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**UNESCO Sponsored Traineeship Programme**

**Terms of Reference**

**GENERAL INFORMATION**

**Duration:** 12-18 months

**Location:** Paris, France

**Organizational Unit**: ED/PLS/EDP

**Supervisor (name, title):** Sonia Guerriero, programme specialist

**DESCRIPTION OF THE TRAINEESHIP**

Even prior to the COVID-19 pandemic, about 54% of children in low- and low-middle-income countries were not able to read and understand a simple text at age 10. Deemed the ‘global learning crisis,’ the international community called for immediate action and acceleration of SDG 4 goals to prevent a generational catastrophe. New simulations conducted post-pandemic suggest that this figure could have reached as high as 70% in 2022, taking into account lost learning because of school closures and the lack of adequate remote and digital resources available for learners and teachers. As a consequence, school closures have exacerbated existing learning inequalities, impacting vulnerable and marginalized children the most.

Convened in response to the global learning crisis, the UN Transforming Education Summit (TES) held in September 2022 gathered Heads of State and Government to commit to transforming their education system to better address persistent global challenges in access, quality, equity, and relevance. One priority area calls for transforming education for improving foundational learning by age 10 – the basic literacy, numeracy and social-emotional skills that are the building blocks for further learning success.

Under the supervision of the programme specialist and the Chief of Section, the intern will contribute actively to the implementation and delivery of the Section’s programme of work on system-wide education transformation in relation to the development of new knowledge pieces, guidance materials, and toolkits for building the global knowledge base for supporting countries to review, develop, and implement reforms to transform their education systems. Specifically, the intern will support and contribute to the programme of work on ‘Learning Alignment,’ which covers the system-wide transformation of the alignment of curriculum, pedagogy and assessment for the improvement of learning outcomes. The intern will contribute to the following key activities: (1) development of a framework and diagnostic toolkit for assessing learning alignment, (2) organizing and supporting a community of practice on learning alignment, and (3) organizing and supporting internal policy dialogues on education transformation.

The intern will perform the following tasks:

1. Research and analysis of policy documents, government reports, scientific literatures, project reports and other pertinent documents relevant to the activity.
2. Drafting of analytical reports, concept notes, project proposals, policy and research briefs, synthesis reports, communications materials and other types of documents as required.
3. Research, analyze, and visualize data from key databases (e.g., UIS, GEMR, UNICEF, World Bank, ILO, WHO, etc.).
4. Prepare surveys, questionnaires, and focus group instruments for the collection of new quantitative or qualitative data; prepare data collection protocols; maintain databases; conduct data analyses and visualize findings.
5. Support other research, analysis, and drafting activities as required.

**REQUIRED QUALIFICATIONS**

**Education:** Master’s degree (PhD preferred), with specialization in developmental psychology, cognitive science, language development, reading and math learning, and related fields.

**Language skills:** English, French

**Competencies and skills:** Research and analysis skills using quantitative and qualitative data, including experience with mapping exercises and meta-analyses; strong theoretical and applied knowledge of child and adolescent learning and development in the areas of language, literacy, numeracy and social-emotional skills; experience using diagnostic tools for the assessment of learning and other developmental difficulties, experience with communicating scientific findings in non-technical language.

**LEARNING OBJECTIVES**

The overall learning objective is to progressively acquire and master concepts, methodologies and practices used by UNESCO to deliver on its programme of work. Through their engagement in the Section’s activities, the intern is expected to develop the following competencies:

* Ability to take initiative, autonomy, responsibility, and decision making within the framework of the entrusted activities(s).
* Ability to report on ideas, actions, and difficulties encountered.
* Ability to listen, understand, and take into account the needs expressed.
* Ability to propose methods and/or action plans in order to master multiple contexts that present challenges for the Organization.
* Ability to identify and formulate problems and then to provide solutions using theories, concepts, and methods.
* Ability to communicate verbally and in writing in a clear and objective manner.
* Ability to convince, to defend one's ideas, and to negotiate.

**ADDITIONAL INFORMATION**

*Please add background information relevant to the assignment and a link of relevant website*