

Consultancy Terms of Reference for the development of a regional guide for Teacher Educators and School Leaders to strengthen Psychosocial Support for (pre & in- service) Teachers in Africa.

I. Summary

The International Institute for Capacity Building in Africa (IICBA) is seeking the services of a consultant to develop a regional guide for Teacher Educators and School Leaders to strengthen Psychosocial Support for (pre & in- service) Teachers in Africa and improve quality of these services including during prevention, identification, management, rehabilitation, and referral for a multisectoral case management. The regional guide will foster harmonization and enhance quality of psychosocial support service for pre-and in service teachers based on validated principles and standards for contents and methodology and will be a key resource document to orient psychosocial support provided by pre- and in service teachers in Africa.

II. Background

The IICBA is a category I institute established by the UNESCO General Conference in 1999 and mandated to strengthen teacher policy and development in Africa. Among the key sub-areas of focus in capacity development are teacher policy development, health and wellbeing, teacher training and enhancing teacher education/training institutions. As the world embarks on post COVID-19 era, IICBA provides policy advisory, strategy, and capacity building support to the African continent to build back better and fully recover from the COVID-19 crisis and its impact as well as address the pre-COVID-19 factors that still affect the health and wellbeing of pre-service and in-service teachers thus jeopardizing learning outcomes and quality of education.

The COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions and other learning spaces have impacted more than 94% of the world's student population (Sumitra et al. ,2021); The United Nations Educational, Scientific and Cultural Organization (UNESCO) estimated that 191 countries had implemented some form of national school closures related to COVID-19, affecting more than 90% of all enrolled learners worldwide by April 2021. The psychosocial effects on both teachers and learners of the long-term school closures due to this pandemic have, since the beginning, been a concern. Many teachers in Africa contracted the virus, and many of them may have succumbed to COVID-19. It was also reported that in some schools, teachers' salaries were either reduced to 50% while others completely lost their contracts due to the COVID-19 crisis more especially those working in privately owned schools. The threat of contracting the disease coupled with economic difficulties incurred by the pandemic jeopardized teachers' psychosocial wellbeing (Sandeep K, 2021). After schools reopening, teachers' exposure to the pandemic has increased due to their constant proximity with students, not least because class sizes in many African schools are big. In Rwanda, for instance, the student population emerged as the subgroup with most COVID-19 cases after school reopening. The same trend has been observed in Zimbabwe where several outbreaks of COVID-19 pandemic has been reported in schools despite a phased re-opening approach (Tafdzwa et al.,2021). This has increased panic and anxiety disorders among teachers and learners due to increased risk of COVID-19 transmission. According to the assessment of the Psychosocial Impact of COVID-19 on Teachers, Teacher Educators and Learners and Psychosocial Support Needs in Selected Sub-Saharan African Countries conducted by UNESCO IICBA in 2021, the COVID 19 pandemic had drastic effects on children, youth, teachers, teacher educators and their families as well as

institutions. These effects went beyond physiological, to psychological and psychosocial consequences including depression, anxiety, stress among others. Depression was the most felt psychological impact affecting 31.0% of teachers and 33.0% of teacher educators. This was followed by anxiety affecting 24.6% of teachers and 25.5% of teacher educators. The least reported psychological impact was stress, affecting 20.8% of teachers and 19.9% of teacher educators. For teachers, United Nations Educational, Scientific and Cultural Organization (UNESCO) (2020a) has already identified confusion and stress among teachers as being one of the adverse consequences of school closures, due to the abruptness of such measures, uncertainty about their duration, and a lack of familiarity with distance education. The unpleasant work-related emotions associated with the depletion of psychological resources has long been a topic of frequent discussion among education professionals, policy makers, and researchers (Kim and Asbury, 2020). This may occur because the long-term nature of the problem leads to exhaustion by creating less confidence in their ability to do their jobs and makes it more difficult to manage student behavior (Burić and Kim, 2020).

Besides COVID-19 related factors, several research studies revealed other psychosocial issues affecting learners and teachers across developing countries: for example, according to Famakinwa et al. ,2016; bullying/mistreatment, anger, experience of hunger in school and suicidal ideation, sexual harassment, and substance abuse represented 43%, 33.9%, 40.1%, 28% ,26.3 % and 10.4% of psychosocial challenges affecting learners reported in high public schools of Nigeria respectively. In addition, with the wide penetration of the Information Technology, the cyberbullying due to problematic social media has been reported among in-and pre-service teachers (Kagan et al. ,2018). Psychosocial issues remain among the main factors that affect health and wellbeing of teachers and learners hence impacting learning outcomes.

