



<b>Title:</b>	Consultant
<b>Domain:</b>	Education
<b>Grade:</b>	NA
<b>Organization:</b>	UNESCO Institute for Lifelong Learning (UIL)
<b>Duty Station:</b>	Hamburg, Germany (remote work)
<b>Type of contract:</b>	Consultancy
<b>Start Date:</b>	10 June 2024
<b>End Date:</b>	30 August 2024
<b>Duration of the contract:</b>	35 working days

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## Background and Context

### The Marrakesh Framework for action

The UNESCO Institute for Lifelong Learning (UIL) is located in Hamburg, Germany, and is one of UNESCO's eight education Institutes. UIL supports Member States in the field of lifelong learning with a focus on learning ecosystems, skills for life and work, and inclusive learning. It pays special attention to UNESCO's Global Priorities Africa and Gender Equality. Within UNESCO's broad educational mandate, the mission of the Institute is to promote the recognition of and create the conditions for the exercise of the right to education and learning. The Institute undertakes research, capacity-building, networking and publication on lifelong learning. UIL responds to the concerns of all UNESCO Member States, giving priority to least developed countries.

[The Marrakech Framework for Action](#) (MFA), titled "Harnessing the transformational power of adult learning and education", was adopted at the 7th International Conference on Adult Education (CONFINTEA 7), in June 2022. It is a commitment by UNESCO Member States and a roadmap for the promotion of adult learning and education (ALE) over the next 12 years – towards 2030 and beyond. It recognizes ALE as a fundamental human right in the context of lifelong learning, an important promoter of inclusion and a prerequisite for social and ecological justice, health and well-being, change and transformation. A mandate has been given to the UNESCO Institute for Lifelong Learning to monitor the implementation of the MFA every 4 years, through the Global Report on Adult Learning and Education (GRALE).

Following the adoption of the [Recommendation on Adult Education](#) (RALE), in 2015, The UNESCO Member States committed "to increasing public funding and resource mobilization for ALE and to preventing regression in existing budget allocations" (page 12).

### Current knowledge on public spending in ALE

It is important to acknowledge and celebrate progress on ALE financing. However, we should remain aware of the four critical factors that influence both ALE financing and our understanding of it. First, ALE funding can often be embedded within budgets for general education. The budget for ALE tends to be comparatively small, as education ministries tend to focus on compulsory education for children and youth, as well as higher education. Second, when ALE is embedded within other non-education ministries

its spending tends to be absorbed into other programmes such as social policy and protection, labour market support, or health. Third, most sources of funding for ALE reflect government spending and not that of other stakeholders (including self-financing by adult learners), which means that the level of investment tends to be understated (UIL, 2009). Fourth, even if ALE spending has increased overall, it has not increased in all countries, nor per capita, and not at the rate of international commitments made in the BFA. CONFINTEA V recommended that Member States should ‘seek investment of at least 6% of GNP in education, and working towards increased investment in adult learning and education’, a commitment that was confirmed at CONFINTEA VI (UNESCO and UIE, 1997; UIL, 2010, p. 7). Even allowing for the fact that many countries are unable to provide figures, only 22 (15%) in GRALE 5 reported that at least 4% of public education spending was allocated to investment in ALE. There is considerable progress to make in achieving the level of investment required for ALE to realize fully its contribution to the SDGs.

The picture, though, is not altogether clear. In spite of the undertaking in 2015 to ‘mobilize and allocate sufficient financial resources to support enhanced and successful participation in adult learning and education’ (UNESCO, 2016, p. 10), many countries simply do not know what they spend on ALE, let alone have robust information on sources of non-governmental funding. In GRALE 3, 24 countries reported not having figures available on education expenditure, while 19 did not respond to this question (UIL, 2016, p. 45). In GRALE 4, 14% of participating countries could not provide information on whether there were changes to ALE spending as a proportion of public education spending (UIL, 2019). According to the results of GRALE 5, only 25% of UNESCO member and associate member states have provided an up-to-date and accurate percentage of national public education expenditure devoted to adult learning and education.

### **Purpose of the consultancy**

The project intends to improve our knowledge of the public financing of youth and adult education to monitor more adequately the UNESCO Member States commitments included in the Recommendation on Adult Education (RALE, 2025).

The overall goal is to design a sound and systematic methodology to collect the needed data for estimating the percentage of public education spending devoted to adult learning and education in all countries.

To this end, the UNESCO Institute for Lifelong Learning (UIL) is seeking a senior consultant to support the work of the UIL Monitoring Cluster with the development of an informed, comprehensive and applicable methodology, that will be implemented by the national adult education institutions of the UNESCO Member States, to estimate the public spending going to ALE.

