Terms of Reference (TOR)

End of Project Evaluation: *Strengthening global leadership on comprehensive sexuality education and promoting safe, gender-equitable learning environments*

Expected Dates: end-June – end-August 2018

1. Background

In January 2015, UNESCO launched a global programme of work, supported by Sweden, to strengthen global normative work on comprehensive sexuality education (CSE), HIV and related sexual and reproductive health (SRH) issues with young people, including school related gender-based violence (SRGBV). The project was created in the context of the 2014-2017 Partnership Cooperation Agreement (PCA) between Sweden and UNESCO, and is established through a Funds-in-Trust agreement for 20 million SEK (USD 1.855 million) for activities covering the period January 2015 – December 2017. In June 2017, Sweden contributed an additional 10 million SEK (USD 1.726 million) to the project, bringing the cumulative budget to 30 million SEK (USD 3.581 million). A no-cost extension was also granted to continue implementation through June 2018.

The project aims to strengthen and expand global leadership in promoting school based comprehensive sexuality education (CSE), including technical development of emerging and neglected SRHR issues as part of an effective response to HIV and broader health education needs. The project specifically included support for the update of the International Technical Guidance on Sexuality Education (ITGSE), and the development of global guidance on addressing SRGBV. Specified outcomes are:

⇒ CSE content, teaching and learning practices are strengthened and reflect emerging and neglected areas including early and unintended pregnancy, puberty education, addressing gender inequality, sexual diversity, and school-related gender-based violence (SRGBV)

⇒ Safe and gender-equitable learning environments fostered through enhanced ability of the education sector to address gender-based violence in schools, including homophobic and transphobic violence, and teaching respect for all

⇒ Enabling environment for CSE through global level advocacy, communications and capacity-development

The project seeks to advance policy and technical discourse at the global level as well as at regional level and in some cases, with support for country specific implementation. Actions have included (but are not limited to) : development of international standards and guidance; commissioning of research; communications and advocacy; engagement of young people; partnership building including with civil society; capacity building for Member States and other entities; and, selected project implementation at country level [1]to complement other ongoing UNESCO programming.

The key stakeholders are international organizations including UN, bilateral partners, civil society, researchers and young people involved in promoting young people's health and wellbeing. Further major stakeholders are government representatives at global, regional and national level, which include Member State representatives to UN organisations, or national level staff at ministries of education or health. Representatives of civil society and other stakeholders at national or regional level are also secondary stakeholders.

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[1] Countries having benefitted from implementation support through this project include (but are not limited to): South Africa, Swaziland, Zimbabwe, Ghana, Gabon, Cote d'Ivoire, Russia, Ukraine, Chile, Belarus.

As required in the donor agreement, an end-of-project evaluation is to be undertaken.

2. Purpose and Use of the Evaluation

UNESCO is seeking the technical services of a consultant[2] to conduct an end of project evaluation for the full implementation period from January 2015 to June 2018. The overall purpose of the evaluation is to assess the extent to which the project achieved its goal of "Strengthening global leadership on comprehensive sexuality education and promoting safe, gender-equitable school environments" as well as providing a learning opportunity for future efforts. This will be done through 1) assessing implementation of the project; 2) assessing project outputs and immediate outcomes achieved during the project life; 3) identifying lessons and recommendations to inform future similar initiatives.

The key stakeholders (users) of this evaluation are:

- Internal to UNESCO: Section for Health and Education, Education Sector, regional and country offices contributing to the UNESCO Strategy on Health and Wellbeing.

- External: Donor to this project (Sweden), other donors working with UNESCO on health and education or related fields.

- Secondary external stakeholders: UN institutions, Member States and civil society including young people.

The evaluation will be used to strengthen UNESCO's work on Health and Education and will be used for future decision-making, learning and accountability to Member States and project beneficiaries. Lessons will be shared across other UNESCO divisions and Sectors as necessary, as they pertain to the planning and implementation of extra-budgetary projects.

3. Scope and focus of the Evaluation

The primary focus of the evaluation is to assess results achieved, while the secondary focus is to assess project management, project activities, and offer recommendations on coordination, engagement and partnerships.

