

**Title:** Gender Equality and Inclusion Expert  
**Domain:** Technical, Entrepreneurial and Vocational Education and Training  
**Grade:** Middle  
**Organizational Unit:** Regional Office for Southern Africa  
**Duty Station:** Lilongwe, Malawi  
**Type of contract:** Consultancy  
**Duration of the contract:** March – May (3 months)  
**Application Deadline (midnight, Lilongwe time):** **March 3<sup>rd</sup>, 2017**  
**Application to be sent to:** unesco.step.mw@gmail.com

## OVERVIEW OF THE FUNCTIONS OF THE CONSULTANCY

### I. Background

The Skills and Technical Education Programme (STEP) is an initiative funded by the European Union which started its implementation phase in January 2017. The overall objective of the programme is to empower the technical, entrepreneurial and vocational education and training (TEVET) sector and its capacity to satisfy the economy's need for professionals through improvement of equitable and gender-balanced TEVET.

The specific objectives of STEP are to:

1. promote equitable and gender balanced access to TEVET;
2. improve the quality and relevance of TEVET;
3. strengthen the governance and management of TEVET regulatory bodies and training institutions.

Under objective 1, there are two activities that this consultancy will address:

Activity 1.2.21 Review formal and non-formal training programmes to increase their relevance and attract female students to male-dominated trades, as well as to other training programmes, and

Activity 1.2.2 Ensure that instructors acquire appropriate pedagogy during their training to ensure enrolment and retention rates of female students and vulnerable persons are increased.

Our current understanding is that, female students are disadvantaged both in formal and non-formal TEVET as more girls drop out of primary and secondary school, with corresponding poor literacy and numeracy skills. The number of girls enrolling in technical and vocational courses at the Technical Colleges between 2013-2015 represents only 27%<sup>1</sup> of total enrolment. It is to be further noted that the majority of females are in Administrative Studies (Secretarial) and Tailoring and Design courses which is perpetuating gender stereotyping that has existed for more than a decade. This trend is largely attributed to a lack of awareness among girls regarding career options, limited boarding availability for girls at technical colleges, and a general perception that skills training would not be attractive to girls.

Similarly, vulnerable students, such as those living with disabilities, those based in remote areas, and those with minimal economic means, are marginalized in the training sector in Malawi and experience large challenges to access appropriate training opportunities.

The purpose of this study is to conduct an assessment of the TEVET system to understand better the current situation and experience of young women and vulnerable students in Government and non-Government technical training institutions (including technical colleges, community technical colleges, and community skills development centres). The study will form the basis for measures by which to address weaknesses and gaps in the TEVET system.

It is against this background that the UNESCO is hereby inviting interested and competent individuals / companies for the consultancy services for a study as outlined below.

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<sup>1</sup> TEVET Authority enrollment database

## II. Duties and requirements:

### Study Objectives

1. To examine current situation of TEVET from a gender and inclusion lens
2. To conduct gender and inclusion analysis of TEVET policies and plan, institutions and training programs, and TEVET teacher training

### Study Requirements

#### 1) Gender and inclusion analysis of TEVET policies, strategies and plans

- a) Conduct a gender equality and inclusion analysis of existing government and private TEVET policies, strategies and plans
- b) Produce a detailed report with analysis findings, identified strengths and weaknesses and recommended revisions or updates.
- c) Produce a Gender Equality and Inclusion of TEVET policy brief

#### 2) Gender and inclusion analysis of government and private TEVET institutions offering programmes in construction and renewable energy.

- a) Develop and conduct surveys, focus groups and other means to understand the current situation and experience of young women and vulnerable populations participating in construction and energy technical and vocational training programs.

This comprehensive assessment will address, at a minimum, the following areas:

- i. Sex disaggregated data on student enrolment, graduation, job attainment
- ii. Administration and Faculty
  - a) Gender and inclusivity analysis of administration and faculty positions
  - b) Examination of administrator's and faculty's attitudes, values, beliefs on gender equality and inclusivity
- iii. TEVET Curriculum
  - a) Examination of courses and support offered to TEVET students in the area of: life skills; health and well-being; relationships; sexual and reproductive health; career planning family
  - b) Gender sensitivity in skills training
- iv. Entrepreneurial support and job placement by institution
  - a) Career guidance and counselling offered
  - b) Sex disaggregated data on job attainment post-graduation
- v. Campus and classrooms
  - a) Accessibility
  - b) Safety
  - c) Conduciveness for successful training completion
- vi. Boarding houses and accommodation
  - a) Availability, accessibility
  - b) Safety
  - c) Conduciveness for successful training completion
- vii. Transportation
  - a) Modes of transportation used
  - b) Safety
- viii. Culture and safety in TEVET institutions
  - a) Prevention of School-based Gender Based Violence
  - b) Violence prevention policies and practices
  - c) Organizational culture and promotion of women's rights and rights of vulnerable peoples
- ix. Students
  - a) Examination of student's attitudes, values, beliefs on gender equality and inclusiveness
- x. Tuition, bursary, scholarships programs offered