Teacher Educators and School leaders are in the forefront position for providing psychosocial support (PSS) not only to pre- and in service teachers who may have been mentally affected by COVID-19 but also to those suffering from psychological issues due to causes beyond the COVID-19 pandemic. Thus, the need to support the education sectors across member states of the African continent with guidelines and job aids for Teacher Educators and School Leaders to strengthen Psychosocial Support for (pre & in- service) Teachers in Africa.

In the context of this assignment the term psychosocial refers to the dynamic relationship between the psychological dimension and the social dimension of in-or pre-service teachers. The psychological dimension includes the internal, emotional, and thought processes, feelings and reactions, and the social dimension includes relationships, family and community network, social values, and cultural practices. 'Psychosocial support' refers to the actions that address both psychological and social needs of pre-and in-service teachers. A psychosocial disorder is a mental illness caused or influenced by life experiences, as well as maladjusted cognitive and behavioral processes. This assignment will examine psychosocial disorders in the context of school environment as experienced by pre and in service teachers.

II. Rationale for development of a guide for Teacher Educators and School Leaders to strengthen Psychosocial Support for (pre & in- service) Teachers in Africa

Excessive stress and burnouts are among the psychosocial challenges that have been reported to affect pre- and in-service teachers of Africa over the past decade. According to Malik et al. ,2011 depersonalization and emotional exhaustion are the main contributors to burnouts among teachers and have detrimental impact on teachers' ability to perform their work due to decreased efficacy as well as subjective and psychological wellbeing. The advent of the COVID-19 pandemic has presented several

threats to the safety, mental and physical health, and overall development of teachers, teacher educators and learners including in the African continent. Increased mortality including among relatives and friends of teachers and learners, restrictive measures such as social distancing, lockdown and wearing of masks affected the psychosocial life of teachers and learners. This included depression, stress, anxiety among others. In addition, the introduction of e-learning in countries with digital access further enhanced inequality of access to education as well as frustrations in poor pre-and in-service teachers who could not afford to attend or provide online classes. There has been an increase in drop-outs due to various reasons including early marriages, COVID-19 driven orphanage and reduced ability to afford the cost of education after the severe socioeconomic impact of COVID-19 to families. Moreover, the COVID-19 pandemic strained the pre-pandemic developing education system across Africa; in which lack of basic Information Technology infrastructure, classrooms, didactic materials were affecting the quality of teaching and overall morale of teachers and learners. Lack of systematic and quality delivery of preventive, management, rehabilitation, and referral networks for specialized care of psychosocial disorders affecting pre- and in-service teachers contribute to an increasing trend in substance abuse, alcoholism, depression, unintended pregnancies, and suicide including among pre and in service teachers of the African continent.

Capacity development of teacher educators and school leaders in prevention, diagnostic and support (management) of psychosocial issues affecting pre-and in-service teachers is critical in assuring inclusive and equitable quality education and achieving Sustainable Development Goal 4 of the Education 2030 Agenda. In the post COVID-19 era, governments and partners need to promote and safeguard every child's right to education, health, and safety, as set out in the Convention on the Rights of the Child including dedicated investments to addressing psychosocial issues that affect pre-and in service teachers. The joint UNESCO/ILO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel recommends the need to pay much attention to teacher motivation and their wellbeing which are deemed essential to achieve the delivery of high-quality teaching services. As new learning modalities and approaches that respond to crises such as COVID-19 and other emerging issues come up, teachers' capacity needs to be developed to enable them to enhance their capabilities to provide PSS and maintain quality learning. Such capacity development will enable the teacher educators and schools' leaders, to effectively prevent, diagnose and provide quality PSS that will nurture supportive relationships and enhance the adaptive coping skills and sense of control, which in turn will reduce stress for all those affected. UNESCO-IICBA has been running a series of webinars on teachers' wellbeing in which the issues discussed above permeated. It is in this context that under the O3 initiative (2018-2022), the IICBA in collaboration with UNESCO Harare and Dakar offices and other partners will develop a regional guide that will enable Teacher Educators and School Leaders to strengthen Psychosocial Support for (pre & in-service) Teachers in Africa. Besides addressing the psychosocial impact of COVID-19, the guide will tackle factors beyond the pandemic including the emerging issues of public health concern in education sector.