### **Main duties and responsibilities**

Under the overall authority of the Director of the UNESCO Institute for Lifelong Learning (UIL), and overall supervision of the head of the UIL Monitoring Cluster, the individual consultant will have the following main responsibilities.

Building on the definitions providing by the Recommendation on Adult Learning and Education, stating that ALE “comprises all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work” (RALE, UIL, 2015, p.6), the consultant will:

1. Prepare a literature review, in English, based on the sources and materials available in the scientific literature taking stock and comparing existing methodologies that could be used for estimating public

spending in Adult Learning and education. The literature review will propose a clusterization of approaches and/or methods for estimating public spending in specific areas, preferably closely related to education matters, that could be adopted for estimating the public spending in Adult Learning and Education. In few text boxes, it will showcase how the results obtained with the most promising methodologies. The articles, books or resources consulted for the literature review will be presented in a final section, using the Harvard reference style.

2. Develop a proposed research strategy for estimating the public spending in Adult Learning and Education. It will draw on the lessons learnt from the literature review, and on the characteristics of the ALE sectors to justify which methodology(ies) are the most promising and what should be steps for implementing a one-year research that should end-up with a sound methodology. The consultant may propose differentiated approaches for each UNESCO region, if appropriate.
3. Based on UIL feedback, revise and finalize the document for a research strategy on estimating the public spending devoted to ALE as a share of the national public education budget. The final product will be in English, and will be approximately of 40 pages.

### Deliverables and timeline

The consultancy is expected to be of 35 working days starting on 10 June and ending on 26 August 2024, at the latest. The consultant is required to submit to UIL the editable versions (in English) of the deliverables within the duration of the contract. The identified dates below may be revised and include a summer break.

	<b>Deliverables</b>	<b>Estimated duration</b>
1	<ul style="list-style-type: none"> <li>• Develop an outline of the document and a first bibliography</li> </ul>	5 working days
2	<ul style="list-style-type: none"> <li>• Draft a first version of the literature review</li> </ul>	15 working days
3	<ul style="list-style-type: none"> <li>• Draft a final version of literature review and the research methodology</li> </ul>	15 working days

### Payment procedures and terms

<b>Payment No.</b>	<b>Upon submission to and approval by UNESCO of the following work</b>	<b>Last date for submission</b>	<b>Payment</b>
<b>1</b>	Outline and initial bibliography	14 June 2024	20%
<b>2</b>	First draft of the Literature review	5 July 2024	40%
<b>3</b>	Final draft of the literature review and Research strategy (about 40 pages).	26 August 2024	40%
<b>Total</b>			<b>100%</b>

UIL will provide feedback to each deliverable submitted and hold regular meetings to ensure the progress and quality of the consultant's work.

The contractor should ensure that all visibility materials are produced in line with UNESCO's branding guidelines. Please refer to the [UNESCO Style Manual](#) for citation style, terminology and spelling, abbreviations, references, etc.

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 whenever feasible.

The documents produced will be the property of UIL.

## **Consultant's profile**

### Core Competencies

Accountability  
Communication  
Teamwork  
Innovation  
Results focus  
Planning and organizing  
Knowledge sharing and continuous improvement

For detailed information please consult the [UNESCO Competency Framework](#)

### Required Qualifications

#### Education

- Advanced university degree in economics, statistics, education, social sciences, development studies or any other related fields.

#### Work experience

- At least 10 years of relevant work experience in the field of education statistics, education research, or any other related field.
- Previous work experience in education projects, especially on youth and adult education in Developing countries.
- Familiarity with Adult learning and education sector in different countries.
- Proven experience in designing and coordinating international comparative research.

#### Skills

- Excellent research skills.
- Excellent analytical and writing skills.
- Competent computer skills for MS Office package processing, presentation, online collaboration and data analysis.
- Excellent independent working skills.

#### Language

- Fluency in English (both written and spoken).

## Proposal Requirements and Submission

### Submission of Application

Interested individuals are invited to submit the application and requirements through the following email address: [confintea@unesco.org](mailto:confintea@unesco.org).

Interested candidates should submit the following required information:

1. An **updated Curriculum Vitae** (CV) indicating how your qualifications and experience make you suitable for the assignment.
2. Short **Approach to work** (maximum 3, A4 pages) identifying the specific components of these TORs and how the intended objectives/outputs/delivery shall be addressed and including specific hyperlinks or attachments of relevant examples of equivalent or comparable assignments.
3. **Financial proposal** that states the total compensation as a lump sum in US dollars, together with a breakdown according to the time-on-task or per output. No travel is expected for this assignment.

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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.

The complete application shall be submitted on or before **3 June 2024 (Midnight Paris time)**. Please note that only pre-selected candidates will be contacted.

Queries of a technical nature about these TORS may be directed to: [confintea@unesco.org](mailto:confintea@unesco.org)

Thank you for your interest in this UNESCO call.