



Connect With Respect Monitoring and Evaluation Consultants Terms of Reference

Background

The Kingdom of Eswatini is no exception to this predicament of school related gender based violence (SRGBV), where across the African continent, SRGBV continue to be one of the serious challenges preventing young people in particular young women and girls from achieving their full potential.

Statistics reveals that the magnitude of violence in the Kingdom of Eswatini is increasingly alarming.

In 2013 UNESCO commissioned Gala to conduct a regional study on SRGBV. The study was undertaken in five (5) Southern Africa countries, which were respectively; Eswatini, Namibia, Botswana, Lesotho and South Africa. This study revealed that in Eswatini there are many forms of violence in the schools. These were identified as physical and verbal bullying, corporal punishment, and emotional, financial and sexual violence. The study indicated that both young girls and boys were victims of bullying perpetuated by bigger boys. These findings are supported by the National Study on Drivers of Violence against Children, in Eswatini (VAC, 2015). The National Study of Drivers of Violence Against Children (2016) reveals that 88% of children experience violent discipline, 38% experience sexual violence, and 32% are subjected to bullying, 31% to physical violence and 28% emotional violence. This corroborates with 2010 MICS which reveals that 89% of children aged 2-14 have at least one form of psychological aggression or physical punishment. This is a cause for concern for the Ministry of Education and Training since it covers most of the population affected. Corporal punishment continues to be a barrier in ensuring that children access, are retained and they achieve in their school life. This is despite the numerous efforts made by the Ministry in discouraging the use of corporal punishment in schools.

The Ministry therefore, following or guided by the global Guidance in addressing School Related Gender Based Violence developed and published in 2016 by UNESCO in order to help countries systematically address SRGBV, in making efforts to adopt the approaches to prevent SRGBV through curriculum, teaching and learning. This strategy highlights the critical role played by teachers in transmitting messages, modelling behaviour and building learner's knowledge, skills and attitudes that lead to the positive transformation of social norms that support gender equality. The Ministry is therefore building on that and will be piloting for implementing, this program for the Swazi school settings.

Connect with Respect:

Connect with Respect is an evidence-based educational resource designed to assist educators in upper primary and secondary school in the prevention of school-related gender-based violence through life skills building and creating awareness on respectful gender relationships to students. The tool is designed to increase knowledge and understanding of gender and social norms, develop positive gender attitudes, and build the skills for respectful and non-violent relationships. It was developed for teachers in the Asia Pacific region, through a joint agency programme including UNESCO, UNICEF, Plan International, UN Women, UNGEI East Asia Pacific and the UN Secretary-General's UNiTE to End Violence against Women campaign.

Through UNESCO's support, a pilot of the tool will be undertaken to adapt the tool and ensure that it is contextually and culturally appropriate for learners, inform prospective educational programs in response to SRGBV prevention and build the monitoring and evaluation (M&E) competence of implementing partners within the country. The University of Melbourne has been contracted to design and lead the project M&E with support from in-country teams whose role is to oversee data collection, reporting, evaluation and the popularisation of the project outcomes.

In March 2018, UNESCO conducted a multi-country consultation workshop, which took place in Eswatini. The purpose of the workshop was to review the toolkit and solicit recommendations from the participants for cultural and contextual adaptations. Thereafter a training-of-trainers workshop was held in Zimbabwe, in June 2018. The aim of the

workshop was to equip trainers with required knowledge and skills to enable them to support schools in their countries who would participate in the pilot of the tool.

Monitoring and Evaluation

The M&E consultant will work with the M&E team, which consists of five members, namely UNESCO National Programme Officer (NPO), two Education, Testing Guidance and Psychological Services (ETGPS) officers who were trained on LSE M&E and one of them is a member of the training team, the EMIS Statistician and a Curriculum Evaluator who also underwent the M&E LSE training. The consultant and team will regularly report to the Steering committee members and training team on the progress of the pilot.

The CwR project is anchored on robust evidence base and as such M&E plays a pivotal role in ensuring that there is appropriate and ethical implementation, as well as generation of data through appropriate data collection, guided by ethics and adherence to confidentiality and safe storage of data, and to ensure that project outcomes are not only measurable, but they are also reliable and can be adapted for scale up and progressive outcomes. Given that this is a pilot project, it is essential that all this protocol is adhered to, to ensure that all results and any associated attribution to the project are tracked and reported accordingly.