The evaluation will include review of all components under the three project outcomes. This will be done through 1) assessing implementation of the project; 2) assessing project outputs and immediate outcomes achieved during the project life; 3) identifying lessons and recommendations to inform future similar initiatives.

The evaluation is expected to begin before end June 2018 and will be completed by end August 2018. The evaluation includes desk-based review of documents in addition to key informant interviews with stakeholders in different countries. No international travel is expected.

4. Key dimensions to be covered by the evaluation

The following key questions will guide the end of project evaluation. It is expected that these will be reviewed and strengthened by the selected contractor as part of the Inception Report, for final agreement with UNESCO.

i. Relevance of the design and focus of the project
- Was the project results framework (its goals, objectives, key activities expected

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[2] This consultancy is open to individual consultants or consultancy companies with the relevant experience.

outcomes) and the problem/s it was addressing conceptualized in a logical way?

- Did the project demonstrate relevance and alignment to the UNESCO strategic results framework (C5) and the UNESCO strategy on Education for Health and Wellbeing? Was it aligned to UNESCO's functions as an organization and specialized UN agency?

- Were the inputs and strategies identified realistic, appropriate and adequate in order to achieve the planned results?

- Were the planned interventions relevant to the objective of strengthening global leadership and creating a more enabling environment for CSE and for safe learning environments? To what extent does the project design include consideration of gender equality and inclusion, consideration of vulnerable groups and human rights?

ii. **Efficiency of project implementation**

- To what extent were the results (output) achieved in a timely manner?

- Was the process of achieving results efficient? Did the actual or expected results (outputs and outcomes) justify the costs incurred and represent value for money? Were the resources effectively utilised?

- Did the project activities overlap and/or duplicate other similar interventions by UNESCO or other stakeholders?

- What are the strengths and weaknesses of the project management approach? Was there appropriate balance of activities between global, regional and country levels?

- What measures were taken to ensure that resources were efficiently used?

- Where there critical factor influencing efficient implementation of the project? What lessons can be drawn from this?

iii. **Effectiveness- to describe to what extent the project has achieved its objectives and the likelihood of contributing to expected outcomes/impact.**

- To what extent did the project achieve/is likely to achieve the outcomes and overall goal outlined in the project log-frame?

- What were the major factors (enabling or hindering) that influenced achievement or non-achievement of the project's outcomes? Where there any unexpected outcomes of the project? What lessons can be drawn from these findings?

- To what extent was collaboration with UN, civil society and other partners effective, complementary and in line with project objectives?

- To what extent were the approach and modalities of the following areas of work effective and impactful: partnership building; development and dissemination of technical tools; capacity building and orientation with Member States; engagement with young people; communications and advocacy (visibility and effectiveness).

- How cost effective were the strategies and tools used in the implementation of the project? Could a different approach have produced better or more sustainable results?

iv. **Sustainability- extending to which the intervention was institutionalized at individual and organizational level**

- To what extent are the benefits of the project likely to be sustained after the completion

of the project?

- Describe key factors that will require attention in order to improve prospects of sustainability of project outcomes and potential replication of the approach?

- How were capacities strengthened at the individual and organizational level?

- Describe the main lessons that have emerged, and how these can help inform future planning and programming.

5. Methodology of the Evaluation

The assessment will use primarily qualitative methods, as well as document review and, when available and appropriate, analysis of program monitoring data. The evaluation requires a participatory methodology whereby all key stakeholders including, implementing partner staff, government staff (ministries of education and health), CSOs, bilateral partners and UN (eg. UNAIDS, UNFPA and UNESCO) staff are engaged in the process. In addition, the evaluation will have to integrate human rights and gender equality dimensions in its different phases.

The methodology of the evaluation should include the collection of data from primary and secondary sources by using at a minimum the following methods:

- **Desk review:** This will focus on document review of project related documentation and other relevant documents, review of the logframe/results framework, annual programme reports and other related materials; assessment of results and deviations from planned activities and outputs.

- **Key informant interviews** and/or **Focus Group Discussions** with UNESCO staff in addition to approximately 10 key partners and beneficiaries will also be undertaken

It is expected that the evaluator(s) in consultation with the evaluation manager, develop an evaluation design that meet the evaluation objectives and answer the evaluation questions providing credible and useful information.

