

Terms of Reference for an Individual Consultant

Situational Analysis on the Status of Teacher Training in sexuality education for Eastern & Southern Africa (ESA)

1. Summary

UNESCO and UNFPA regional teams for East and Southern Africa with support from USAID are seeking the services of a consultant to conduct a situation analysis on the status of Teacher Training in Sexuality Education for the ESA region. The situation analysis will feed into a regional consultation and it is expected that the consultant will also support this process as well as lead the development of a strategy for UN and their partners to support the scale-up of SE teacher training in the region.

2. Background

Since the launch of the International Technical Guidance on Sexuality Education (ITGSE) in 2009, countries in East and Southern Africa Region have taken strides towards the incorporation of comprehensive sexuality education in school curricula. The ITGSE and other documents demonstrate that investing in the sexual health and development of adolescents is key to achieving the millennium development goals, promoting public health and ensuring economic development. Sexuality education offers protection against unintended pregnancy and prevents sexually transmitted infections (STIs), including HIV and AIDS.

In high HIV prevalence, high school enrolment countries of East and Southern Africa there are strong arguments for investing in and implementing school based comprehensive sexuality education programs. No other single avenue has the possibility of reaching so many young people with knowledge, skills and values that will stay with them when they leave school. Good quality, comprehensive sexuality education contributes to building the critical skills and attitudes that, combined with accurate knowledge, lead to the development of healthy behavior. This is necessary for all young people, including those already living with HIV. It also addresses some of the driving forces behind poor sexual health such as gender inequality. Effective comprehensive sexuality education starts young, in primary school, where core skills and attitudes around general health, relationships, gender equality and communication (among others) can be developed. The content is then expanded and developed through secondary level, in an age-appropriate approach that reflects the needs of the growing learner.

Effective HIV and sexuality education requires highly skilled and motivated staff. The *International Technical Guidance on Sexuality Education* argues that teachers need appropriate training, skills in the use of participatory methods, and ongoing support. In an environment where many topics related to sexuality can be culturally and religiously sensitive there are a range of challenges related to the preparation and capacity development of teachers to implement sexuality education. For many countries in the ESA region the capacity and performance levels of teachers with regard to the delivery of comprehensive sexuality curricula remains a significant implementation challenge.

One of the key tasks facing Ministries of Education in the region is how to conduct effective pre-service and in-service teacher training and sustain a programme of on-going in-service refresher training and mentoring. Effective training first has to have an impact on the teachers themselves, helping them examine their own attitudes toward sexuality, gender and behaviours regarding HIV prevention, understand the content they are teaching, learn participatory teaching skills, and gain confidence to discuss sensitive and controversial topics. Teacher training needs the support of national ministries, local school management, and local communities. It should also build on teacher training efforts for countries implementing a Life Skills curriculum as interactive teaching methods are essential for both CSE and LSE. Teachers need support after the initial training and need to be willing and motivated to teach reproductive health and HIV issues. Teacher training should emphasize the need for a safe and appropriate learning environment which reflects the learning content. This would include gender equality in the school environment and a policy of zero tolerance for sexual exploitation of students.

3. Rationale

Teachers are instrumental to the achievement of EFA goals and they play a critical role in the delivery of comprehensive sexuality education and HIV prevention at country level. Teachers have an important responsibility to ensure that children and young people acquire essential knowledge, skills and attitudes for preventing HIV infection and that, particularly in higher prevalence settings, pupils infected with and affected by HIV have access to care and support. However, these professionals face several challenges, including often difficult working environments (overcrowded classrooms, lack of materials) and poor or non-existent training. In many contexts, particularly in sub-Saharan Africa, teachers are profoundly affected by HIV. Moreover, stigma and discrimination, gender inequality, concerns around morality, cultural issues and relationships between teachers and students can make the environment for school-based sexuality education highly complex. The UNICEF evaluation of global LSE programmes revealed similar shortcomings and proposed similar action steps.

The 2007 the SACMEQ¹ III study developed an HIV-AIDS Knowledge Test (known as the HAKT) that was administered to Grade 6 pupils (aged around 13.5 years on average) and their teachers. This study provided an important step forward in establishing baseline information on knowledge levels of young people and their teachers on HIV and AIDS in Southern and Eastern Africa. The study revealed that the majority of teachers throughout the 15 SACMEQ countries² demonstrated 'desirable' knowledge levels in the 2007 HIV and AIDS Knowledge Test (HAKT). This baseline comprehension can provide a foundation both for teachers' own health and well-being, and for developing topic expertise for teaching.

Grade 6 learners, however, had much lower knowledge levels, with only a small minority achieving the target proficiency of 75%. The contrast between the very low knowledge levels of most pupils about HIV-AIDS and the very high knowledge levels of most of their teachers is a cause for concern. This evidence shows that despite the fact that teachers may know about HIV related issues, this knowledge and information is not reaching pupils. This begs the question of why is it not reaching the pupils and to what extent may it be a reluctance or inability on the part of teachers to teach sexuality education more broadly and HIV more specifically.

By better preparing teachers with the appropriate training, materials and the mandate to teach HIV and health topics, the education sector can seize the opportunity presented by teachers' existing knowledge levels and close the knowledge gap faced by students. These steps are necessary for schools to fulfill their responsibility to provide young people with the knowledge and skills necessary to protect themselves, make informed choices and realize their full potential. Extensive evidence³ shows that comprehensive sexuality education programmes consistently increase student knowledge about HIV and other health issues. To maximize impact and efficiency, however, education sector officials, policymakers and implementing partners should look not only at the knowledge levels in the HAKT, but also at attitudes and practices, and their interrelationship. This can help ensure that we are not just measuring retention of facts but the relevant knowledge for supporting young people's decision-making skills and health outcomes.

