Call for Consultancy (Institution/Organization)

Rapid Assessment of Pre-Service Teacher Initiatives in Asia and the Pacific for Social and Emotional Learning through Sexuality Education

TERMS OF REFERENCE

Type of Contract: Contract for Services

Duration: September 2020 – February 2021 (tentatively)

Closing date for expression of interest: 6 September 2020 midnight Bangkok Time

Objective:

Through desk review and targeted, qualitative data collection, to: rapidly assess the situation in Asia and the Pacific of pre-service teacher training approaches and needs in building teachers’ pedagogical competencies for social and emotional (SEL) learning, specifically in/through comprehensive sexuality education (CSE); outline a blueprint to respond to documented needs in this area and recommend essential content for a training resource pack; and, facilitate a Regional Experts meeting to validate findings and chart the way forward.

I. Background:

Successful implementation of comprehensive sexuality education (CSE) curricula in the classroom depends on the use of effective teaching methods that engage students. The 2018 revised UN International technical guidance on sexuality education (ITGSE) highlights the importance of learner-centered and collaborative learning strategies in CSE delivery that foster students’ social and emotional learning\(^1\). Despite their importance, pedagogical approaches that enable social and emotional learning (SEL) tend to be the exception rather than the norm in general teaching practice. They can be intimidating for teachers to manage when they are not familiar with them, do not understand the education rationale behind their design, or are worried about maintaining control of student behaviour\(^2\).

Pre-service and in-service training approaches each offers the opportunity to build teachers’ confidence and competencies for effective classroom delivery of CSE. To help respond to teachers’ professional learning needs for effective delivery of CSE, UNESCO Asia and Pacific Regional Bureau for Education’s Health and Wellbeing Team will support a suite of work to

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1 Various complementary and overlapping terminologies and conceptual frameworks exist that are relevant to social and emotional learning (SEL). The SEL terminology may be used interchangeably with or to illustrate the same idea and meaning of other terminologies, including life-skills, transversal competencies and broader 21st century skills. In this ToRs, SEL is used to refer to knowledge, skills, values and attitudes embodied in Sustainable Development Goal 4, Target 4.7. [https://unesdoc.unesco.org/ark:/48223/pf0000244630](https://unesdoc.unesco.org/ark:/48223/pf0000244630)

develop capacity building tools and approaches for strengthening teachers’ domain knowledge in, and pedagogical competencies for SEL learning outcomes in CSE curricula. Activities and outputs will be designed and implemented in consultation with key regional experts and partners and national education stakeholders and will focus on opportunities for integration into national training initiatives with primary and secondary teachers at pre-service level.

The first phase of this work will focus on building understanding of the situation of pre-service teacher training on CSE in the Asia and Pacific region and the extent of its inclusion of SEL pedagogy as a core teacher competency. This learning will serve as a basis for developing a blueprint for building teachers’ SEL pedagogical competencies for CSE delivery within national, pre-service teacher development initiatives.

II. Work Assignment:

Under the authority of the Director of UNESCO Bangkok Office, the direct supervision of the Chief of Section for Inclusive Quality Education and the Regional Advisor for Education for Health and Wellbeing, the institution/organization is expected to carry out the following tasks:

1. Participate in a virtual kick-off meeting with UNESCO staff to agree on the parameters of the consultancy, sequence and timelines for submission of key deliverables.

2. Establish the methodology for conducting the desk-based review and propose a detailed outline for the final report for review and input from UNESCO staff.

3. Conduct a desk review of pre-service teacher training curricula and training evaluation reports, and a mapping in Asia and the Pacific of existing national approaches to/resources for, building pre-service teachers’ SEL pedagogical competencies for delivering CSE. The review will encompass materials in the English language and, where feasible, at least one other national language from the region, with inclusion of select national materials that have been translated into English and furnished by UNESCO;

4. Through key informant interviews (minimum 10), carry out qualitative data collection in two south-east Asian countries (Nepal and Myanmar, TBC) with teachers and teacher educators on their needs and perceptions in relation to national pre-service training curricula and approaches;

5. Prepare an analytical report of the rapid assessment’s findings from both the literature review and qualitative data;

6. Draft a blueprint for building teachers’ SEL pedagogical competencies for effective CSE delivery through national, pre-service teacher development initiatives - building on the literature review and additional data collection;

7. Prepare a PowerPoint presentation summarising the report/findings.

8. Participate in, and facilitate a Regional Experts meeting to: present and discuss the assessment’s findings; further brainstorm and validate the draft blueprint; recommend essential components/content of a starter resource pack for integration into pre-service training initiatives; and, outline an approach and next steps for designing pilot testing of the resource pack.

