

## TERMS OF REFERENCE

<b>Responsible Unit:</b>	<b>Education</b>
<b>Title of activity:</b>	<b>Conducting a comprehensive analysis of national education policies and programs in Kazakhstan based on the UNESCO Gender in Education Toolkit to promote gender equality in and through education</b>
<b>Type of the contract</b>	<b>Contract for Individual Consultants</b>
<b>Implementation period:</b>	<b>June– August 2023</b>

### BACKGROUND

Education is a fundamental human right and a crucial tool for achieving sustainable development goals. Kazakhstan has made significant progress in improving access to education and reducing gender disparities. However, despite the country's efforts, gender disparities still exist in education, particularly in the areas of enrolment, retention, and completion rates.

One of the barriers in Kazakhstan is a lack of a comprehensive curriculum/subject on sexuality education, which can negatively affect the rights and opportunities to, for example, an increase in the number of early pregnancies among adolescents, etc. Subsequently, this gap in education has a negative impact on the physical health and the morale of girls and boys. Thus, curricula should better cover comprehensive sexuality education, aligned to the International Technical Guidance on Sexuality Education produced by UNESCO and its partners, accompanied by training that empowers teachers to deliver such content.

In addition, in order to improve gender equality in education, it is important to include socio-emotional competencies in teachers' preparation enabling them to transmit positive values, behaviour and competencies that promote gender equality, as well as reducing the risk of negative gender norms and stereotypes distribution in their teaching practices through gender transformative teaching and learning methodologies. Thereby, teachers' professional development and learning should adequately equip teachers with gender transformative pedagogy.

Moreover, there hasn't been any comprehensive analysis on the policies and programmes in the education sector that covers gender norms and stereotypes through a gender-responsive perspective. It is critical to address and prevent gender stereotypes, gender-based violence and discrimination through evidence-based policy, training teachers and young people through education.

Effective governance that focuses on integrating gender equality into national policies and plans, as well as financing initiatives related to this endeavor, is essential in order to promote gender equality in education. Although Kazakhstan has given specific attention to protecting girls and women's rights in education, it needs to accelerate progress on boosting dedicated policies, as such policies are almost non-existent. It would require the incorporation of gender mainstreaming approaches to address

gender norms and stereotypes, as well as empowering more female leaders in relevant government bodies and institutions.

Therefore, within the TIED Grant project on “Assisting Kazakhstan in the implementation of the Concept of Family and Gender Policy, in terms of ensuring gender equality and empowering all women and girls in Kazakhstan and overcoming the consequences of the COVID-19 pandemic crisis” UNESCO will conduct a comprehensive analysis of national education policies and programs in Kazakhstan based on the UNESCO Gender in Education Toolkit to promote gender equality in and through education.

The UNESCO Gender in Education Network in Asia-Pacific (GENIA) toolkit: promoting gender equality in education provides guidance to policymakers, educators, and practitioners to promote gender equality in and through education. The toolkit provides a comprehensive analysis of the gender dimensions of education policies and programs, and it offers practical tools and strategies for addressing gender disparities in education. It introduces key concepts and theoretical debates, and outlines practical approaches for mainstreaming gender equality throughout the education system, and within education policy.

#### **Tasks:**

Under the overall authority of the Director of UNESCO Almaty and the direct supervision of Education Programme Specialist and in close coordination with Education National Professional Officer, within the framework of TIED Grant project on “Assisting Kazakhstan in the implementation of the Concept of Family and Gender Policy, in terms of ensuring gender equality and empowering all women and girls in Kazakhstan and overcoming the consequences of the COVID-19 pandemic crisis”, the Contractor shall:

1. Conduct a desk review of relevant national policies and legislation related to gender equality and education in Kazakhstan.
2. Analyze the existing policies and programs related to gender equality and education in Kazakhstan, using the GENIA toolkit.
3. Identify gaps and challenges in the existing policies and programs related to gender equality and education in Kazakhstan.
4. Develop recommendations for promoting gender equality in and through education in Kazakhstan, based on the findings of the analysis.
5. Present the results of the analysis and recommendations at a validation meeting with the Ministry of Education of Kazakhstan and other education stakeholders.
6. Review and edit the analysis report based on the feedback received at the validation meeting.
7. Submit a final analysis report to UNESCO.

#### **Scope of Work:**

The consultant will be responsible for conducting a comprehensive analysis of national education policies and programs in Kazakhstan based on the UNESCO Gender in Education Toolkit. The consultant will work in close collaboration with a national consultant. The analysis will cover the following areas:

- Gender disparities in enrolment, retention, and completion rates;
- Gender-sensitive teaching and learning materials;
- Gender-responsive curriculum development;
- Gender-sensitive education planning and management;
- Gender-responsive teacher education and professional development;
- Gender-sensitive monitoring and evaluation of education policies and programs.

**Qualifications:**

The consultant should have the following qualifications:

- An advanced degree in education or a related field.
- At least ten years of experience in education policy analysis and development.
- Experience in gender analysis and gender mainstreaming in education policies and programs.
- Familiarity with the UNESCO Gender in Education Toolkit.
- Excellent analytical and writing skills in English.

**DELIVERABLES:**

- Inception report: The report will include a detailed work plan, methodology, and data collection tools.
- Draft report: The report will present the findings of the analysis, including an analysis of existing policies and programs related to gender equality in education and the identification of gaps and challenges.
- Final report: The final report will include recommendations and strategies for improving gender equality in and through education in Kazakhstan.

It is agreed that:

any possible bank charges of the contractor shall be charged to the contractual amount;

all payments related to this contract will be done based on UN exchange currency rate;

all expenses exceeding the amount of the contract are the responsibility of the Contractor.

UNESCO shall be credited in all possible publicity related to this contract through publications, website and other information channels.

In line with UNESCO's overall gender mainstreaming strategy, UNESCO will integrate a gender perspective and apply gender analysis and mainstreaming concepts whenever feasible.

Ensure, upon written consultation with UNESCO, that the logo of UNESCO is displayed in accordance with the [Guidelines on the use of the UNESCO logo](#).