



FORM AM 10-8:

**Request for Expression of Interest (EOI)
Limited International Competition (LIC)**

Country of Destination: Bangladesh

Reference Number:

Description: *Development of Burmese language competency framework and corresponding learning and assessment materials and delivery of the training to master trainers and teachers*

1. Deploy six (6) Burmese language competency and content development experts (who are proficient in Official Burmese language not Burmese dialects) for working in Cox's Bazar, Bangladesh to develop Burmese Language Competency Framework and language learning content (offline/online), Learning Management System, Learning Assessment System and Certification process equivalent to CEFR A1, A2 and B1 from January 2024 for Rohingya Refugee Teachers engaged in Learning Centres in Rohingya Refugee Camps in Cox's Bazar, Bangladesh. The Experts should be native speakers of official Burmese language and also have C2-level skills in the English language.
2. Deploy 30 (female 50%) Burmese language trainers for 15 months (who are proficient in Official Burmese language not Burmese dialects) to Cox's Bazar, Bangladesh, to impart Burmese Language training (in-person) to 2650 Rohingya Refugee and Host Community (Bangladesh) Teachers, conduct language learning assessment and providing institutional certificate/learning recognition to the language training graduates from January 2024 to March 2025. The trainers should also have C1-level skills in the English language.

Deadline for Submission of EOI: 16:30Hrs Bangladesh Standard Time (GMT +6) on Wednesday, 27 December 2023

Posting Date: 17 December 2023

[Budget Code and Amount]: N/A

United Nations Educational, Scientific and Cultural Organization (UNESCO) hereby invite qualified entities to submit their expression of interest for a planned solicitation process as follows:

Objectives and Scope

Within the framework of the ECW Multi-Year Resilience Programme (MYRP) II – Education Support for Rohingya and Host Community Children, the Burmese Language Training activity is dedicated to equipping female and male teachers with the necessary Burmese language knowledge and skills to deliver lessons using Burmese as the language of instruction, to ensure the roll-out of the Myanmar curriculum in the camps and to establish an assessment system for Burmese language acquisition.

Learning outcome

The trainees (teachers and partner staff) receiving Burmese language training (Listening, Speaking, Reading and Writing) will reach the following levels with reference to the Common European Framework of Reference (CEFR) for Languages:

- A1: Beginners
- A2: Elementary
- B1: Intermediate

Expected Procurement Components

1. Major tasks

Under the overall supervision and guidance of the UNESCO Dhaka Office, the competent entity shall carry out the following tasks in consultation with other technical partner(s) to be selected by UNESCO:

- 1.1 Deploy a group of 6 Burmese language experts for developing competency and curriculum framework, language learning content, learning assessment framework and tools in line with CEFR
- 1.2 Orientation for experts on the requirements, timelines and working jointly with Modern Language Institute Dhaka University, Bangladesh.
- 1.3 Develop a competency and curriculum framework for Burmese Language in line with CEFR, particularly for levels A1, A2 and B1
- 1.4 Share the competency framework in a workshop to gather feedback from participants. Local Implementation Partner (IP) in Cox's Bazar will organise the hybrid workshop.
- 1.5 Finalize the competency and curriculum framework after incorporating feedback from workshop participants
- 1.6 Develop language learning content in line with competency and curriculum framework, particularly for levels A1, A2 and B1
- 1.7 Conduct a trial of the language learning content (hybrid mode)
- 1.8 Share language learning content in a workshop to gather feedback from participants. Local Implementation Partner (IP) in Cox's Bazar will organize the hybrid workshop.
- 1.9 Finalize language learning contents after incorporating feedback from workshop participants
- 1.10 Develop assessment framework and tools for administering by the language trainers
- 1.11 Prepare print-ready versions of competency & curriculum framework, language learning contents for A1, A2 and B1, and learning assessment tools

2. Developing and hosting a Learning Management System (LMS), maintenance and migration

- 2.1 Developing and hosting a Learning Management System (LMS) (with online and offline options)