- a) Gender and inclusiveness analysis of criteria for bursary and scholarships offered
  - b) Gender and inclusiveness analysis of awarded bursaries and scholarships
  - c) Gender and inclusiveness analysis of success/effectiveness of bursaries and scholarships
- b) Summarize findings and produce comprehensive detailed report
  - c) Based on final report, develop TEVET Institutional Guidelines for Inclusive and Gender Responsive Training Delivery

**Expected deliverables:**

<p><b>Research Methodology</b></p> <ol style="list-style-type: none"> <li>1. Research work plan and timeline</li> <li>2. Detailed Research Methodology</li> <li>3. Surveys</li> </ol>
<p><b>Desk review of TEVET policies, strategies, and plans</b></p> <ol style="list-style-type: none"> <li>4. Outline of desk review</li> <li>5. Final desk review</li> <li>6. Policy brief</li> </ol>
<p><b>Report - Analysis of government and private TEVET institutions offering construction and energy training</b></p> <ol style="list-style-type: none"> <li>7. Detailed draft outline of report</li> <li>8. Final report</li> <li>9. Presentation</li> <li>10. TEVET Institutional Guidelines for Inclusive and Gender Responsive Training Delivery</li> </ol>

- The Consultant will deliver an analytical report in English containing an executive summary, methodology, findings, conclusion and recommendations, with the main text focusing on findings, conclusion and recommended actions, supported by summaries of data collected, graphs where applicable and citations for any references used in interpreting those data.
- The Consultant may be asked to give a presentation of the results to UNESCO and possibly to a larger group of stakeholders at workshops.

**Assumptions:**

Consultants to be contracted are expected to be familiar with the Malawi’s Education and Technical, Entrepreneurship and Vocational Education and Training (TEVET) Systems. The contracted Consultant is expected to consider, amongst others, the documents outlined in section 4.1 – 4.6 below, in carrying out their assignment. The STEP can provide the prospective tenderers with electronic copies of the documents referred to below:

- 4.1 The TEVETA ACT of 1999
- 4.2 The TEVET Policy of 2013
- 4.3 The current TEVETA Strategic and Business Plans
- 4.4 TEVETA Regulations for Registration of Technical, Entrepreneurial and Vocational Education and Training Providers
- 4.5 TEVET Policy Review of 2010
- 4.6 Malawi National Education Sector Plan (2008-2017) and related documents

It is expected that the Consultant will demonstrate in the technical proposal - a study design, study tools and instruments that are appropriate for application in this study.

As part of the overall guidance, the specific format and content requirements for all survey documentation and reports will be agreed between UNESCO and the Consultant.

### Reporting

- The Consultant will be reporting directly to the STEP programme, whilst the UNESCO Regional Office in Harare will be responsible for disbursement of funds upon satisfactory submission of the deliverables.
- The UNESCO will appoint a contact person to co-ordinate the project with the Consultant(s).
- The successful Consultant shall convene a pre-assignment meeting with the STEP.
- Any further meetings, as required, will be held between the Consultant and STEP.
- All reports, minutes, presentations, and studies conducted shall be made available to STEP in full electronic format. PDF or any encoded files of unfinished reports reflecting work in progress will not be accepted.
- Copyright of all reports, minutes, presentations, and studies shall rest in UNESCO.
- Work must be original and cater for Malawian circumstances.
- **Copying and plagiarism from other similar reports, whatever the origin, will not be accepted.**
- All documents produced during the consultancy shall be exclusively the property of the UNESCO.

### General Information

- The Consultant shall carry out her/his duties in consultation with and to the satisfaction of the UNESCO as the work progresses.
- The Consultant is at liberty to provide comments and/or suggestions (if any) to the terms of reference. If the Consultant considers deviating from the terms of reference, it has to mutually be agreed upon with the Consultant and the UNESCO.

