Individual Author Contract - Consultant

Request for a written proposal

Reference: Senior Researcher/Researcher

Request to submit a written proposal for a work assignment with the UNESCO Institute for Lifelong Learning (UIL).

Title: Sustainable Cities: Inclusion, Equity and Lifelong Learning – People Living in Slums and Deprived Neighbourhoods

UIL is inviting individuals to submit written proposals for the work assignment described in attachment I.

When preparing a proposal for this assignment, please take into consideration the attached Terms of Reference (see attachment I).

Your written proposal should include a Technical Proposal consisting of:

- an up-to-date curriculum vitae;
- a technical approach and methodology for the assignment, including a work plan in line with the Terms of Reference.

The proposal should furthermore state that

- the work assignment will be developed and completed within two months;
- the total amount payable upon completion of the assignment will be 3,000 US dollars.

Please note that the work assignment should be developed and completed before 27 July 2019. Your technical proposal and supporting documents must be in English, as must the final assignment.

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 included therein. From those proposals deemed suitable in relation to the criteria set forth in the Terms of Reference, UNESCO shall select the proposal that offers the Organization the best value.

Your proposal should be submitted by e-mail no later than close of business (18:00) on **5 June 2019**. E-mail proposals should not exceed 5MB in size.

The e-mail should be addressed to: learningcities@unesco.org.

It is the individual's responsibility to ensure that his/her proposal is received by the deadline.

Thank you for your interest in this UNESCO assignment; we look forward to receiving your proposal.

UNESCO Institute for Lifelong Learning

Attachment I
Terms of Reference

Background

The UNESCO Institute for Lifelong Learning (UIL), located in Hamburg, Germany, is one of UNESCO's key education-related institutes and is the only organizational unit in the UN family that holds a global mandate for lifelong learning. Taking a holistic and integrated, intersectoral and cross-sectoral approach to lifelong learning as the guiding paradigm for 21st century education, UIL promotes and supports lifelong learning with a focus on adult learning, continuing education, literacy and non-formal basic education. Its activities place particular emphasis on furthering educational equity for disadvantaged groups and in the countries most afflicted by poverty and conflict.

UIL is currently organizing the Fourth International Conference on Learning Cities (ICLC), which will be dedicated to the theme of 'Inclusion – A Principle for Lifelong Learning and Sustainable Cities' and take place in Medellín, Colombia from 1-3 October, 2019.

UIL is currently organizing the fourth International Conference on Learning Cities (ICLC), which will be dedicated to the theme of 'Inclusion – A Principle for Sustainable Learning Cities' and take place in Medellín, Colombia from 1-3 October 2019.

The objective of this conference is to identify and discuss effective lifelong learning policies and practices that support the development of inclusive, safe, and resilient learning cities.

More specifically, the objectives of the conference are to:

1) develop a common understanding of inclusion as part of lifelong learning and sustainable development;
2) identify public policies and planning approaches (e.g. governance, finance, intersectoral and multi-stakeholder approaches) that strengthen inclusion at the city level as a priority for lifelong learning and with a particular focus on vulnerable groups;
3) share experiences on the implementation of local actions that support inclusion through lifelong learning and have an impact on vulnerable groups; and
4) document monitoring mechanisms to assess progress towards the implementation of local inclusion strategies.

In preparation for the fourth ICLC, UIL is commissioning background documents on specific topics and questions related to inclusion and lifelong learning and of relevance for the conference. These papers will contribute to an enhanced understanding of the ways in which lifelong learning policies and practices contribute towards the development of inclusive, safe and resilient learning cities.

Duties and Requirements
The UNESCO Institute for Lifelong Learning is seeking to recruit a senior researcher (author) specializing in inclusion and lifelong learning and with expertise in urban polices and poverty.

The researcher should have a) an advanced university degree (Master's degree or equivalent) in education, international development, sociology, public policy or a related discipline; b) at least seven years of professional experience as a researcher and/or analyst specializing in issues of inclusion and lifelong learning, including expertise in expertise in urban policies and poverty; four years of professional experience acquired at an international level; d) a proven publications record, particularly in peer-reviewed journals; and e) excellent spoken and written English.

The senior researcher will develop a background paper focusing on inclusion and lifelong learning, paying particular attention to the needs of people living in urban slums and deprived neighbourhoods in low-income, middle-income and high-income countries.

Objectives:

To enhance understanding of the ways in which lifelong learning policies and practices at the local level meet the needs and expectations of people living in urban slums and deprived neighbourhoods in low-income, middle-income and high-income countries, the senior researcher should consider the requirements below when formulating his/her proposal and subsequent assignment.