III. Purpose of the Assignment

The purpose for this assignment is to develop a regional guide for Teacher Educators and School Leaders to strengthen Psychosocial Support for (pre & in- service) Teachers in Africa and improve quality of these services including during prevention, identification, management, rehabilitation, and referral for a multisectoral case management. Informed by evidence from countries from the region and considering differences across social, cultural, and educational systems among countries, the regional guide will foster harmonization and enhance quality of psychosocial support service for pre-and in service teachers based on validated principles and standards for contents and methodology. The regional guide will be a key

resource document to orient Psychosocial support provided by pre and in service teachers; it will address the following main objectives:

1. Providing teacher educators and school leaders with knowledge on the predominant causes of psychosocial issues affecting pre- and in-service teachers in Africa, their manifestation, and the most common coping mechanisms
2. Describing the important principles in existing national and regional guides and tools for prevention and psychosocial support for pre-and in-service teacher including implementation challenges and best practices
3. Elaboration of a harmonized regional guide for Teacher Educators and School Leaders to strengthen Psychosocial Support for (pre & in- service) Teachers informed by the best practices and lessons learnt so far in the education sector

VI. Specific objectives for the assignment:

1. Prepare an inception report of the assignment based on its terms of reference and present it for validation and approval
2. Undertake a desk review, and analysis of existing literature - research studies, policies, promising practices, and training materials and facilitate consultation meetings on prevention of psychosocial disorders and PSS for teachers and teacher educators
3. Develop a regional guide for teacher educators and school leaders to strengthen prevention of psychosocial disorders and PSS for teachers in schools (pre and in-service)
4. Pilot the use of the guide in selected countries to validate its core conceptual dimensions towards the strengthening PSS for teachers, methods, and pedagogies
5. Present the final version of the guide and the key outcomes of the pilot phase in a regional forum for stakeholder buy-in and roll out

V. The Scope of the Work

The regional guide for Teacher Educators and School Leaders to strengthen Psychosocial Support for (pre & in- service) Teachers in Africa will be informed by inputs from the existing literature (desk review) and key stakeholders through inclusive consultation process. The execution of the assignment will follow the following methodology:

(a) Literature review

Extensive desk review of any existing national or regional guide, strategy, policy, promising practices for prevention and management of psychosocial issues in school environment will be conducted including the assessment of Psychosocial Impact of COVID19 on Teachers, Teacher Educators and Learners and Psychosocial Support Needs in Selected Countries conducted by UNESCO IICBA in 2021. This will be complemented with evidence from scientific literature, guidance from global strategic document on programming for psychosocial/ mental disorders including from the WHO, UNESCO, UNFPA, UNICEF among others.

b) Consultative meetings with key stakeholders

Consultative meetings with the main actors in psycho-social area of intervention in the education sector across Africa will be conducted. As experts in the field, they are expected to provide important insights

throughout the elaboration process of the guide. The selection criteria will be based on their duties and responsibilities in prevention, management and rehabilitation of pre-and in-service teachers affected by psychosocial issues at country or regional level.

c) Oversight by the core team

A core team composed by technical experts from UNESCO IICBA, UNESCO regional office for Southern Africa (Harare) and West and Central Africa (Dakar), national officers from selected countries, UNESCO national commission and other key partners will be established. This will review every section of the guide for inputs and endorsement.

d) Pilot phase

The final regional guide will be piloted in four countries of the ESA region to collect feedback from end-users (Teacher Educators, School Leaders, Teachers Unions leaders...) and document any implementation challenge and or best practices to inform the finalization of the regional guide.

d) Validation process

There will be an extended meeting composed by the members of the core team and other stakeholders from across the continent to validate the document before dissemination.

The successful consultant(s), will be responsible for the following tasks:

Task 1: Prepare an inception report that describe the methodology to execute the assignment based on its terms of reference and present it for validation and approval

The key activities will include:

- Review the TORs and prepare an inception report that includes the theoretical background (based on the relevant literature review), sound methodology and a clear plan of activities on how the assignment will be executed
- Present the inception report and proposed methodology of the assignment in a meeting for validation and approval
- Improve the inception based on the feedback provided and submit a final version
- Hold a meeting with the national program officers to inform them about the assignment and discuss the expected support from selected countries

Task 2: Undertake a desk review and analysis of existing literature - research studies, policies, promising practices and training materials and facilitate consultation meetings on prevention of psychosocial disorders and PSS for teachers and teacher educators

- Liaise with the UNESCO National Program Officers, national experts from the Teacher Training Institutions, Ministry of education, Teacher unions and other stakeholders to provide the necessary information that is needed for the desk review
- In collaboration, with the IICBA focal point, hold at least 2 consultative meetings with key stakeholders to introduce the assignment and its expected outcomes and to validate critical

elements and competency gaps that require enhancement towards the prevention of psychosocial disorders and strengthening of PSS for teachers and teacher educators and

