

Title: Contract for case study on impact of HNA girls' education project in Ethiopia

Organizational Unit: UNESCO Addis Ababa LO and IICBA

Primary Location: Addis Ababa, Ethiopia

Deadline: February 24, 2020

Terms of reference (TOR)

1. Introduction

Evidence from research and practice indicates that girls continue to have fewer opportunities than boys to gain access to, complete and benefit from educational systems. About 258 million children and youth are out of school, according to UNESCO's Institute for Statistics (UIS) data for the school year ending in 2018. Girls face the greatest barriers: 9 million girls of primary school age will never start school or set foot in a classroom, compared to about 3 million boys. Four of those 9 million girls live in sub-Saharan Africa. The situation is even worse in rural areas where poverty and gender stereotyping greatly impact girls' opportunities for education. While there are general improvements in access and gender parity at the primary education level since the EFA initiative, there is much more to be done on girls' and women's education.

UNESCO has launched a joint project with the HNA Group and Hainan Cihang foundation on "enhancing the quality and relevance of education for adolescent girls in Africa and Asia" following the adoption of the Framework Agreement of February 2014. The project seeks to facilitate equal access to learning through gender-sensitive opportunities with regards to education content, teaching practices and learning environments. The UNESCO-HNA project has thus far benefited two countries in Africa, Ethiopia and Ghana, since September 2015. The project has supported countries to improve gender mainstreaming strategies, integrate gender-responsive pedagogy in teaching and learning, enhance teacher training activities, and expand gender responsive management practices in learning institutions.

In Ethiopia, the HNA project has benefited 3 Higher Learning Institutions (HLIs) (Bahir Dar University, Kotebe Metropolitan University and Hawasa College of teacher Education) and 12 satellite Cluster Schools Resource Centers (CRCs) in the regions of Amhara, South, and Adis Ababa. The major focus areas of the HNA project intervention have been the following:

- Build the human and institutional capacities at 3 HLIs and 12 schools in gender responsive pedagogy
- Improve the knowledge and skills of adolescent girls on gender responsiveness and life skills

- Create gender responsive and safe learning environment for the promotion of girls' education through community engagement

Reports from HLIs and schools indicate improvements with respect to the use of Gender Responsive Pedagogy (GRP) in teaching and learning, school management and promotion of safe learning environments for girls. This study tries to focus on these aspects of the results, and finds out how the project interventions helped achievement of the expected results of the project in the beneficiary HLIs and schools with special emphasis on GRP and safe space and friendly learning environment in HLIs and schools.

2. Objectives of the study

This study will focus on HLIs and schools participating in the HNA project (primary and secondary). The study may consider also if the project has impacts outside of the project pilots. The study will:

- Collect data on successful integration of GRP and Gender Responsive Auditing (GRA) in project schools and TTIs
- Collect information on teacher educators' and teachers' perception of application of GRP in education, specifically in teaching and learning in TTIs and schools;
- Collect information and data on link between improvement of girls' learning and girls' empowerment in project schools and the application of a set of the project interventions, such as GRP, GRA, girls' clubs and life skills interventions, etc
- Measure support for the integration of GRA and GRP by school principals.
- Collect data on numbers of schools benefiting from the HNA project activities and in which areas they could need further support.
- Collect data to assess the extent to which the HNA project supported in content and material development, teaching and learning, networking and knowledge sharing practices

3. Outcomes

- Analytical report that will serve as a background for a deeper understanding about educators' and teachers' perceptions and practices of GRP and GRA particularly on teaching-learning in HLIs, school level and educational planning;
- Provide evidence-based information on GRP, GRA and girls empowerment interventions to be taken into account by decision makers in the development or revision of gender policies and strategies

4. Methodology

The study will be conducted by an experienced consultant in consultation with the UNESCO HNA NPO, and HNA focal persons in beneficiary HLIs.

The consultant will prepare and use a combination of methodological approaches and tools as appropriate:

Survey: To collect data from teacher educators and teachers and principals about their training on gender and other specific interventions they benefited from, including how the new knowledge and skills acquired has changed their practices;

Interviews: Semi-structured interviews with teachers and teacher educators in HNA project HLIs and schools.;

Focused group discussions: Focused group discussions with sampled teachers and teacher educators (and principals), and students in reasonable numbers (e.g.4-5 teachers per school) from the HNA project HLIs and schools shall be used.

5. Reporting

The structure of the report will be as follows:

- Table of contents
- Executive Summary (max 3 pages)
- Survey purpose
- Methodology
- Findings
- Recommendations
- Annexes (providing adequate level of evidence to complement the report)

6. Roles and Responsibilities

6.1. The consultant

The consultant shall:

- Prepare the data collection, analysis and reporting tools
- Conduct the study, analysis and reporting
- Incorporate the various feedbacks and produce one consolidated report
- Present the study findings to national dissemination workshop and collect feedback to finalize the report

6.2. UNESCO HNA programme/NPO

- Prepare terms of reference and recruit the consultant
- Validate the data collection, analysis and reporting tools and reports
- Ensure the overall coordination and smooth implementation of the survey
- Make available to the consultant relevant HNA project documents;
- Facilitate the contacts with the TTIs and schools, and support of the project teams in TTIs
- Sustain ongoing communication and monitoring of progress with the consultant in collaboration with the concerned individuals
- Provide feedback to the draft study reports and validate the final reports
- Organize dissemination workshop and disseminate the consolidated report in English

6.3. HNA focal persons in TTIs shall:

- Facilitate contact with beneficiary schools, TTIs and REB
- Ensure coordination and smooth implementation of the survey in the TTIs and schools
- Participate in the validation of survey tools and report

7. Deliverables

The consultant will ensure the following deliverables:

Deliverable 1: Inception note including activity plans and timeframe.

Deliverable 2: The data collection, analysis and reporting tools

Deliverable three 3: Draft consolidated report.

Deliverable 4: Final consolidated report.

Duration of study: March to Early April 2020

8. Timeframe

2 - 7 March 2020: Inception note: The study design including details on the methodology, data collection tools and activity plans

8 -17 March: Data collection

18-25 March: Preparation of draft study reports and annexes

26- 30 March: Submission of draft reports to UNESCO, collecting feedbacks and finalization

1 April: Submission of final draft reports to UNESCO

6-7 April: Dissemination workshop

9. Profile of the Consultant

The consultant should have the following qualifications:

- University degree in education, gender studies, social sciences or related field
- Good knowledge of educational evaluation and experience in applying qualitative and quantitative methods
- In-depth understanding about issues pertaining to gender and development and in particular about issues of gender equality in education
- Good knowledge of data collecting tools, their design and use in qualitative and quantitative data collection
- At least 2-3 years of experience of working in education sector, and preferably in teaching
- Good report writing skills
- Very good knowledge of English
- Good knowledge of the socio-cultural context and education system of the country
- Good knowledge of teacher education and practices in the country

10. How to apply

To apply, please send summary of Expression of Interest (EOI), cover letter, technical and a financial proposal including the travel cost in English by email to **info.iicba@unesco.org**, no later than **24 February 2020 (midnight)**. Please label the subject line "**Case study on HNA Girls' Education Impact in Ethiopia**". Kindly note that the contract will be awarded to the most qualified applicant based on assessment of technical and financial proposals.

Please note that only selected candidates will be contacted. Thank you for your interest in working with UNESCO.