The evaluation will be conducted following the UNEG norms and standards for evaluations, as well as the UNEG ethical guidelines.

6. Expected Deliverables

This section describes in detail the expected deliverables and the timeline for delivery:

- No more than one week (5 working days) after signing of the contract, the evaluator will submit an <u>inception report</u> which will outline in detail the key scope of the work; a work plan/schedule of tasks; evaluation design and questions; proposed methods; sources of data; data collection plan (proposed list of people to be interviewed) and tools. *Maximum 5 pages.*

- The evaluator will submit a <u>draft evaluation</u> report to UNESCO no more than five weeks (maximum 25 working days) after acceptance by UNESCO of the inception report. *Suggested length max 40 pages.*

- A <u>final evaluation report</u> is due on 30 August, 2018, which should present the findings, recommendations and lessons learnt covering the scope of the evaluation. The report should follow, but not limited to the following structure and be no more than 40 pages in total length;

- ✓ Executive Summary (not more than 1page)
- ✓ Programme description
- ✓ Evaluation purpose and objectives
- ✓ Evaluation methodology
- ✓ Findings: Relevance, Efficiency, Effectiveness and Sustainability
- ✓ Conclusions
- ✓ Lessons learned (successes and challenges)
- ✓ Recommendations
- ✓ Annexes (including the list of stakeholders consulted during the evaluation, key documents reviewed, Evaluation Terms of Reference, data collection tools, budgetary analysis, etc.)

7. Duration of the evaluation

It is expected that the evaluation will start end-June for an estimated duration of 8-10 weeks. This will include desk reviews, interviews, report writing and time for UNESCO to review drafts.

How to Apply:

Proposal & CV: Please submit a short proposal (3 pages) outlining your approach to the work including proposed key questions. The proposal should demonstrate how your experience meets the criteria outlined and propose an overall budget for the contract. For submissions involving more than one person, a brief description of the division of tasks between the team is required. In addition, please attach CV (or CVs for team / company submissions).

Deadline: 24 June (midnight).

Submissions to be made to: Séverine Pillado, se.pillado@unesco.org with subject 'IPS/HAE SIDA Evaluation proposal'. Queries about the consultancy can be directed to Joanna Herat j.herat@unesco.org

Qualifications and skills:
Required:
- Advanced academic degree in a related field (preferably education public health promotion/ health education, child and adolescent development, international development, , gender);

- At least 7 years' professional experience in conducting reviews and evaluations in the health, education or social development sector;

- Strong interview skills

- Strong skills in research, analysis and synthesis of findings

- Excellent writing and communication skills in English .

- No prior involvement in the design, planning or implementation of any of the activities under review.

The following skills and experience are desirable:

- At least 10 years' experience in one or more of the following fields: child and adolescent development; sexual and reproductive health education programmes for young people.

- Familiarity with global health and education sectors;

- Experience of working with UN organisations and other international organizations;

- Understanding of the style and nature of UN Guidance and of UN mandates in Gender Equality and Human Rights.

Annex: Strengthening global leadership on comprehensive sexuality education and promoting safe, gender-equitable school environments

Results Framework

	Performance indicator (PI) (a maximum of three):	Means of verification (M) (data source):	Quantitative and/or qualitative Target (T) (on the basis of baseline data (b)):
Expected Result N°1 CSE content, teaching and learning practices are strengthened and reflect emerging and neglected areas including early and unintended pregnancy, puberty education, addressing gender inequality, sexual diversity, and school-related gender-based violence (SRGBV).	**PI 1:** Education sector policies and/or curricula integrate new global guidance on CSE	**M 1:** Revised education sector policies and/or curricula	**T 1 and (b 1):** 36 countries have or are in the process of integrating revised guidance into education sector policies and/or curricula
Output/deliverable N°1.1 International Technical Guidance on Sexuality Education (ITGSE) is updated to incorporate new evidence, address emerging and neglected issues in sexuality education (gender equality, sexual diversity, puberty education, gender-based violence) and promote effective pedagogy for health promoting behaviours and social/emotional learning	**PI 1:** Updated global guidance on CSE is produced in all UN working languages and Portuguese, and disseminated to MoEs and education stakeholders in all regions.	**M1:** Guidance available on UNESCO website and distributed to key actors.	**T 1 and (b 1):** 5000 revised ITGSE publications disseminated
	PI 1: Accountability framework in place to guide ESA commitment implementation	**M 1:** Accountability framework produced	**T 1 and (b 1):** Accountability framework applied in 20 countries (baseline: 0 countries)