- Prepare a clear intervention that will inform the development of the guide based on the competency gaps identified

Task 3: Develop a regional guide for teacher educators and school leaders to strengthen prevention of psychosocial disorders and PSS for teachers

- Using the competency gaps identified and training needs, draft the regional guide in English that incorporates critical elements and training needs required to enhance prevention of psychosocial disorders and strengthen PSS for teachers and teacher educators
- Present the draft regional guide to the core team then after to the extended team of key stakeholders including teachers, teacher educators, learners, school leaders, UNESCO O3 Program Team, policy makers in member states and other partners in two regional physical validation workshops (one in English and the other in French)
- Collect and integrate inputs from the core and extended team in the draft regional guide document
- Prepare and share a document that describes how pertinent comments have been addressed
- Submit the final version of the guide considering constructive feedback received from validation workshops

Task 4: Pilot the use of the guide in selected countries to validate its core conceptual dimensions towards the strengthening PSS for teachers within their profession

- Select four pilot countries from the ESA region (English speaking countries)
- Draft an execution plan for the pilot phase which describes the pilot strategy including selection criteria for pilot sites/institutions, duration, and pilot monitoring tools among others
- Hold a meeting with the national stakeholders National Program Officer, the UNESCO national commission, Ministry of Education and Teacher Training institutions to discuss the proposed plan and seek their endorsement
- Submit the final pilot plan that incorporates inputs from the national stakeholders
- Hold a briefing meeting with the head of selected pilot sites to discuss the plan, monitoring tools and clarify roles and responsibilities
- In collaboration with the National Program Officers and Government focal point, provide technical support for effective coordination of the pilot phase including documentation of best practices and implementation challenges/lessons learnt
- Prepare and submit a pilot phase report that capture best practices and lesson learnt to inform final revision of the guide
- Revise the final draft of the guide according to recommendations from the pilot phase

Task 5: Present the final version of the guide and the key outcomes of the pilot phase in a regional forum for stakeholder buy-in and roll out

- Share the final regional guide with the core team and country teams at least one week before the validation meeting for review

- In collaboration, with the IICBA focal point, hold one regional meeting of key stakeholders to present the key findings from the pilot phase
- Present the final version of the guide for the endorsement and roll out
- Integrate any comment/inputs received into the final regional guide

VI. Expected Outputs (Deliverables):

- A validated inception report with theoretical bases for the guide development, a clear plan of activities and explanation of how the assignment will be executed.
- A final draft regional guide
- Power Point presentations (in both English and French) to be used in the validation workshops.
- A pilot execution plan
- Final report on the pilot phase
- Final versions of the regional guide endorsed by stakeholders and informed by the pilot phase

VII. Key Technical Skills for the Consulting team (2 Individual International Consultants)

1. Lead Consultant

- At least a master's degree in educational psychology, special needs education, school counselling, clinical psychology, mental health, or a related field. PhD in educational psychology, special needs education, school counselling, clinical psychology, mental health, or a related field is an added advantage
- At least ten (10) years of professional experience in development of policies, strategies, technical guides, and training tools related to psychosocial issues in the education sector
- Excellent facilitation, organizational, communication and analytical skills.
- Excellent command in written and spoken English (minimum C1 level or equivalence) is required and a working knowledge of French would be an added value.
- Deadline driven with a focus on results; and
- Experience within the UN system, the African Union and other large multilateral organizations is a plus.

2. Associate Consultant

- At least an advanced degree in psycho- pedagogy, psychiatrics, public health, clinical psychology, mental health, or a related field. PhD in psycho- pedagogy, psychiatrics, public health, clinical psychology, mental health, or a related field is an added advantage
- At least ten (10) years of professional experience in public health policies, strategy development or programme implementation related to mental health and psychosocial affection prevention, management, and rehabilitation at country or regional level
- Excellent facilitation, organizational, communication and analytical skills.
- Excellent command in written and spoken English (minimum C1 level or equivalence) is required and a working knowledge of French would be an added value.
- Deadline driven with a focus on results; and
- Experience within the UN system, the African Union and other large multilateral organizations is a plus.

