



International Organization for Migration (IOM)
Organisation Internationale pour les Migrations (OIM)
Organización Internacional para las Migraciones (OIM)

Terms of Reference (ToR)

Functional Adult Literacy Program, Abyei

1. Background

The Abyei Administrative Area (AAA) is divided by two dominant, culturally distinct groups; the agro-pastoralist Dinka Ngok and the pastoral Misseriya. Conflict between the two is embedded in livelihood patterns that require migrations through Dinka-Ngok territory by the Misseriya in search of pasture and water for livestock. Tensions have been exacerbated by international politics that have made Abyei a contested area following the signing of the Comprehensive Peace Agreement (CPA) in 2005 that eventually led to South Sudan's independence in 2011. Failure to settle the status of the Abyei region led to serious fighting from 2007 to 2008 leading to the displacement of up to 25,000 people. In 2011, violence erupted in Abyei town and the nearby villages causing the displacement of as many as 110,000 Dinka Ngok, destroying residences and public infrastructure. The United Nations deployed its interim security mission, the United Nations Interim Security Force in Abyei (UNISFA) in June 2011.

Since the deployment of the UNISFA, Abyei has witnessed a gradual improvement of security and return of IDPs. Local initiatives and community-led peace dialogues has improved the deteriorating relationships between the Dinka Ngok and Missiriya communities. Such initiatives combined with the relative and progressive peace in Abyei has created a favorable environment for return of displaced communities, cross-border movements and trade. Since 2013 IOM is implementing the Abyei Rehabilitation Initiative which is a community stabilization program that contributes to promoting peaceful coexistence and the economic and social empowerment of returning households. As part of this program, IOM aims to roll-out a functional adult literacy program targeting 200 adults who either drop-out of school or never acquired formal basic education.

2. Objectives

The main objective of the adult literacy program is to equip adults in Abyei with basic, necessary and relevant numeracy, reading and writing skills and essential life skills.

3. Scope of works

- Consult with the local education department and partners to identify similar programs implemented in the past, contextualize materials to the needs of the local community and standards of the local administration.
- Conduct a desk review of ARI project documents to understand and identify the key activities necessary for integration in the literacy programme, thus, underlining the importance of literacy in personal development of communities as well as their day-to-day lives.

- Based on outcomes of the consultations, develop tools and carry out a listening survey to determine community generative themes that will inform the contents and methodological processes and techniques of Abyei Adult Literacy and life skills curriculum. Critical to the life skills curriculum shall include but not limited to; HIV/AIDS, gender-based violence and hygiene and sanitation.
- Embrace the five (5) key adult education principles in designing the approach to the listening survey, curriculum and methodology of delivery of curriculum. These shall include; *Relevance, Dialogue, Reflection& action, Self-discovery* and *Transformation* at family and community level.
- Implement the adult literacy and life skills curriculum to cover at least 200 individuals in atleast two locations within Abyei town underpinned by the psychology of adult learning.
- Take attendance of participants on daily basis.
- Organize a graduation event to honor the participants who have successfully completed the adult literacy program.
- Conduct pre and post tests as deemed necessary to evaluate the learning pattern of students and draw lesson learned
- Develop at least two reports highlighting the achievements, learning patterns of students and challenges.
- Conduct a feedback workshop with key stakeholders including education department, elders, UNICEF and IOM to share lessons learned, recommendation and potential for functional adult learning in Abyei.

4. Project deliverables

- Listening survey for community generative themes
- A Functional Adult Literacy and life skills curriculum that aligns with listening survey outcomes developed.
- Train at least 200 individuals in numeracy, reading and writing; and life skills
- Graduation event for students who completed the program
- Mid-term report that highlights the achievements, learning patterns of students and challenges
- Final report that highlights the achievements, learning patterns of students and challenges, lessons learned and recommendation

5. Proposed time frame

The proposed timeframe for the consultancy work would be for would be six months. See detailed workplan.

No.	Activity	Month					
		1	2	3	4	5	6
1.	Listening survey of community generative themes						
2.	Preparation of FAL and life skills curriculum						
3.	Selection of participants						
4.	Actual Training						
5.	Graduation						
6.	Mid-term evaluation report						
7.	Final Report						

6. Competencies and Expertise Requirements

At least 5 years of experience in implementing education programs, of which 3 years focuses on delivering adult literacy program for communities in South Sudan. Experience in Abyei will be an advantage. Experience in using creative and interactive teaching methods to engage with non-literate individuals.