

Terms of reference for the recruitment of one long-term full-time consultant to support the GCI and R&D-Dakar work in gender, skills for work and labour market

Presentation

IIEP-UNESCO Dakar

IIEP-UNESCO Dakar, located in Dakar, Senegal, is the Africa office of the UNESCO International Institute for Educational Planning (IIEP-UNESCO). IIEP is a specialized UNESCO institute whose mandate is to strengthen the capacity of Member States to plan and manage their education systems. IIEP-UNESCO Dakar is renowned for its education sector analysis and helps African countries develop robust education system development plans within the framework of the 2030 education agenda.

Through a capacity development approach, IIEP-UNESCO Dakar contributes to the production of diagnostic analyses, sector plans and pedagogical tools that contribute to more relevant and sustainable education policies. IIEP-UNESCO Dakar is also actively involved in the production of knowledge for the education sector in Africa. More information on its activities can be found at [IIEP-UNESCO Dakar](#).

Gender at the Center Initiative (GCI)

As part of its strategy and commitment to reducing inequalities in education, UNESCO-IIEP Headquarters and its Africa Office in Dakar (UNESCO-IIEP Dakar) provide technical leadership for the Gender at the Center Initiative (GCI). Launched in 2019 at the G7 Summit, GCI recognizes the urgency of ensuring equal access to quality education and overcoming the barriers to education that girls and young women continue to face. The Initiative aims to support and strengthen existing skills and structures to advance gender equality in the education systems of Mauritania, Niger, Burkina Faso, Mali, Chad, Sierra Leone, Nigeria, and Mozambique. Coordinated by the United Nations Girls' Education Initiative (UNGEI), GCI also brings together partners such as UNICEF and the Global Partnership for Education, as well as a consortium of non-governmental organizations.

One of the goals of the GCI team is to support planning processes (so that education administrations take greater account of gender dynamics and gender-specific needs in its policies, programs, and actions).

R&D -Dakar

The recently created IIEP-UNESCO Dakar Research and Development program (R&D- Dakar) aims to generate knowledge to inform and guide decision making in the planning, management, and capacity building processes of the education and training sectors in Africa. In close collaboration with the other IIEP-UNESCO Dakar teams¹, with the IIEP offices in Paris and Buenos Aires, and with external partners², the Dakar-R&D team works to develop, refine, and expand bodies of knowledge and tools to help identify, facilitate, and promote the adoption of effective, efficient, and sustainable solutions to Africa's most pressing educational challenges.

GCI and R&D-Dakar are currently developing several analyses/diagnostics and research & development projects to contribute to clarify gender equality practices in education, facilitate

¹ Education Sector Analysis (ESA) and Education Sector Plan (ESP); Gender Initiative at the Center (GCI); Quality Management Program (APIQ); Technical Cooperation (TC); Technical and Vocational Education (TVET) and Training.

² Other UN agencies, funding partners, academic and research institutions, and networks.

understanding of issues and challenges, and support decision-making on gender equality in and through education.

Context, projects, and activities

GCI and R&D-Dakar are recruiting one junior/mid-level long-term consultant to support the development of a line of work on gender, technical and vocational education and training (TVET), skills for work and labour market, and contribute to the development of a participatory gender diagnostic in Burkina Faso. The consultant will contribute to the following projects:

1. [Youth employment and gender in sub-Saharan Africa](#)

Young people in sub-Saharan Africa, who account for 24% of the economically active population in 2019³, exhibit poor labour market outcomes, with the low quality of jobs being the main challenge for youth employment in the region. In 2019, as many as 41.5% of young workers in sub-Saharan Africa live in extreme poverty, equivalent to 38.6 million young individuals, which far exceeds what is observed in the rest of the world ([ILO, 2020a](#)).⁴

Globally, labor force participation rates of young women are lower than those of young men. In sub-Saharan Africa, while the ratio of female to male labor force participation rates is higher than in any other region, a large majority of employed women work in vulnerable jobs, particularly as contributing unpaid family workers ([ILO, 2014](#); [World Bank, 2017](#)).

Addressing the youth employment challenge, especially that of women, is key to unleash the full economic potential of Africa to pave the way towards a demographic dividend. IIEP-UNESCO Dakar is conducting a study to shed new light on the association between labor market performance of youth and education in SSA, with a special interest in understanding the gender dimension of this problem and focusing on the analysis of the cases and the educational policy recommendations for the eight GCI countries.

