
10	Effective Classroom Management in Challenging Settings: Practical Techniques for Mixed-Ability Classrooms	Beginner
11	Positive Discipline in Action: Reinforcing Appropriate Behavior in the Classroom	Beginner
12	Strengthening Parent-Teacher Partnerships for Inclusive Learning	Beginner

- b. Review existing courses on Myanmar Teacher Platform (MTP) to map out the course materials and ensure the development of well-aligned courses;

- c. Conduct further research to ensure the proposed course titles, in terms of overarching, concepts, content, learning activities, teaching and learning strategies and assessment, approaches are contextualized and provide the relevant approaches on developing course contents;
- d. Develop twelve courses (beginner level) in Standard English language. The course should include lectures, presentations, quizzes, and assessments;
- e. Revise and finalize the courses in English incorporating comments provided by UNESCO;
- f. Draft and finalize video scripts based on the summary of each course and each script should not be more than 5 minutes to create online course;
- g. Secure the intellectual property rights by using the "[permission consent form](#)" (provided by UNESCO) to obtain a written authorization from the original source of work when include the third-party materials (see item e) and inform them regarding [UNESCO Open Access Policy](#);
- h. Ensure that no plagiarized or self-plagiarized material is published without appropriate acknowledgement of the source;
- i. Provide a proper credit or citation to the original work of the third-party materials. For any materials (see item e) created by author, the "Source: author" should be placed underneath aforementioned materials;
- j. In line with UNESCO's overall gender mainstreaming strategy, ensure the Guidelines on Gender-Neutral Language is applied throughout the work (<https://unesdoc.unesco.org/ark:/48223/pf0000377299>); and
- k. Communicate with UNESCO on a regular basis to update on the progress of the assignment.

### **III. Deliverables and Timeline:**

All deliverables are submitted in English with original, editable files to UNESCO (such as MS-Word, etc.) and the assigned tasks must be submitted by the following deadlines:

- a. Draft work plan with course outlines by 21 April 2025.
- b. Final version of the work plan with course outlines by 30 April 2025.
- c. The draft course contents (narrative session) of at least three courses (#first batch) by 31 May 2025.
- d. Final course contents (narrative session) and video scripts of six courses (#first batch) by 1 August 2025.
- e. The draft course contents (narrative session) of three courses (#second batch) by 31 August 2025.

- f. Final version of course contents (narrative session) and video scripts for six courses (#second batch) by 31 October 2025.
- g. Draft presentation files of both batches by 20 November 2025.
- h. Final version of presentation files of both batches by 19 December 2025.

The contractor is required to complete the assignment with quality that meets the satisfaction of UNESCO. The deliverables will be reviewed by UNESCO. The contractor may be requested to re-submit the documents if they are not of satisfactory quality within an agreed timeframe upon receipt of the requests.

#### **IV. Location and Travel:**

The work of this assignment will be home-based and no travel is anticipated.

#### **V. Qualifications and Experience:**

##### **Institutions/organizations/ firms**

Required Qualifications (mandatory):

- Must be an international or national organization with a proven track record of successfully producing content development for teachers;
- At least 3 years of experience in course design, curriculum planning and content development;
- Ability to produce high quality content on tight deadlines;
- Ability to work with flexibility and collaboration is essential; and

Desirable Qualifications:

- Experience working with the UN agencies and/or international organizations.
- Good knowledge of Myanmar or similar country context.

Team Lead:

Required Qualifications (mandatory):

- He/she must have at least a master's degree in education, social sciences, or a related field.
- He/she must have a minimum of three years of experience in curriculum design and content development, preferably in teacher education.
- Ability to work with flexibility and collaboration is essential.
- Excellent project management, planning and organizational skills.

Desirable Qualifications:

- Experience in developing customized content based on the identified needs.
- Familiarity with digital course design tools and e-learning platforms (e.g. Myanmar Teacher Platform)

## **VI. How to apply**

Interested institutions/organizations/firms are invited to submit in writing to the UNESCO Antenna Office in Yangon:

- a) Technical Proposal clearly referencing “Call for proposal\_course development on teacher professional development” indicating 1) qualifications and experiences that make suitable for the assignment, 2) the methodology/ approaches and workplan to be adopted to carry out the assignment, 3) detailed CVs of the team for the assignment, 4) profile of the organization, 5) sample courses from the previous work; and
- b) Financial Proposal indicating all project expenses related to the implementation period.

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 the best value for money.

**Your application should reach [yangon@unesco.org](mailto:yangon@unesco.org) by email no later than 17:00 Hours (Yangon time) on 6<sup>th</sup> April 2025.**

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