¹ The Southern and Eastern Africa Consortium for Monitoring Educational Quality

² Angola, Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania and Zanzibar (measured separately), Uganda, Zambia and Zimbabwe.

³ UNESCO International Technical Guidance on Sexuality Education, 2010.

4. Purpose of the assignment

This assignment will build on the work of the ESA regional UN Interagency Task Team for young people that has been working strengthen the sexuality education (SE) component of current life-skills-based HIV programmes. Recognizing the importance of well trained teachers in the effective delivery of sexuality education at classroom level the UN partners with technical and financial support from USAID are committing to a joint program to support and strengthen the implementation of comprehensive sexuality education curricula through the development and sustainment of a confident and well-trained teaching force.

The consultant will be required to conduct a review of the status of teacher pre and in-service teacher training on sexuality education in 21⁴ countries in ESA. This assignment is intended to produce a high quality, evidence informed situation analysis report which will provide the basis for discussion at a regional technical consultation on teacher education.

Specifically, the consultant will be required to undertake key tasks contributing to three key deliverables as follows;

4.1 Situation Analysis Report

4.1.1 Conduct a desk review on the status of i) pre- service and ii) in-service teacher education in the 21 countries in ESA The Review will include;

- a) An inventory of existing policies, strategies, guidelines and standards for both pre and in service teacher education
- b) An inventory of major curriculum and learning materials and M&E tools for both pre and in service teacher education.

⁴ Angola, Burundi, Botswana, DRC, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Rwanda, Seychelles, South Africa, South Sudan, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe

c) Conduct an analysis of the availability, quality and uptake of any online resources for teacher training available in the region

d) A mapping of institutions offering pre- and in-service teacher education programs at regional and country level (including government colleges, Universities and programs offered by NGOS)

4.1.2 In 6 countries (Tanzania, Zambia, Lesotho, Malawi, Uganda and Mozambique) conduct an in depth analysis of the strengths, weakness and gaps in the policies and programs and materials available for teacher education (items a) and b) above). This in depth review will also include;

- a) Identification of the gap between # of teacher trained and # of teacher actually teaching SE, and obstacles and barriers for trained teachers to effectively deliver SE
- b) Identification of good strategies and practice with potential to scale up in the region, and key institutional, human and financial resources to tap on.

4.1.3 Synthesize the findings of the various assessments into a concise report (not more than 50 pages) outlining the status of teacher training in the area of sexuality education in ESA, best practices, lessons learned (both positive and negative) and key recommendations for improving and institutionalizing teacher training in effective sexuality education in the ESA region

4.1.4 Compile relevant annexes to support the document

UN staff at country level will support the data collection process for the situation analysis

4.2 Regional Teacher Training Consultation

- Contribute to the preparation of the regional consultation by providing deliverables on time and as specified
- Provide a summary PowerPoint of the Status Report to be presented during stakeholder consultations
- Support the facilitation of the regional Teacher training Consultation

- Discuss strategies to address barriers to implementation of educators newly developed skills

4.3 Regional Strategy for Teacher Training

- Based on discussions from the consultation prepare a regional teacher training strategy for the UN and partners in ESA region which clearly identifies key strategies for scaling up support to teacher education, identifies core partners and entry points, and assigns responsibilities to the different stakeholders

5. Deliverables

The consultant is expected to produce the following deliverables:

- ESA Teacher Training Status report⁵ and annexes
- PowerPoint presentation summarizing the Status Report
- List of key players and contact information to be used to identify potential participants for the regional consultation on teacher training
- ESA Strategy for Teacher Training

The status report should be regional in nature, with examples from most countries and practical recommendations for Ministry of Education and relevant policy makers as well as, development partners and civil society, especially programme developers and implementers training teachers.

6. Timeline and duration of consultancy

The consultant will be hired during the period starting April- August 2013. The schedule below sets out the deliverable and indicative dates. Deadlines for deliverable will be set in discussion with the consultant.

Task	Details	Indicative Dates
Orientation	Teleconference with UNESCO and	22 April 2013

⁵ A detailed outline of the report will be agreed on with the consultant at the beginning of the consultancy.

	UNFPA	
Work plan for the study and methodology statement	Submit to UN partners for approval	25 April 2013
Agree report outline	Submit draft report outline to UNESCO	25 April 2013
Desk Research including interviews	Consultant	1 May – 31 May 2013
Submit 1 st draft report	UNESCO/UNFPA/USAID to review and provide feedback	7 June 2013
Submit final draft report	UNESCO/UNFPA/USAID to review and provide feedback	30 June 2013
Submit presentation	UNESCO/UNFPA/USAID to review and provide feedback	12 July 2013
Facilitation of the regional Consultation	Consultant with UNESCO/UNFPA/USAID facilitator	August 2013
Submission of Strategy for teacher training	UNESCO/UNFPA/USAID to review and provide feedback	August 2013

6. Profile of consultant

The candidate is expected to have the following qualifications and skills;

- Advanced academic degree in a related field (preferably education, development, public health education).
- Extensive professional knowledge and at least 10 years' experience in the field of teacher training in Africa, HIV prevention and sexuality education; familiarity with the government education systems an asset.
- Demonstrated experience in regional review of evidence, literature reviews, stakeholder interviewing, analysis and synthesis of findings; excellent writing and communication skills.

7. Reporting

The contract will be managed by the UNESCO Regional HIV and Health Education team based in Johannesburg. Technical support will be provided by UNESCO HQ, UNFPA and USAID.

8. Expression of Interest

Interested consultants may submit a cover letter and CV together with a brief proposal on the methodology and approach for the assignment to Sandisile Tshuma on s.tshuma@unesco.org