2. [Tackling skills mismatch with gender lenses in sub-Saharan Africa](#)

The few international studies on skill mismatch point towards a high incidence of skill mismatch in Africa. Sub-Saharan Africa and Southern Asia account for the regions that seem most affected by qualification mismatch, which is largely attributable to high incidences of under-qualification (ILO, 2019).

Preliminary work by IIEP-UNESCO Dakar shows major gaps between men and women on some skill needs assessment and anticipation indicators. However, there is little comprehensive analysis of skill mismatch gender differences in the region and little evidence on the factors that explain them (IIEP-UNESCO Dakar, forthcoming).

Despite progress in girls' education and women's education, occupational segregation remains a major problem in most regions of the world, limiting women's choices and confining them to lower paying and lower status jobs than men ([ILO, 2014](#)). Gender disparities in certain sectors, especially those with greater responsibility, salary and potential, as the ICT sector, continue to be striking ([UNDP, 2019](#)). Labor force surveys in Africa consistently find that it is women who are concentrated in low-productivity, low-wage sectors, whether self-employed or employed ([World Bank, 2017](#)).

³ Based on ILO-modelled estimates of the labour force for individuals aged 15-24 (young population) and individuals aged 15+ (adult population) published in [ILOSTAT](#).

⁴ International Labour Organization (ILO) (2020a), Global Employment Trends for Youth 2020: Technology and the future of jobs, International Labour Office – Geneva: ILO, 2020.

The misallocation of high-skilled women to low-return occupations, in addition to inhibiting women's human capital investment, wellbeing and agency, hampers development, demographic transition and economic growth ([Hsieh et al., 2013](#); [Esteve-Volart, 2004](#)). A simulation exercise for Ethiopia, shows that reducing gender inequality in education and the labor market would increase annual GDP growth by almost two percentage points ([World Bank, 2009](#)).

The lack of proper and systematic skill needs assessment and anticipation mechanisms with a gender perspective is a major hurdle in sub-Saharan Africa's efforts to tackle the challenges to achieve gender equity and better living conditions for the region's population.

The objective of this project is to contribute to the analysis and application of methodological tools to assess current and future skills mismatch in Sub-Saharan Africa (SSA) with a gender perspective, focusing on the documentation of and the formulation of recommendations for the eight GCI countries.

3. Gender Mainstreaming Approach in Labour Market in Nigeria

The Federal Government of Nigeria together with stakeholders in Nigeria's higher education system have validated the Higher Education Blueprint Strategy. The strategy was prepared through a consultative process led by the Strategy Development Committee on behalf of the National University Commission (NUC). IIEP-UNESCO will support the elaboration of the STEM strategy for higher education, build capacity of relevant faculty members on STEM and associated enablers, as well as supporting the creation of a conducive environment for transition of higher education graduates to the labour market. In this framework, a Labour Market Observatory (LMO) will be set up with the support of IIEP-UNESCO Dakar.

The objective of the LMO is to deliver accurate and timely information on the evolution of the labour market and the school-to-work transition of tertiary graduates – including information disaggregated by sex. This information will be particularly useful to sensitize young people about the gender disparities in the access to different fields of study, including STEM. It will also allow young people (including women) to access information on employment prospects by field of study (including STEM) and help them make informed decisions about what education path to follow.

Moreover, the information will shed light on employment outcomes of graduate students by sex and will help policy makers to identify challenges and formulate gender-sensitive policies based on evidence. It is expected that the information shared in the LMO should boost the effectiveness of transition of graduates to the labour market and provide valuable feedback to institutes from the labour market with respect to the quality and functionality of the graduates produced. Under the guidance of its in-house labour market specialists, IIEP-UNESCO will support the NUC in establishing a sector-specific LMO.