- 2.1.1 User Interface (UI) and User Experience (UX) - Design an intuitive and user-friendly interface that allows easy navigation for both administrators and learners. Ensure a responsive design to accommodate different devices and screen sizes.
- 2.1.2 User Management - Implement user registration and authentication processes. Enable role-based access control to define different user roles (e.g., learners, instructors, administrators) with varying permissions.
- 2.1.3 Content Management - Develop tools for content creation, management, and organization. Support various content types, such as text, multimedia, documents, quizzes, and assignments.
- 2.1.4 Course Management - Create a system for organizing and structuring courses. Enable the ability to schedule courses, set prerequisites, and monitor course progress.
- 2.1.5 Assessment and Grading - Design assessment tools for quizzes, exams, assignments, and other forms of evaluation. Implement automated grading where applicable and support manual grading for subjective assessments.
- 2.1.6 Reporting and Analytics - Build reporting features that track learner progress, participation, and performance. Provide data analytics to help instructors and administrators make data-driven decisions.
- 2.1.7 Communication and Collaboration - Include communication tools like messaging, discussion forums, and live chat for learner interaction and instructor feedback.
- 2.1.8 Integration with Other Systems - Ensure compatibility with other educational tools, such as Student Information Systems (SIS), HR systems, or third-party applications and plugins.
- 2.1.9 Security and Data Privacy - Implement robust security measures to protect user data and maintain data privacy.
- 2.1.10 Scalability and Performance - Build the system to handle a large number of users and courses, considering scalability and performance optimization.
- 2.1.11 Customization and Branding - Allow institutions to customize the LMS to reflect their branding and tailor it to their specific needs.
- 2.1.12 Accessibility and Inclusivity - Ensure the LMS is accessible to individuals with disabilities, following accessibility standards like WCAG.
- 2.1.13 Mobile Compatibility - Make the LMS accessible on mobile devices, as mobile learning is becoming increasingly popular.
- 2.1.14 Support and Training - Provide training and support for administrators, instructors, and learners to effectively use the LMS.
- 2.1.15 Feedback and Improvement - Collect user feedback and continuously improve the LMS based on user suggestions and emerging educational technology trends.
- 2.1.16 Content Authoring Tools - Integrate or provide content authoring tools for instructors to create and edit course materials easily.
- 2.1.17 Multilingual and Internationalization - Support multiple languages and adapt to international needs for global audiences.
- 2.1.18 Application Program Interface (APIs) and Extensibility - Offer APIs and extensibility options for institutions or developers to integrate with other tools and extend the LMS's functionality.

2.1.19 Regulatory Compliance - Ensure that the LMS complies with education and privacy regulations relevant to the geographic areas it serves.

2.2 LMS maintenance

2.2.1 Ensure regular maintenance of the LMS to ensure smooth functioning of the LMS.

2.3 Migration of LMS in 2025 to UNESCO-nominated hosting agency

3. Imparting Burmese language training to teachers

3.1 Number of total trainees and batches

3.1.1 The Burmese language training for 2650 teachers and administrators (50% female) and out of them, 2400 (50% female) teachers and 250 (50% female) administrators/supervisors/mentors

3.1.2 The existing 8 training venues of UNHCR will be utilized for conducting the teachers' Burmese language training. After a certain time, language labs will also be used as training venues for Burmese language training. In addition, the Satellite Training Centre of UNHCR will be used for the Burmese language training of partners' staff.

3.1.3 There will be around 14 Batches and 200 participants/trainees in each batch (there may be around 50 trainees in the 14th batch). Host Community (Bengali-speaking) teachers and administrators/supervisors/ mentors will participate in 1st and 2nd batches.

3.1.4 The interested entity will deploy 30 trainers. Out of them, 24 trainers will be busy with in-person sessions while 6 trainers will be ready to provide backup support by rotation and observation of classroom delivery at LCs by the Rohingya teachers.

