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UNESCO
United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

iiCBA
International Institute
for Capacity Building
in Africa

Institut international
pour le renforcement des
capacités en Afrique

O³ Programme

Consultancy Terms of Reference for Conducting a Situation Analysis of Learning Management Systems in Public Teacher Education/Training Institutions for Teacher Training and Education on Comprehensive Sexuality Education in Sub-Saharan Africa

I.   Background

The International Institute for Capacity Building in Africa (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 the area of capacity development are health education, teacher training and enhancing teacher training institutions. As part of the health education area, the O³ Programme (2018-2021) supports delivery of good quality comprehensive sexuality education (CSE) that empowers adolescents and young people and builds agency, while developing the skills, knowledge, attitudes, and competencies required for preventing HIV, reducing early and unintended pregnancies, and eliminating gender-based violence.

The O³ Programme aims at:
- securing and sustaining strong political commitment and support for adolescents' and young people's access to CSE and sexual and reproductive health and rights services across sub-Saharan Africa.
- supporting the delivery of accurate, rights-based and good quality CSE programmes that provide knowledge, values, and skills essential for safer behaviours, reduced adolescent pregnancy, and gender equality.
- ensuring that schools and community environments are safer, healthier, and inclusive for all young people.
- strengthening the evidence base on CSE and safer school environments.

The programme is expected to benefit **24.9 million** learners in 72 000 primary and secondary schools; **51 000** pre-service teachers; **402 000** in-service teachers and **30.5 million** parents, guardians, religious leaders, and young people out of school through community engagement activities and **10 million** young people through the Young People Today website and social media platforms. In the African region, the programme is implemented in both the Western and Central Africa (WCA) and the Eastern and Southern Africa (ESA) regions in close collaboration between ESA, WCA, the UNESCO Headquarters and the UNESCO IICBA teams.

To reach the intended programme beneficiaries, the programme needs to be implemented using scalable modalities while ensuring quality and sustainability. Scalable online, distance and blended learning modalities will be used to deliver results on different components of the O³ Programme including the *Our Talks* programme developed to facilitate communication between parents/guardians and adolescents on CSE, the toolkit for religious leaders, the provision of CSE programmes and courses, etc. The scalable implementation of the programme will align with needs, demands, opportunities and technological media and devices that are available in beneficiary countries and will be implemented in close collaboration with institutions in those

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countries. It is in this context that a situation analysis will be conducted to have knowledge and understand of existing learning management systems (LMSs) in public teacher education and training institutions/organisation in sub-Saharan Africa that have the capacity to host scalable courses, programmes as well as participants in these courses and programmes. The results of this analysis will inform collaboration with public institutions in sub-Saharan Africa for a successful and sustainable implementation of the O^3 Programme.

II.   Purpose of the Assignment

The situation analysis of LMSs available in sub-Saharan African public teacher education/training institutions/organisations aims to garner a clear understanding of LMSs that are available in those institutions, which will inform collaboration with appropriate teacher education/training institutions/organisations in the context of the O^3 Programme. It is expected that, in the light of the situation analysis results, public teacher education/training institutions/organisations whose LMSs have the capacity to host courses and programmes for the achievement of the O^3 Programme objectives will be targeted to collaborate in the programme implementation.

III.   Objectives of the Situation Analysis of LMSs

The objectives of the situation analysis of LMSs in public teacher education/training institutions/organisations in sub-Saharan Africa are as follows:

   (i)   Identify LMSs that may be used to host scalable training programmes and courses addressed to teachers and teacher educators as part of their capacity development in the development and delivery of CSE and other health education related programmes;
   (ii)   Inform collaboration in innovative and scalable practices in teacher capacity development to deliver and implement quality CSE programmes and other health education related programmes across Sub-Saharan Africa;
   (iii)   Inform technical advice provided to AU member states to strengthen education systems so that they provide robust and scalable CSE and other related health education programmes.

IV.   The Targeted Participants

The target participants in this situation analysis are experts, officers, managers, directors, etc. who manage or administer LMSs in a public, governmental, regional or multilateral teacher education/training institution or organisation in sub-Saharan Africa, specifically those that are currently delivering preservice teacher education and/or in service teacher training. Institutions that are already offering quality online CSE programmes and other health education related programmes for Teachers and Teacher Educators across Sub-Saharan Africa are of particular interest in this situation analysis. These participants may have expertise in Information and Communication Technology (ICT), ICT in Education, Open Distance and eLearning (ODeL), instructional design and technology, etc. To be able to complete the situation analysis form/questionnaire (and other data collection tools), participants may consult co-workers in order to give more comprehensive and accurate data.

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V. The Scope of the Work

Data for the situation analysis will be collected in 24 countries: Ghana, Cameroon, Botswana, Burkina Faso, Malawi, Eswatini, Tanzania, Zambia, Zimbabwe, Democratic Republic of Congo, Ethiopia, Ivory Coast, Kenya, Lesotho, Mali, Mozambique, Namibia, Niger, Nigeria, Rwanda, Senegal, South Africa, South Sudan and Uganda.

