

## Terms of Reference

# Situational analysis of comprehensive sexuality education in secondary schools and universities in Malawi

## 1. Background

In March 2018, UNESCO Regional Office of Southern Africa launched a programme titled '**Our Rights, Our lives, Our Future**' (O<sup>3</sup>) which seeks to improve sexual and reproductive health (SRH), gender and education outcomes for adolescents and young people in the Sub-Saharan Africa region through sustained reductions in new HIV/STI infections, early and unintended pregnancy and gender-based violence. The O<sup>3</sup> programme will support delivery of good quality comprehensive sexuality education (CSE) that empowers adolescents and young people, and builds agency while developing the skills, knowledge, attitudes and competencies required for preventing HIV, reducing early and unintended pregnancies and eliminating gender based violence. This programme will build on the achievements of the first phase of the Sida project, *strengthening sexual and reproductive health and HIV prevention amongst children and young people through promoting comprehensive sexuality education in Eastern and Southern Africa*.

The O<sup>3</sup> Programme has four main objectives designed to contribute to the effective strengthening of sexuality education programmes:

- a) Secure and sustain strong political commitment and support for adolescents and young people's access to comprehensive sexuality education and sexual and reproductive health services across Sub-Saharan Africa
- b) Support the delivery of accurate, rights-based and good quality comprehensive sexuality education programmes that provide knowledge, values and skills essential for safer behaviours, reduced adolescent pregnancy, and gender equality
- c) Ensure that schools and community environments are safer, healthier and inclusive for all young people
- d) Strengthen the evidence base on CSE and safer school environments

Main activities of the project in Malawi include:

- Sustaining political commitment through continued sensitization of policy makers, traditional and religious leaders and communities

- Strengthening delivery and monitoring of CSE in primary and secondary schools
- Supporting programs to reduce school related gender based violence
- Advocacy and familiarization with the re-admission policy
- Supporting data analysis for CSE indicators in Education Management Information Systems (EMIS)

As this phase of the project intends to scale up by working with secondary schools in Malawi, this study analyses the state of CSE in secondary schools as well as in universities where secondary school teacher education takes place. CSE-elements aiming at behaviour change are included in the subject of Life Skills Education (LSE) as well as in Social and Development, and the subject of biology includes knowledge-based CSE-elements. The evidence generated will better inform programming on CSE/LSE initiatives.

## **2. Scope of work**

The aim of the consultancy is to conduct a situation analysis of the status of LSE delivery in secondary schools and in teacher education in Malawi. Specifically, the consultancy will review the curriculum, teaching and learning materials, and the learning process. Additionally, the consultancy will measure the effectiveness of LSE for behaviour change and how comprehensively CSE elements are included in LSE.

The consultancy will be conducted in three parts 1) a desk-review, 2) key-informant interviews and 3) a final report laying out the process and findings. The key informant interviews and focus group discussions with policy makers, learners, teacher trainers and teachers will take place over a period of 3 weeks in country. The consultant will work with Ministry of Education, Science and Technology (MoEST) staff, and with UNESCO staff in country and in the regional office to agree on the process for the consultancy such as which stakeholders should be interviewed, key topics to be covered, selection of the areas to be covered, identification of the schools etc.

The situational analysis will look at whether the following standards are adhered to in the provision of CSE/LSE initiatives:

- LSE is needs-based and student- centred
- LSE is results-based and shows an impact on behaviour change of students
- LSE is knowledge-, attitudes- and skills-based
- teachers are trained on methods and psychosocial support and sensitized to the learners' needs
- LSE is provided in protective and enabling environments with access to community support.