3.2 Develop a local resource team and scale up the process

3.2.1 Initially, the Burmese language training will start with 24 Burmese language trainers. 25 highly performing trainees will be selected from 1st and 2nd. batches who will be guided with special care for the 1st 6 months to prepare them as co-trainers so that they can start working as co-trainers from the 7th month under the overall guidance of Burmese trainers for the next 3 months. From the 10th month, these 25 co-trainers will start working as trainers at increased training venues under the overall guidance of Burmese trainers. The number of Burmese trainers will be gradually reduced from the 10th month and the number of locally trained trainers will be increased gradually. As a result, a fully capable team of Burmese language training will be established by the end of the project period. Since the local trainers will be represented by local education partners, this mechanism will be helpful to scale up Burmese language training smoothly. That will ultimately contribute to the whole education sector in Rohingya Refugee Camps.

3.2.2 After a couple of weeks, some sessions can be handled by one Burmese trainer with the support of co-local trainers, thus more trainers can be involved in field visits/monitoring.

4. Collaboration with a technical institute in Bangladesh

4.1 Developing Burmese Language Training Competency Framework (jointly with UNESCO selected technical institute in Bangladesh)

- 4.2 Developing the training curriculum/contents/training module: Please indicate how those will be developed, what kind of contents will be developed, etc (jointly with UNESCO selected technical institute in Bangladesh).
- 4.3 Development and validation of contents will be verified (jointly with UNESCO selected technical institute in Bangladesh)
- 4.4 Developing tools for learning assessment of trained teachers and acknowledgment/certificate (jointly with UNESCO selected technical institute in Bangladesh)

5. Deliverables

- 5.1 List and contact details of the expert team for developing competency and curriculum framework, language learning content, learning assessment framework and tools in line with CEFR no later than 10 days of signing the contract.
- 5.2 List and contact details of Burmese Language Trainers no later than 15 days of signing the contract.
- 5.3 Draft competency and curriculum framework no later than 15 days of signing the contract
- 5.4 Final competency and curriculum framework no later than 20 days of signing the contract
- 5.5 Draft content for Burmese language training for A1, A2 and B1 levels no later than 25 days of signing the contract
- 5.6 ToT report no later than 30 days of signing the contract
- 5.7 Final content for Burmese language training for A1, A2 and B1 levels no later than 25 days of signing the contract
- 5.8 Draft LMS by no later than 35 days of signing the contract
- 5.9 Final LMS no later than 45 days of signing the contract
- 5.10 Monthly progress reports no later than 5th of the next consecutive month
- 5.11 Final report (cumulative) no later than 31 March 2025

Special Procurement Conditions and Additional Information:

In order to be considered, interested entities should submit their Expression of Interest including the following information:

- brief presentation/description of your enterprise including number of staff, turnover, years in business for language training for teachers.
- reference list demonstrating your qualifications for participating in this possible upcoming solicitation process
- the EoI should include an estimated total budget in US\$
- Since the assignment is for Teachers' Professional Development – Burmese Language Acquisition, the interested institutes/agencies should demonstrate experience in working with the Myanmar Government on teacher training-related issues and should be a certified agency in language training.
- contact information (full name and address, country, telephone number, e-mail address, website and contact person)

The Expression of Interest and accompanying documents must be received by UNESCO no later than 16:30Hrs Bangladesh Standard Time (GMT +6), 27

December 2023. The Expressions of Interest should be sent to e-mail (procurement.dhaka@unesco.org) (max. 10 pages).

This request for Expression of Interest does not constitute a solicitation. No further details of the planned solicitation can be made available prior to issuance of the solicitation documents.

UNESCO reserves the right to change or cancel the requirement at any time during the EOI and/or solicitation process. UNESCO also reserves the right to require compliance with additional conditions as and when issuing the final solicitation documents.

Submitting a reply to a call for EOI does not automatically guarantee receipt of the solicitation documents when issued. Invitations to Bid or Requests for Proposals and any subsequent purchase order or contract will be issued in accordance with the rules and procedures of UNESCO.

UNESCO Contact Information

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