Output/deliverable N°1.2 Global support provided for implementation of good quality CSE and follow-up to the ESA Commitment process and the 2008 LAC Ministerial Declaration as well as global level support to other regions	**PI 2:** Provision of CSE through "virtual classrooms" using IT and media channels (e.g. internet, cell phone, etc.) with a specific focus on countries that do not integrate CSE in curricula	**M 2:** IT platforms in Russian Federation, China, Zimbabwe, and Jamaica extended and expanded to cover additional countries	**T1 and (b1):** 20 countries have access to online "virtual classrooms" providing high quality comprehensive sexuality education in a variety of languages (baseline: 4 countries)
	PI 3: rapid acceleration of CSE scale-up supported in countries lagging behind in progress, or with high potential to become CSE leaders	**M3:**	**T1:** at least 10 countries have received support for rapid acceleration initiatives.
Output/deliverable N°1.3 Global guidance on preventing and addressing early and unintended pregnancy produced and rolled out to regional and country level	**PI1** Global guidance on education sector responses to early and unintended pregnancy are developed	**M 1:** Global guidance document	**T 1 and (b 1):** 1 Global guidance document published
	PI 2: MoEs and country stakeholders are sensitized to global guidance on preventing and addressing early and unintended pregnancy and the right to education	**M 1:** Regional consultation workshops held	**T 1:** Global guidance disseminated to 80 countries (benchmark: 0 countries) T2: 3 regional consultation workshops held
Expected Result N°2 Safe and gender-equitable learning environments fostered through enhanced ability of the education sector to address gender-based violence in schools, including homophobic and transphobic violence, and teaching respect for all	**PI 1:** Education sector policies and/or curricula integrate evidence-based global guidance on SRGBV, including in post-conflict settings	**M 1:** Revised education sector policies and/or curricula	**T 1 and (b 1):** 36 countries have or are in the process of integrating revised guidance into education sector policies and/or curricula
Output/deliverable N°2.1 Global guidance on addressing school-related gender-based violence (SRGBV), including homophobic and transphobic violence, produced	**PI 1:** Education sector policies and/or curricula integrate global guidance on the education sector's response to school-related gender based violence (SRGBV)	**M 1:** Revised education sector policies and/or curricula	**T 1 and (b 1):** 1 global guidance document jointly published with UN Women and the IATT on Education and disseminated to 80 countries (benchmark: 0 countries)

	PI 2: National policies and/or curriculum are updated to reflect enhanced response to SRGBV	**M1:** Revised national policies and/or curriculum	**T 1 (and b1):** at least 10 countries have updated national policies or curriculum addressing SRGBV
	PI 1: Global Guidance on SRGBV adapted to address the specificities of post-conflict settings	**M 1:** Policy document on SRGBV in post-conflict settings produced and disseminated	**T 1 and (b 1):** global guidance adapted to post-conflict settings and presented to MoEs in at least 5 countries.
Output/deliverable N°2.2 Global coordination and advocacy to support multisectoral responses to SRGBV and the right to education and respect for all	**PI 1:** Mechanisms established for better coordinated response to SRGBV	**M 1:** Global working group convened	**T 1 and (b 1):** annual meetings of the Global Working group held
	PI 2: Tools for teacher training and parent/community engagement on SRGBV developed and adapted to regional needs	M1: tool developed and rolled-out at regional level through capacity-building workshop or dissemination to MoE officials	T1: "Connect for Respect" tool adapted to Africa Region
Output/deliverable N°2.3 Support for strengthened assessment, evaluation and measurement of education sector responses to SOGIE-based violence	PI 1: Member States supported to incorporate SOGIE-sensitive indicators in routine data collection systems	M1: production of technical brief	T1: 1 Technical brief on measuring the education sector response to SOGIE-violence produced
Expected Result N°3 Enabling environment for CSE through global level advocacy, communications and capacity-development	**PI 1:** CSE is referred to in key international development frameworks, agendas and strategies	**M 1:** References to CSE in key international development frameworks, agendas and strategies	**T 1 and (b 1):** CSE referred to in UNESCO, UNAIDS and at least 4 other development frameworks, agendas or strategies (eg CSW, SDGs, etc.)
Output/deliverable N°3.1 Development and roll-out of a revised UNESCO strategy on HIV and health education, aligned with the post-2015 agenda	**PI 1:** UNESCO strategy on HIV and health is revised, validated and disseminated to the field	**M 1:** Revised UNESCO strategy available online	**T 1 and (b 1):** 1 strategy produced and disseminated to 100% of UNESCO HIV and health education staff and their supervisors