Issues and examples referred to in the document should seek to maintain an overall balance according to region (sub-Saharan Africa, Northern Africa and Western Asia, Central and Southern Asia, East and South-eastern Asia, Oceania, Latin America and the Caribbean, Europe and Northern America) and country income level (low, lower-middle, upper-middle and high).

Concepts

Develop a **conceptual framework** on **inclusive and equitable lifelong learning** in **cities**, with a focus on the needs of **people living in slums and deprived neighbourhoods**.

Policies and practices

Present evidence on effective **lifelong learning policies and practices** at the **city level** that are successfully addressing the needs of **people living in slums and deprived neighbourhoods**. Identify **intersectoral and multi-stakeholder approaches** that promote inclusion in these policies and practices.

Consider the following guiding questions:

➢ How are cities collaborating with national authorities to develop inclusive policies that support people living in slums and deprived neighbourhoods? Are there multilevel governance frameworks/mechanisms in place that contribute towards strengthening this collaboration?
➢ How are employers from the public and private sector and civil society collaborating at the city level to further enhance lifelong learning opportunities for people living in slums and deprived neighbourhoods?

- What institutions and sectors are or should be participating in the planning and implementation of inclusive lifelong learning at the local level? What mechanisms need to be in place to ensure the participation of people from deprived neighbourhoods in this process?
- How are cities creating inclusive learning environments (formal and, particularly, non-formal and informal) that support quality lifelong learning opportunities for people living in slums and deprived neighbourhoods? What kind of knowledge and skills do they support?
- How are flexible learning pathways between formal, non-formal and informal learning being created in ways that respond to, value and recognize the knowledge and skills of people living in slums and deprived neighbourhoods?

Challenges

Identify the **challenges** faced by cities when **developing and implementing lifelong learning policies and practices for inclusion** of **people living in slums and deprived neighbourhoods**. Present relevant **recommendations** on how to overcome any identified limitations.

Consider the following guiding questions:

- To what extent are multiple sectors and stakeholders engaged in the development and implementation of lifelong learning policies and practices for people living in slums and deprived neighbourhoods? Where collaboration is currently limited, how might it be improved?
- Are sufficient and sustainable financing arrangements in place at the local level for initiatives geared towards the inclusion of people living in slums and deprived neighbourhoods? How might stakeholders maximize resources?
- What information, knowledge and evidence are needed to improve the inclusion of people from deprived neighbourhoods in lifelong learning policies and practices?
- What mechanisms and forms of capacity development are needed at the local level to monitor the inclusion of people living in slums and deprived neighbourhoods as part of lifelong learning?
- Does the availability of data on people living in slums and deprived neighbourhoods present challenges for the design of inclusive lifelong learning policies and practices?

In addition to the above, the senior researcher should reflect on the following rationale.

Rapid urbanization and people living in slums and deprived neighbourhoods – challenges to and solutions for inclusive, safe and resilient learning cities through lifelong learning

Lifelong learning, inclusion and the 2030 Agenda

Lifelong learning is rooted in the integration of learning and living. It covers people of all ages, in all life-wide contexts and through a variety of formal, non-formal and informal learning modalities that together meet a wide range of learning needs and demands. Lifelong learning is a key principle of Sustainable Development Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development – 'ensure

inclusive and equitable quality education and promote lifelong learning opportunities for all'.[1] This goal, with its ten targets, calls upon governments and other stakeholders to enable people of all ages and from all socio-economic and cultural backgrounds to participate fully in and benefit from quality lifelong learning opportunities.

In the Incheon Declaration and SDG4 of the Education 2030 Framework for Action, inclusion and equity in and through education are presented as the cornerstones of a transformative education agenda. In particular, Target 4.5 aims to eliminate gender disparities and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. Target 4.a, meanwhile, focuses on providing safe, non-violent, inclusive and effective learning environments for all.

What is 'inclusive education'?

Inclusion as an integral part of lifelong learning reaffirms each individual's right to education as upheld in the 1948 Universal Declaration of Human Rights. Further, in the Conclusions and Recommendations of the 48th session of the International Conference on Education (ICE) chaired by UNESCO-IBE in 2008 and entitled 'Inclusive Education: The Way of the Future', 155 Member States and other stakeholders reaffirmed the principle of inclusive education as fundamental to the achievement of human, social and economic development. Importantly, ICE participants endorsed 'inclusive education as an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination'.[2]

In line with the above, inclusion is understood as a process concerned with a) learning how to live with and learn from difference; b) identifying and removing barriers through the collection, collation and evaluation of information from a wide variety of sources in order to plan improvements in policy and practice; and c) placing a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement. [3]

As a component of lifelong learning, inclusive education encourages an 'active role and the participation of the learners themselves, their families and their communities'. [4] By adopting a holistic approach, inclusive education aims to 'strengthen the links between schools and society to enable families and the communities to participate in and contribute to the educational process '.[5] In order to improve outcomes for disadvantaged children, youth and adults, inclusive education proposes 'to develop coordinated efforts to tackle the factors that have put these groups in situations of

---

[1] UNESCO. 2016. *Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning for all*. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000245656

[2] UNESCO-IBE. 2008. *Final Report*. 48th International Conference on Education – 'Inclusive Education: The Way of the Future'.