VIII. Timelines and tentative work Plan

Task	Duration	Key deliverable (s)
<p>Task 1: Prepare an inception report that describe the methodology to execute the assignment based on its terms of reference and present it for validation and approval</p> <ul style="list-style-type: none"> - Review the TORs and prepare an inception report that includes the theoretical background (based on the relevant literature review), sound methodology and clear plan of activities on how the assignment will be executed - Present the inception report and proposed methodology of the assignment in a meeting for validation and approval - Improve the inception based on the feedback provided and submit a final version - Hold a meeting with the national program officers to inform them about the assignment and discuss the expected support from selected countries 	10 days	<ul style="list-style-type: none"> - A validated inception report with theoretical bases for the guide development, a clear plan of activities and explanation of how the assignment will be executed.
<p>Task 2: Undertake a desk review and analysis of existing literature - research studies, policies, promising practices, and training materials and facilitate consultation meetings on prevention of psychosocial disorders and PSS for teachers and teacher educators</p> <ul style="list-style-type: none"> - Liaise with the UNESCO National Program Officers, national experts from the Teacher Training Institutions, Ministry of education, Teacher unions and other stakeholders to provide the necessary information that is needed for the desk review - In collaboration, with the IICBA focal point, hold at least 2 consultative meetings with key stakeholders to introduce the assignment and its expected outcomes and to validate critical elements and competency gaps that require enhancement towards the prevention of psychosocial disorders and strengthening of PPS for teachers and teacher educators and - Prepare a clear intervention that will inform the development of the guide based on the competency gaps identified 	20 days	<ul style="list-style-type: none"> - A draft regional guide - Power Point presentations (in both English and French) to be used in the consultation workshops.

<p>Task 3: Develop a regional guide for teacher educators and school leaders to strengthen prevention of psychosocial disorders and PSS for teachers</p> <ul style="list-style-type: none"> - Using the competency gaps identified and training needs, Draft the regional guide in English that incorporates critical elements and training needs required to enhance prevention of psychosocial disorders and strengthen PSS for teachers and teacher educators - Present the draft regional guide to the core team then after to the extended team of key stakeholders including teachers, teacher educators, learners, school leaders, UNESCO O3 Program Team, policy makers in member states and other partners in two regional physical validation workshops (one in English and the other in French) - Collect and integrate inputs from the core and extended team in the draft regional guide document - Prepare and share a document that describes how pertinent comments have been addressed - Submit the final version of the guide considering constructive feedback received from validation workshops 	<p>10 days (a continuous activity)</p>	<ul style="list-style-type: none"> - Power Point presentations (in both English and French) to be used in the validation workshops. - A final draft regional guide
<p>Task 4: Pilot the use of the guide in selected countries to validate its core conceptual dimensions towards the strengthening PSS for teachers within their profession</p> <ul style="list-style-type: none"> - Select four pilot countries from the ESA region (English speaking countries) - Draft a plan for the pilot phase which describes the pilot strategy including selection criteria for pilot sites/institutions, duration, and pilot monitoring tools among others - Hold a meeting with the national stakeholders National Program Officer, the UNESCO national commission, Ministry of Education and Teacher Training institutions to discuss the proposed plan and seek their endorsement - Submit the final pilot plan that incorporates inputs from the national stakeholders - Hold a briefing meeting with the head of selected pilot sites to discuss the plan, monitoring tools and clarify roles and responsibilities - In collaboration with the National Program Officers and Government focal point, provide 	<p>30 days</p>	<ul style="list-style-type: none"> - A final pilot execution plan - Final report on the pilot phase

<p>technical support for effective coordination of the pilot phase</p> <ul style="list-style-type: none"> - Prepare and submit a pilot phase report that capture best practices and lesson learnt to inform final revision of the guide - Revise the final draft of the guide according to recommendations from the pilot phase 		
<p>Task 5: Present the final version of the guide and the key outcomes of the pilot phase in a regional forum for stakeholder buy-in and roll out</p> <ul style="list-style-type: none"> - Share the final regional guide with the core team and country teams at least one week before the validation meeting for review - In collaboration, with the IICBA focal point, hold one regional meeting of key stakeholders to present the findings from the pilot phase - Present the final version of the guide for the endorsement and roll out - Integrate any comment/inputs received into the final regional guide 	5 days	<ul style="list-style-type: none"> - Final versions of the regional guide endorsed by stakeholders and informed by the pilot phase

IX. Application Process and Deadline

Those wishing to be considered for this consultancy assignment should submit their applications to i.recruitment@unesco.org or to h.workye@unesco.org and copy m.gakwerere@unesco.org using Guide for PS for teacher educators and schools’ leaders in the subject area. A complete application should be submitted in one document consisting of a technical proposal made of 1) Consultant CV with his/her experience in development of policies, strategies, technical guides, and training tools related to psychosocial issues in the education sector; 2) a sample of consultants’ peer-reviewed publication as well as a financial proposal that details the fee for conducting the assignment. Complete applications written in English should be submitted by **14th August 2022, 23:59 East African Time**. For any question related to this call, please send an email to m.gakwerere@unesco.org