9. Finalize the assessment report and blueprint based on feedback received from UNESCO Bangkok and agreements of the Regional Experts meeting.
In line with UNESCO’s overall gender mainstreaming strategy, the institution/organization is expected to integrate a gender perspective and apply gender analysis and mainstreaming concepts whenever feasible.

III. Work Schedule and Expected Deliverables

The work schedule is envisaged to comprise the following deliverables by the following due dates:

a) Detailed plan for the rapid assessment, including methodology for the literature review and annotated outline of the assessment report by 2 October 2020;

b) First draft of the assessment report, including findings from qualitative data and draft blueprint by 4 December 2020;

c) Final assessment report (maximum 40 pages) with associated Power Point presentation (maximum 20 slides), by 31 January 2021;

d) Final blueprint incorporating feedback from Regional Experts that includes the recommended essential components/content of a resource pack for integration into national pre-service teacher training initiatives, by 28 February 2021.

All deliverables shall be submitted to UNESCO Bangkok in the English language. The preparation of the final narrative report will follow UNESCO’s style guidelines.

IV. Timeframe: September 2020 – February 2021

V. Place of Work, Reporting and Management

The consultancy is home-based and will take place in the institution/organization’s usual place of residence/work. Any travel expenses of the experts in the institution/organization will be negotiated and budgeted in a separate obligation of meeting organizing costs.

In the present COVID-19 context, a virtual meeting may be considered over an in-person meeting if the situation of international travel is uncertain or unfavorable.

UNESCO will provide the successful institution/organization with:

- Timely guidance and feedback in relation to the task as needed, through regular communication using available channels (e.g. via email, Microsoft Teams, telephone etc.)
- Contacts and lists of relevant technical people for Key Informant Interviews, including linkage with UNESCO country-based staff

VI. Qualifications or Specialized Knowledge/Experience:

**Essential:**

- The institution/organization must have minimum 5 years of related professional experience at international or regional level;
- The lead consultant and senior members of the team shall have advanced academic degree in a related field and at least 7 years of related professional experience
Experience in synthesizing material of a technical or scientific nature; writing for academic publications and other professional written work, including for a general audience;

Strong skills in research methods for qualitative and quantitative data and data analysis;

Excellent analytical, writing and communication skills in the English language;

**Desirable:**

- Subject matter expertise in social and emotional learning;
- Technical expertise and practical experience in the development of education and training materials;
- Previous experience working with the UN/multilateral/bilateral institutions;
- Language competency of languages (other than English) in the Asia and Pacific region
- Previous work experience in Asia and the Pacific and an understanding of the social and political sensitivities associated with sexual and reproductive health and CSE.

**VII. Eligibility**

The consultancy is open to suitably qualified institutions/organizations.

**VIII. Application**

Interested institutions/organisations are invited to submit the following in writing:

- a. a short (3-5 pages) technical proposal outlining: the approach to carrying out the work with relevant examples of successfully undertaking such assignments; and a sample of technical writing in keeping with the expectations of the assignment;

- b. financial proposal indicating detailed breakdown of the budget/consulting fees including other costs as necessary;

- c. updated CVs of the individual(s) that will lead this assignment;

- d. A cover letter with contact information stating expression of interest in the assignment.

Expressions of interest should be submitted no later than **6 September 2020, midnight Bangkok time (GMT +7:00)** to the attention of:

Chief, IQE Section

UNESCO Bangkok Office

E-mail: iqe.bgk@unesco.org

Subject line: Regional Situation Assessment of Teacher Training for SEL in CSE
Questions about the assignment can also be directed to Jenelle Babb at j.babb@unesco.org.

*Only short-listed proposals will be contacted.*