Output/deliverable N°3.2 Launch of a global campaign to advocate for the expanded access to good quality CSE with a view to strengthening advocacy and creating an enabling global environment	**PI 1:** Global campaign on CSE launched	**M 1:** International conference on CSE held and revised ITGSE guidelines launched	**T 1 and (b 1):** 1 international conference on CSE held in 2017
	PI 2: UNESCO is presence at relevant international conferences and events (International / Regional AIDS Conference, CSW, AU Summit, etc.) to advocate for CSE	**M 2:** Side events organized at IAC, CSW, and other events	**T 2 and (b 2):**At least 2 side events held (baseline: 1 side event on puberty education 2013)
	PI 3: high-visibility campaign raises awareness of multicultural, multigenerational support for CSE from families of diverse backgrounds and traditions	**M1:** Global "Grandparents for CSE" campaign launched	**T1:** 1 package of visual and audio-visual materials produced; 1 event organized at UNGA.
Output/deliverable N°3.3 Enhance partnerships and ensure active engagement of adolescents, young people and civil society	**PI 1:** Young people and civil society representatives actively engaged in consultative processes	**M 1:** Establishment of a Global Youth and Civil Society Advisory Group (GYCAG)	**T 1 and (b 1):** at least 15 youth and civil society representatives actively engaged in the ITGSE consultative process and the global campaign on CSE (baseline: 2 youth members)
Output/deliverable N°3.4 Strengthened knowledge management and capacity development for enhanced reporting, impact assessment and data collection	**PI 1:** Enhanced web presence, knowledge management, and other communications tools	**M 1:** UNESCO Clearinghouse on HIV is revamped and expanded for enhanced outreach	**T 1 and (b 1):** 30,000 unique users regularly use the HIV Clearinghouse (baseline: 15,000)
	PI 2: UNESCO's global network of NPOs and focal points on HIV and health education are trained in results based planning, budgeting and reporting, for strengthened impact assessments and data collection	**M1:** Annual training and capacity development meeting held with NPO and Focal Point network **M2:** Monitoring and evaluation specialists provide tailored support to priority countries	**T 1 and (b1):** one meeting held per year (baseline: 0 global capacity development events in 2013) **T2 and (b2):** 4 M&E support missions per year

	PI 3: Member States supported to strengthen data collection and analysis through M&E guidance and training	**M3:** online EMIS training launched in English, and French version developed	**T3:** online EMIS training launched in English, and French version developed. 10 additional countries in Sub-Saharan Africa collecting data using internationally recognized indicators
	PI 4: Enhanced knowledge on the global and regional status of CSE	**M4:** Update of the Global Status Report on CSE developed, and ESA Region Status Report on CSE developed	**T4:** 2 reports developed (for publication in 2018)
	PI 5: Advocacy and technical support for inclusion of CSE and SRGBV-related indicators in the SDG thematic framework to measure progress against 4.7 and 4.a	**M5:** Briefing note prepared on CSE and SRGBV indicators, in collaboration with UIS, the GEM team, and other key partners, for the Technical Cooperation Group	**T5:** CSE and SRGBV related indicators adopted in SDG thematic framework