## REQUIRED QUALIFICATIONS

### EDUCATION

- An advanced university degree (Masters or equivalent) in education, social sciences, gender studies, development studies or related area.

### WORK EXPERIENCE

- A minimum of 5-years-experience in gender equality and education, particularly in the area of technical, entrepreneurial, vocational and educational training
- As shown by previous work done and references, the Consultant shall be in possession of state of the art research skills/competencies given below:

### SKILLS/COMPETENCIES

- Demonstrable technical proficiency in inclusion analysis, gender analysis or gender audits
- Ability to facilitate and incorporate diverse ideas from various stakeholders.
- A strong ability to present findings and recommendations in readable and professional manner
- Proven accurate and diverse data collection systems;
- Ability to carry out research in a timely manner; and
- Ability to collect and analyze data; and prepare and present a report.

### LANGUAGES

- Excellent knowledge of English.

## DESIRABLE QUALIFICATIONS

### SKILLS/COMPETENCIES

- A comprehensive understanding of the Malawi education, training and business environment.

## RENUMERATION

This will be at a level of middle consultant and negotiable depending on relevant experience and financial proposal

## HOW TO APPLY

- UNESCO might make its decision based on the quality of the information contained in the proposal. No opportunity will exist for any company to enhance such information after the closing date and time of the proposal, except if asked to do so by the UNESCO during the selection process.
- UNESCO in its sole and absolute discretion reserves the right to:
  - Reject any submissions not complying with the specified information and format.
  - Not base the final decision solely on cost but rather on a balance of quality versus cost.
- Prior to the contract being signed with the Consultant(s), these terms of reference and the full scope of work to be executed shall be finally agreed upon in order to address any uncertainties and to ensure that further claims for work not specified do not arise.

### Duration and Deadline

- The planned timeframe will be discussed and agreed upon with the Consultant prior to the review start.
- It is expected from the Consultant that the review will be done over a period of three months in adherence to the following deadline:
  - Submission of draft outputs latest 2 months after the signing of the contract
  - Submission of final outputs latest 4 weeks after the submission of the draft report
- Applying Consultants should be on standby during the period subsequent to the closing date of submission of tenders, as UNESCO might contact them on a short notice to participate in a question and answering session referring to the proposal at the offices of UNESCO in Lilongwe. Applicants could also participate by Skype conference.

### Costing and Proposals

- To apply, please send your technical and financial proposals and CV(s) ([CV Form to be used](#)), in English.
  - The **technical proposal** must contain clear indications of:
    - Study outline with special focus on sampling method, data collection method and reporting.
    - Detailed reasoning on the recommended sampling method for the various stakeholder profiles.
    - Study schedule, time frame and implementation plan; consultancy profile, track record and experiences; detailed costs of the review
    - Individuals and companies should provide a list of previous or current clients they served with similar projects. UNESCO reserves the right to contact any clients referenced. If it is a team of Consultants, the proposal must include this information for each Consultant as well as for the team leader and CVs of all.
  - The **financial proposal** must include a detailed lay-out of the costs including the total cost, with specific reference to detailed costs for all aspects of the consultancy including but not limited to fees, travel, fieldwork, compensation for respondents if considered necessary, data analysis, report writing and presentation.
- Any expenses not included in the proposal shall not be entertained, unless mutually agreed upon.

- The proposal should remain valid for a minimum period of ninety (90) days from the proposal submission closing date.

#### **Application Submission**

- Applications need to be received not later than (**March 3rd, 2017 COB**).

**By email:** [unesco.step.mw@gmail.com](mailto:unesco.step.mw@gmail.com)

**By Mail:**

UNESCO – STEP; c/o Ministry of Labour, Youth, Sports and Manpower Development, Private Bag 344, Lilongwe 3, Malawi.

**Courier or By Hand:**

UNESCO-STEP, Room 101, Capital House, Ministry of Labour Youth, Sports, and Manpower Development, City Centre, Lilongwe, Malawi. (Attention: Team Leader, Phone: +265 997 400 729)

- Proposals must be submitted in a two separate sealed envelopes stating: Proposal for Gender and Inclusion Analysis of TEVET in Malawi:
  - 1 original hard copy of the technical proposal, and
  - 1 original hardcopy of the financial proposal.

For more information, please contact Jean Munro at [j.munro@unesco.org](mailto:j.munro@unesco.org)