The consultancy will also seek to assess the relevance, coverage, efficiency, effectiveness and sustainability of LSE initiatives, and to consider UNESCO's role and additionally in support of

the programmes. The consultancy will pay particular attention to the following key components:

**i) Review the quality of the curriculum, teaching and learning materials**

Based on the Sexuality Education Review and Assessment Tool (SERAT) review (an appraisal of the curriculum and materials currently in use), and key-informant interviews, the consultancy will review the content and quality of the curriculum, teaching and learning materials. This will include, inter alia:

- Whether the curriculum is aligned with a LOGIC model approach, which identifies specific health outcomes, and whether teachers are aware of these health outcomes.
- Which key topics are covered under the umbrella of HIV and sexuality education? Is gender equality, gender-based violence (GBV), human rights, etc. included? Which key topics are not covered?
- A review the quality of the curricula based on stakeholder-agreed criteria.
- Evaluation of CSE delivery, effectiveness and how CSE is examined (if at all).

**ii) Review delivery of CSE at school level**

- Looking at positioning in the curriculum
- Time allocation
- Status and any delivery challenges faced at the classroom level
- Prioritisation of LSE in comparison to other subjects (examinable and elective)

**iii) Review teacher training and teachers' delivery of CSE at classroom level**

Teachers are a key component in the delivery of effective CSE, thus the consultancy will, through key informant interviews, identify inter alia:

- What challenges do teachers face in teaching LSE (levels of comfort, subject knowledge, amount of time available etc.)?
- Are the current in-service teacher training helping teachers to overcome challenges and if so, how? How can it be improved? Does the training lay out the link between the curriculum and the health outcomes it is trying to achieve?
- What are the perceptions of learners (disaggregated by gender) about LSE content covered by teachers and about teachers' attitudes toward this content?

**iv) Review CSE-positioning in university setting**

- How does university education prepare secondary school teachers to teach LSE? How are teachers prepared pre-service for the specific challenges of LSE teaching?

**v) Engagement of parents and community in supporting CSE delivery and connecting to SRH services**

Parents and religious leaders' involvement in school health education committees, Parent-Teacher Associations (PTA), and Mothers Groups(MG) as advocates for the teaching of LSE is vital to making sure that young people receive accurate information and referrals to SRH services. The consultancy will thus review:

- Whether the schools have an active PTA/ SMC and if these are involved in delivery of LSE
- What is the perception of parents to the content of LSE? Do they support balanced and comprehensive sexuality education?
- Are other community stakeholders such as religious authorities involved and supportive of LSE delivery in schools?
- Are teachers supported by the MoEST to link students with community health services such as NGOs?
- Which other community stakeholders play significant roles in supporting LSE or creating barriers to LSE delivery?

### **3. Deliverables**

There will be three main deliverables.

- 1) An inception report
- 2) A final report covering the following:
  - Executive summary
  - Introduction
  - Background
  - Purpose of the documentation
  - Findings
    - Institutional arrangements
    - Curriculum, teaching and learning materials
    - Positioning of CSE in the curriculum
    - Teacher training and teacher experiences in CSE
    - CSE delivery at classroom level

- Experiences of learners
  - Engagement of parents and community
- Conclusion and Recommendations

3) A power point presentation of the report

#### 4. Timeframe

The assignment will start on October 5<sup>th</sup> 2019 and end on November 11<sup>th</sup> 2019.

Activity	Estimated number of working days	Deadline
Desk review and inception report	5 days	October 10 <sup>th</sup> th
In-country key informant interviews	3 weeks	October 31 <sup>st</sup>
First draft of report	7 days	October 7 <sup>th</sup>
Incorporation of comments and finalisation of report	2 days	November 10 <sup>th</sup>
Power point presentation	1 day	November 11 <sup>th</sup>

#### 5. Qualifications

- The successful candidate will possess: A postgraduate degree in a relevant field of study such as education, public health or development studies.
- Ten years or more work experience, preferably with experience in Eastern and Southern Africa.
- Strong technical background in CSE and HIV education, SRH, school health and nutrition programmes, institutional management and multi-sectoral collaboration.
- Excellent communication skills, in both written and spoken English.

Interested candidates should submit their CV, proposal and quotation by Sunday, September 22<sup>nd</sup>, 2019 to [vacancies.harare@unesco.org](mailto:vacancies.harare@unesco.org) with [a.jamali@unesco.org](mailto:a.jamali@unesco.org) in copy.