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

Task 1: Collect and analyse data on existing and functional LMSs in public teacher education and training institutions/organisations in sub-Saharan Africa that may be used in the provision of scalable CSE and health education.
The key activities will include:
- Preparing an inception report with a clear plan of activities and explanation of how the assignment will be executed;
- Creation of a sound methodology, including building or updating existing qualitative and/or quantitative data collection tools;
- Presentation of the situation analysis methodology and tools to IICBA and other UNESCO offices for approval;
- Collecting data in the light of the validated methodology and using the validated tools;
- Organising and analysing data; and producing the first draft of the report on the findings from the analysis.
- Edit the report in the light of constructive feedback on the first draft and submit the final report

Task 2: Generate recommendations for regional, national and institutional collaboration for the scalable and sustainable implementation of the O^3 Programme.
The key activities will include:
- Production of a report with recommendations for collaboration with teacher education/training institutions/organisations in 24 countries covered by the O^3 Programme in the light of the analysis findings;
- Alignment of recommendations with the O^3 Programme objectives and work plan.

Task 3: present the findings and recommendations for validation with participating institutions and UNESCO O^3 Program Team
The key activities will include:
- Dissemination of the situation analysis to representatives of participating institutions and partners;
- Facilitation of validation webinars with representatives of participating intuitions in different member states and partners to gain constructive feedback on the draft report's findings and recommendations;
- Submission of a final report edited in the light of constructive feedback from UNESCO, participating institutions and partners.

VI. Expected Outputs (Deliverables) at the End of the Situation Analysis

The consultant(s) will produce the following deliverables:

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- An inception report with a clear plan of activities and explanation of how the assignment will be executed;
- A methodology with the final version of data collection tool/s (to be validated by the O^3 Programme Team);
- Compiled data sets;
- A draft report on LMSs available in teacher education and teacher training institutions/organisations across 24 member states and their enabling features as well as recommendations on collaboration with appropriate institutions/organisations to meet the O^3 Programme objectives;
- Two validation workshops or webinars (one in English and the other in French) with representatives of participating institutions, partners and the O^3 Programme Team facilitated;
- A final report submitted.

VII. Key Technical Skills

- At least ten (10) years of professional experience in scalable online and distance education, technology-enhance learning and eLearning preferably in multi-country education projects in Africa;
- At least a Master's Degree in information technology, online education, eLearning, educational technology or a related field. PhD in information technology, online education, eLearning, educational technology or a related field is an added advantage
- Proven experience working with ICT in education, online survey tools, digital learning, scalable online and distance learning and facilitation of online events (webinars, virtual discussion, etc.). Experience in learning management system design and management is an asset;
- Experience in active, student centred teaching and learning approaches for the development of life-skills
- Experience in conducting needs assessments and situation analyses as well as developing recommendations;
- Excellent facilitation, organisational, ICT, communication and analytical skills;
- Excellent command in written and spoken English and French languages (minimum C1 level or equivalence). Anglophone and Francophone consultants/institutions may collaborate to meet this requirement.
- Excellent research and publication record in both English and French (Anglophone and Francophone consultants/institutions may collaborate to meet this requirement).
- 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. Consortium Partners' Responsibility

The Consortium Partners will provide the successful consultant(s) with:
- Constant guidance and feedback in relation to LMS analysis;
- Support towards data collection and validation of the findings on LMSs;

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IX. Time Frame and Tentative Work Plan

The duration of the consultancy will be 2 months as follows:

Task	Time Frame	Deliverable
Task 1: Collect and analyse data on LMSs that are available in public teacher education/teacher training institutions/organisations in the target countries	**Weeks 1 - 5**	• An inception report with a clear plan of activities and explanation of how the assignment will be executed; • Approved methodology developed, validated and used; • Data collection tools developed, validated and used; • Compiled data sets delivered. • Draft report of data collected and analysed
Task 2: Generate recommendations on collaboration to meet the O^3 Programme objectives	**Weeks 6**	• Draft report of data collected and analysed, including recommendations on collaboration to meet the O^3 Programme objectives, developed and shared.
Task 3: Validate findings and recommendations with representatives of participating institutions, partners and the O^3 Programme Team	**Weeks 7 - 8**	• Validation workshops/webinars facilitated; • Documentation of constructive feedback provided in the validation workshops or webinars; • Final report edited in the light of the constructive feedback delivered.

X. Application Process and Deadline

Those wishing to be considered for this consultancy assignment should submit their applications to info@iicba.unesco.org and copy b.nkuyubwatsi@unesco.org using *Situation analysis of LMSs in TEIs/TTIs in Sub-Saharan Africa* in the subject area. A complete application should consist of a **technical proposal** made of 1) the collaborating institutions' profiles and experience in scalable online and distance learning research, development and delivery; 2) explanation of how collaborating partners will share the assignment responsibilities and the consultancy fee, 3) CVs of the key members of the Consulting Team; and 4) samples of consultants' relevant publications in English and French (one per institution) as well as a **financial proposal** that details the fee for conducting the assignment. Complete applications written in English should be submitted by 20 November 2020. For any question related to this call, please send an email to b.nkuyubwatsi@unesco.org