[3] UNESCO (UNESCO-IBE). 2016. *Training Tools for Curriculum Development – Reaching Out to All Learners: A Resource Pack for Supporting Inclusive Education*.

[4] UNESCO-IBE. *Final Report*. 48th International Conference of Education – 'Inclusive Education: The Way of the Future'.

[5] Ibid.

vulnerability and to enhance the factors that support them, across all aspects of their lives, and across their life spans, from conception through to adulthood'.[6]

Further, in line with the ICE recommendations, inclusive education is also about urgently addressing social inequity and poverty levels, as these are major obstacles to the implementation of inclusive education policies and strategies.[7] Such recommendations endorse the principles of equity and social justice as inherent to inclusion. Social inclusion can be defined as 'the process by which efforts are made to ensure equal opportunities – that everyone, regardless of their background, can achieve their full potential in life. Such efforts include policies and actions that promote equal access to (public) services as well as activities to enable citizen's participation in the decision-making processes that affect their lives'.[8]

Importantly, equity 'considers the social justice ramifications of education in relation to the fairness, justness and impartiality of its distribution at all levels or educational sub-sectors'.[9] This approach takes into consideration the fact that a needs-based distribution of resources is fair or justified. Currently, however, the equitable allocation and distribution of resources and the creation of needs-based educational strategies are hindered by a lack of data pertaining to vulnerable groups. 'Today, many of the most marginalised groups remain invisible in education data at the global and national levels. This includes children and adults with disabilities, those displaced by conflict, child soldiers and labourers, as well as nomadic populations'.[10]

Inclusive education at the city level

Today, half of humanity – 3.5 billion people – lives in cities and 5 billion people are projected to live in cities by 2030. Many of these cities are increasingly attracting people of all ages and from diverse socio-economic and cultural backgrounds in search of better lives, greater safety, basic services and decent work. Cities around the world are facing acute challenges in managing rapid urbanization – from ensuring adequate housing and infrastructure to supporting the well-being of growing vulnerable populations that include migrant populations, the poor and at-risk youth. The environmental impact of urban sprawl also represents a considerable challenge for cities and rural areas alike.

Access to high-calibre, resilient infrastructures and the provision of basic services for all urban and rural dwellers are key components of development objectives, as are local economic opportunities for the creation of decent jobs and social cohesion. Yet, in order to achieve this, learning opportunities in cities must be of high quality, be inclusive of the diverse backgrounds of all learners and be offered on a continuous basis throughout life.

---

[6] Mel Ainscow. 2016. 'Diversity and Equity: A Global Education Challenge'. *New Zealand Journal of Educational Studies*, November 2016, Volume 51, Issue 2, pp 143–155.

[7] Ibid.

[8] The Division for Social Policy and Development (DSPD) of the United Nations Department of Economic and Social Affairs (UNDESA), in collaboration with UNESCO and the United Nations Human Settlements Programme (UN-HABITAT), held an Expert Group Meeting on 'Creating an Inclusive Society: Practical Strategies to Promote Social Integration' at UNESCO Headquarters in Paris, France, from 10-13 September 2007.

[9] UIS. 2018. *Handbook on Measuring Equity in Education*. Montreal, Quebec (citing Holsinger 2008, p. 4).

[10] UIS. *International Observatory on Equity and Inclusion in Education*. Available at: http://uis.unesco.org/en/topic/equity-education.

For instance, the *Learning Cities and the SDGs: Guide to Action* that resulted from the Cork Call to Action for Learning Cities underscores how 'responding to the learning needs of all groups in society fosters equity and inclusion'[11] and thus supports both SDG4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('Making cities and human settlements inclusive, safe, resilient and sustainable'). It is of particular importance that attention be paid to marginalized and/or vulnerable groups, including 'women and girls; people with disabilities and reduced mobility; migrants and refugees; and ethnic minorities'.[12] The Guide to Action, shaped by fresh experiences and good practices in cities, provided guiding questions to assess cities' progress.

Learning cities thus can become safe, resilient and sustainable when guided by the principle of inclusion. Cities can be key hubs of action in which local governments empower diverse communities and social actors to engage in the formulation of policies and strategies that lead to inclusive lifelong learning opportunities for all.