Description of work and activities

Under the direct supervision and guidelines of IIEP's GCI and Dakar-R&D Programme Managers, and the overall supervision of IIEP Dakar's Head and Deputy Head of Office, the consultant will be responsible for the following activities:

1. [Youth Employment and Gender in Sub-Saharan Africa](#)

- 1.1. Contribute to the completion of a study on youth and young women employment in eight SSA countries⁵ with harmonised survey data from the 2014-2015 School-to-Work Transition Surveys (SWTS). This analysis comprehends: (i) a closer look at employment access by shedding light on labour market transition stages; (ii) the use of a variety of decent work indicators to better document the quality of jobs, with a particular focus on qualifications mismatches; and (iii) the use of subjective indicators to also account for youth perceptions.
- 1.2. Support an in-depth analysis of the gender dimension of the study mentioned in point 1.1.
- 1.3. Participate in the conceptualization and development of a specific study on young women's unemployment and education in the GCI countries: Burkina Faso, Mali, Mauritania, Mozambique, Niger, Nigeria, Sierra Leone, and Chad.

2. [Tackling skills mismatch with gender lenses in sub-Saharan Africa](#)

- 2.1. Conduct a desk research with the objective of documenting international experiences focused on the measurement of gender-sensitive skill needs assessment and anticipation mechanisms and evaluate their possible application in SSA and GCI countries.
- 2.2. Conduct an analysis of potential sources of information and data for the analysis of skill needs assessment and anticipation mechanisms with a gender perspective in SSA and GCI countries.
- 2.3. Conduct an analysis of existing gender-sensitive policies aimed to address gender skills mismatch issues in SSA and the GCI countries.
- 2.4. Support the production of a document of recommendations to contribute to better adapt country information systems and education/training policies with a view to improving women's access to more productive jobs.

3. [Gender Mainstreaming Approach in the Labour Market in Nigeria](#)

- 3.1. Support the preparation of a feasibility study for the design and implementation of a Labour Market Observatory with a strong gender component (the analysis of what data is currently collected will help the IPE-UNESCO and NUC to identify data gaps, notably on whether data is sufficiently disaggregated by sex).
- 3.2. Support the setting up the LMO (ensuring that gender equality is integrated during this phase) Support to LMO early-stage implementation (assist key stakeholders in the early-stage implementation phase of the LMO, through capacity-building and targeted support. The data collected should include indicators disaggregated by sex whenever possible). The design of the LMO will not only address strengthening data production capacities, but also the strengthening of effective mechanism for gender data dissemination and use following the generation stage.

4. [Other tasks](#)

- 4.1. Support the development of a participatory gender diagnostic in Burkina Faso and the reflection on future GCI support in the country (including on skills on TVET, skills for work and labour market), capitalizing on the results of the diagnostic.
- 4.2. Contribute to the management of GCI and Dakar-R&D projects.
- 4.3. Support the development of GCI and Dakar-R&D activities.
- 4.4. Contribute to strengthen the gender component of the Technical and Vocational Education and Training/Labour Market axis in the GCI countries.

⁵ Benin, Congo, Rep., Liberia, Madagascar, Malawi, Togo, Uganda, Zambia

Time frame

The consultancies will run for a period of **11 months between January and December 2022**. A **full-time engagement is expected during that period**, with the exception of specific vacation periods (not to exceed a total of 5 weeks) to be agreed upon in advance with the supervisor.

Required qualifications

- Advanced university degree (Masters or equivalent) in education, gender, economics, social sciences, or related fields.
- Demonstrated professional experience in quantitative research and report writing in education and/or skills for work and labour market. Professional experience at the international level in an asset.
- Good knowledge of education and/or labour market issues in Africa.
- Demonstrated prior knowledge and experience on gender issues in Africa.
- Excellent proficiency (written and oral) in English or French. Written and oral proficiency in the other language and/or in Portuguese is an advantage.

Application and selection process

Interested candidates should submit their application to: itconsultant.genderskills@iiep.unesco.org before December 31, 2021. **However, they are invited to send their application as soon as possible, as they will be reviewed on a rolling basis. Suitable candidates might be selected before the above date.**

Only applications that include the following documents will be considered:

1. An updated curriculum vitae (5 pages maximum), highlighting relevant experiences, the dates when they were carried out (month and year of beginning and end), and their duration (in months).
2. A technical and financial offer (2 pages maximum), outlining the understanding of the assignments, highlighting the relevant experience, and presenting a proposed remuneration for the work (professional fees only – no other costs will be eligible).

Please direct any questions to pdkcontact@iiep.unesco.org.