

## Terms of Reference

### Short Term Consultancy Service

Position Title	Position Grade	Position Number
Short Term Consultancy	Senior Level	N/A
<b>Evidence and Knowledge Generation on Family and Intergenerational Literacy and School Improvement Programme in Ethiopia</b>		
Extra-budgetary project	Sector/Bureau/ Office Unit/Division	Immediate Supervisor
RAF 5431329	EDU/ADI	EDU/ADI

#### A. Context

Education, learning and school are interwoven and complicated educational elements. Currently, apart from schooling, family and Intergenerational literacy-learning approaches are recognised as effective means of developing and improving the literacy, numeracy and foundational skills of adults, youth and children. By applying these approaches, family and intergenerational literacy programmes create synergies between early childhood care and education, primary education and adult learning. Research on family and intergenerational literacy and learning programmes reveals that there are immediate as well as long-term benefits for children, youth and adults in relation to their educational and economic opportunities, well-being and civic participation. Examples of family and intergenerational literacy and learning programmes implemented around the world have shown that these programmes do not only improve the literacy and numeracy of parents, especially that of mothers, but also enable disadvantaged families to support their children's education. In addition, family and intergenerational literacy programmes cultivate a strong culture of learning within families and communities and forge strong bonds between family members. This approach contributes to building resilient and literate families (Hayes, 2006; Tuckett, 2004; Brooks, Pahl, Pollard and Rees, 2008; Carpentieri, Fairfax-Cholmeley, Litster and Vorhaus, 2011; Hanemann, 2015).

UNESCO promotes family literacy and learning as a holistic approach that contributes to the achievement of the fourth Sustainable Development Goal (SDG4), which strives to “ensure inclusive and quality education and promote lifelong learning for all” (UNESCO 2016, p. 29). More specifically, this approach can help achieve SDG targets 4.1 (complete free, equitable and quality primary and second education), 4.2 (quality early childhood development, care and pre-primary education), and 4.6 (youth and adult literacy and numeracy). For more than a decade, the UNESCO Institute for Lifelong Learning (UIL) has been developing resources and providing technical support to selected Member States. For instance, with the support of UIL, countries such as Mexico, Mozambique, Timor-Leste and Germany piloted and scaled up country-specific models of family and intergenerational literacy and learning programmes. Since 2017, such past efforts were further enriched with the help of the generous financial support of the Federal Foreign Office of the Federal Republic of Germany. Among the main achievements of the past three years are the consolidation and production of general guidelines on family and intergenerational literacy and learning programmes .

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<sup>1</sup> UNFPA. 2013. Adolescent pregnancy : A review of the evidence. New York : UNFPA

<sup>2</sup> UN Population Division, 2012 in UNESCO, 2013. Why adolescents and young people need comprehensive sexuality education and sexual and reproductive health services in Eastern and Southern Africa.

## B. About the Assignment

UNESCO Ethiopia is commissioning a consultancy service on generating evidence and Knowledge on Family and Intergenerational Literacy and School Improvement Programme. The assignment mainly deals on exploring the researchers conducted and generating evidence on the practices on the FILL, MIL and SIP educational engagements and the link between within the school and home/ community settings in Ethiopia. This assignment will contribute to value add inputs on policy enrichment and practice of ERM, curriculum and human resource development in harmonizing school and home learning. In so doing, , effort will be made on generating suitable model in which the existing programmer-based literacy development of preschoolers, known as 'O Class', and the standard Integrated Functional Adult Education (IFAE) programmer for youth and adults with low literacy skills were enriched by extending the literacy sessions for adults and their children. Furthermore, approaches to harmonize independent home-based literacy activities and with school teachers in O class and IFAE facilitators to support parents with low literacy skills and their O Class children in practicing literacy at home. Equally, more structured sessions on SIP and FILL carried out in which IFAE programme-participant parents and their O Class-enrolled children came to community learning centres for joint sessions.

## C. Main Duties and Responsibilities

UNESCO will commission an experienced consultant who well versed with the Ethiopian education system. The consultant need to be well acknowledged by the Ministry for the track record and his/her deliverables. With this understanding the consultant will dvoted on Evidence and Knowledge generation on link between Family and Intergenerational Literacy and School Improvement Programme . In the specific terms the consultant will:

- A. Gather, review and analysis the FILL and SIP research works sponsored by UNESCO for between knowledge generation and publication
- B. Within the context of LLL, explore evidences and practical knowledge on family Intergenerational literacy activities within school and home/community settings and Lifelong learning Present latest data on the magnitude of EUP and the impact on girls' education in Ethiopia.
- C. Compile articles , research outputs and generate Position Paper to be input to Policy and Education Law with regard to linking FILL and SIP programmatic response.
- D. Develop specific recommendation for improving the country's responses to FILL and SIP in immediate terms

## D. Methodology of the Study

- ✓ The consultant shall explore all suitable mechanisms including consulting the high officials at the Ministry of Education to successfully address the objectives of the assignment..
- ✓ Major stakeholders like UNESCO could be consulted in the assignment to generating evidence on FILL and SIP n Ethiopia.
- ✓ Comprehensive desk review of research documents , policy and program documents focusing on Ethiopia's responses to SIP and FILL to engaging girls, boys and families toward better educational achievement

### E. Consultancy Firm Profile

The candidates must have the following qualifications, experiences and skills

- ✓ A Minimum of MA in Education and Demonstrated Skills in Educational Research, Literacy and Lifelong Learning research work, review and analysis
- ✓ Track-record in developing information books, policy briefs, factsheets, guidelines, etc
- ✓ Extensive professional knowledge and at least 5 years' experience in the field of School Improvement programme, FILL and/or promotion and education.
- ✓ Demonstrated experience in strategy and policy analysis and design; excellent writing and communication skills.

### F. Expected Results and Duration of the Assignment

#### Duration of assignment:

The Consultant will have **five weeks** to produce a high quality research from the beginning date of the contract.

#### Expected results:

The Consultancy Firm is expected to:

- ILL and SIP research works reviews sponsored by UNESCO for knowledge generation and publication
- Evidences and practical knowledge on family Intergenerational literacy activities within school and home/community settings and Lifelong learning Present latest data on the magnitude of EUP and the impact on girls' education in Ethiopia.
- One articles /Position Paper to be input to Policy and Education Law with regard to linking FILL and SIP programmatic response.
- Specific recommendation for improving the country's responses to FILL and SIP in immediate terms.

### G. How to Apply

Interested applicant shall apply for the consultancy work within **15 working days** from the day it is announced on UNESCO Addis Ababa website.

- a. Use the email address: [aa.recruitment@unesco.org](mailto:aa.recruitment@unesco.org)
- b. **Submit with a clear subject and title : Application** with a cover letter in English and Referencing: “ **FILL and SIP in Ethiopia** ”

#### Attach

- An up-to-date CV of the Consultants
- A cover letter stating how the Consultancy Firm's qualifications and experiences makes him/her the most suitable for the assignment
- The financial proposal for the work.

**Date of announcement: 28 October**

**Closing Date: 20 November , midnight Ethiopian time,**