People living in slums and deprived neighbourhoods

Overall, cities are places that are increasingly attracting people in search of better lives, greater safety, basic services and decent work. Inadequate urban policy and planning can exacerbate social inequity and increase poverty levels among urban populations. It is estimated that at least 800 million people live in slums. However, the total may be higher still due to the national definitions of terms and/or assessment methods used. The United Nations Human Settlements Programme (UN-Habitat) has developed a definition of a slum household in order to be able to use existing household-level survey and census data to identify slum dwellers among the urban population. A slum household is defined as that which lacks any of the following five elements: access to basic water; access to basic sanitation; security of tenure; durability of housing; and sufficient living space. [13]

People living in slums and deprived areas are affected by poverty. For a better understanding of poverty, various factors must be taken into account within a multidimensional perspective that helps to identify pockets of poverty and deprivation within a country. In this regard, and in line with a human development approach, it is not only a shortage of money but also a lack of access to basic services that affects well-being. Women are subject to the detrimental impact of poverty more than men, and geographical location remains an important factor regardless of a country's stage of development.

Many people living in disadvantaged areas have migrated from rural to urban zones and – reflecting the definition of poverty provided above – lack access to basic services, including public education.[14] It is, however, difficult to measure the extent to which those living in disadvantaged areas benefit from educational services, including those provided by the state. Disadvantaged areas tend to offer their residents limited leaning opportunities. This in turn risks reinforcing people's alienation from mainstream education, and hampers their participation and inclusion in social institutions and economic and community life more generally.

---

[11] UIL. 2017. *Learning Cities and the SDGs: A Guide to Action*. Adopted at the Third International Conference on Learning Cities, held in Cork, Ireland, in September 2017.
[12] Ibid.
[13] http://indicators.report/indicators/i-66/.
[14] Global Education Monitoring Report. 2018. *Migration, Displacement and Education: Building Bridges, Not Walls*.

Access to high-calibre, resilient infrastructures and the provision of basic services for all urban dwellers are key components of development objectives, as are efforts to foster local economies. Furthermore, integrating the concept of lifelong learning into policies and practices has the potential to alleviate living conditions in slums and deprived neighbourhoods in the long term. An intersectoral perspective of this kind necessitates co-ordination across a number of areas, which encourages stakeholders to better appreciate how urban planning relates to education, health, environmental protection, etc.[15] All of these areas are fundamental to any improvement in the experiences and opportunities of people living in slums.

As well as facilitating a holistic, intersectoral approach to policymaking and implementation, lifelong learning in cities can also widen the scope for democratic participation amongst populations living in more deprived areas and, in so doing, strengthen the areas mentioned above. For example, an inclusive, participatory waste management programme can benefit people living in slums by providing training opportunities that effect changes in behaviour, which then have a positive impact on both public health and environmental protection.[16] It is worth noting that such programmes are well suited to the modality of non-formal learning.

In the context of the 2030 Agenda for Sustainable Development, education and lifelong learning for all can help to overcome the challenges encountered by this target group, as both a goal and a means of development.

Output

A. The work assignment shall consist of a background paper of approximately 6,000 words (excluding appendices, annexes and bibliographies) written in the English language. It shall also include an abstract adapted to a non-technical audience. It shall be structured as follows:

- abstract;
- introduction;
- a conceptual framework on inclusion and lifelong learning in cities focusing on how these cities meet the needs and expectations of people living in slums and deprived neighbourhoods in ways that contribute to the development of safe and resilient learning cities;
- a section examining urban policy and planning for the inclusion of people from deprived neighbourhoods in lifelong learning: approaches and effective policies; key elements; challenges and recommendations;
- a section examining the implementation of lifelong learning opportunities at the local level, with a focus on deprived neighbourhoods: approaches; key elements; good practices; challenges and recommendations;
- a section examining the data collection and monitoring mechanisms used by local governments to identify poor urban populations and their specific educational and training needs; challenges and recommendations;

---

[15] UIL. 2015. *Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities*.
[16] UIL. 2017. *Unlocking the Potential of Urban Communities Volume II: Case Studies of Sixteen Learning Cities*.

- conclusion: key issues and recommendations for policy-makers and practitioners;
- bibliography (in Endnote, where possible)

B. A list of recommended case studies/examples of good practice for further research.

Final Remarks

Background data collected for the preparation of the output detailed above shall also be delivered to UIL on completion of the contract.

The paper shall follow the style guidelines laid down in the UNESCO Style Manual:

http://unesdoc.unesco.org/images/0014/001418/141812e.pdf

The background paper shall not be circulated or published in any form without prior approval from UIL.