The M&E component is managed in partnership between the lead project team (working remotely from Melbourne) and the in-country M&E team. Each team has a specific set of roles and responsibilities identified to assist with the seamless implementation and oversight of the project. A comprehensive set of M&E tools was developed and includes, among others: pre and post student survey, teacher interview questions, teacher interview reflection tool, student focus group questions, interview/focus group log sheet, parent/guardian plain language statement (PLS), and consent forms. All these tools are available on the CwR data collection manual. The consultant and team must have undergone training on ethics and the use of the M&E tools. Sought permission to work with the schools and seek consent for data collection. Collect the data physically at the school. Respond appropriately to concerns that may arise that are related to abuse and violence by following the country levels channels for addressing them. Compile all reports as per the M&E framework and aligned with the log frame.

Objectives

The specific objectives of the National M&E teams are to:

- Effectively conduct the M&E process using tools that have been adapted to the local context and cultural appropriateness
- Ensure sound technical data collection and reporting aligned to the principal research protocol and ethics clearance
- Review and provide technical advice to the educators on the M&E processes, reporting and referral system

Expected Outputs

- Teachers oriented on data collection processes
- Teacher and student pilot data collected
- In-school and system-level referral procedures developed
- Pilot progress reports
- Review meetings with Lead Research team
- Final CWR pilot report

Key Tasked and Deliverables

- The key tasks and deliverables for the M&E Consultant are:

Task	Deliverable
Desk review pilot documents, including data collection manual and tools	Inception Report
Lead and support data collection and management processes, including orientation of teachers on tools	2 progress reports on the pilot
Compile draft report on the pilot	Draft Report
Present pilot report to UNESCO, MoET and other stakeholders for validation	PowerPoint Presentation
Incorporate comments from the validation workshop and revise the report	Final Report

Duration of Consultancy

It is expected that the consultancy will start 1 October, 2019, for an estimated duration of 3 months. This will include desk reviews, data collection and report writing as illustrated in the table above.

Funding and Payment

The consultant will be paid by UNESCO as follows:

- 20 % after successful submission of the inception report to UNESCO. The inception report giving details on how the consultant will conduct the consultancy.
- 15% on submission of progress report 1, 15% on submission of progress report 2 stipulating data that has been collected in both reports
- 20 % on submission of pilot draft report
- 10 % on submission of PowerPoint presentation to be used when presenting to stakeholders
- 20 % on submission of final pilot report

Qualifications and Experience:

The required qualifications and experience are:

Mandatory

- Advanced degree in M&E, Statistics, or Social Sciences
- 5 years of experience in research, monitoring and evaluation of national programmes or projects related to education or public health. Research and M&E experience on SRGBV prevention and response programmes will be an asset
- 5 years of experience in designing and delivering training on, data collection and management.
- Excellent analytical and report writing skills
- Excellent English skills (verbal and written)

Desired

- Formal qualification in research

- Experience working with the UN system
- Proficiency in qualitative and quantitative research, communication and analytical skills

Conditions

- The consultancy will constantly provide feedback on the pilot to the steering committee, task team and report progress of the pilot to UNESCO. UNESCO in collaboration with the Ministry of Education and Training will be responsible for arranging meetings with steering committee, task team.
- The consultant is expected to utilize own resources with regard to communication, printing and accessing of documentation.

Application Process

All interested parties must submit the following documents for assessment:

1. A proposal detailing suitability for this assignment and the ability to deliver the outputs. The proposal should include a clear methodology on the approach, timeline and the manner in which this work will be conducted;
2. A budget indicating proposed costs aligned with the deliverables;
3. The CVs of the technical team (highlighting previous experience and any other training on working with children; and
4. Project M&E documents and reports developed for prior work, preferable for the UN, government or other donors.

Please note that submissions which do not meet all the above mandatory requirements will not be reviewed.

The closing date and time for submission of proposals is 26th September, 2019. All applications to be submitted to vacancies.harare@unesco.org with the text **Eswatini Connect with Respect – M&E Consultancy** in the subject field.