



Call for Proposal (Institution/Organization)

**Technical and Facilitation Support for Consultation Workshop
to review the Office of the Basic Education Commission (OBEC)
comprehensive sexuality education (CSE) e-learning teachers' course**

TERMS OF REFERENCE

Type of contract: Contract for Services

Duration: August – November 2021 (16 weeks)

Closing date: 30 June 2021

1. Objective

To lead the content design and delivery of a stakeholder consultation workshop, organized by UNESCO and the Ministry of Education (MOE) Thailand, aimed at reviewing the MOE Office of the Basic Education Commission (OBEC) teacher e-learning course on comprehensive sexuality education (CSE), to empower teachers in their teaching approaches to CSE and support OBEC's efforts to scale-up the reach and impact of the e-course for quality classroom delivery of CSE.

2. Background

UNESCO Bangkok has a long-term commitment to collaborating with countries in Asia and the Pacific to realize young people's right to education, health, and well-being and to achieve an inclusive and gender-equal society. Working in close partnership with Ministries of Education, UNESCO Bangkok strives to increase access by all learners to good quality CSE that is informed by the best available evidence and technical guidance, such as the 2018 revised UN International Technical Guidance on Sexuality Education (ITGSE)¹.

CSE curriculum review, development of teaching and learning materials and teacher training support are all approaches to achieving good quality CSE that UNESCO supports, applying tested tools and frameworks that it has developed, including with participation of other UN and civil society partners in education and young people's wellbeing. One such tool is the Sexuality Education Review and Assessment Tool (SERAT)², that helps countries collect data on school-based CSE to generate reflection

¹ The ITGSE aims to assist education, health, and other relevant authorities in developing and implementing Comprehensive Sexuality Education (CSE) programmes and materials in formal and non-formal education. It provides a comprehensive set of key concepts, topics, and specific learning objectives based on major age groups to guide the development of locally adapted curricula. The first edition of the ITGSE was published in 2009 and a Thai language version of the revised edition released in 2019. <https://unesdoc.unesco.org/ark:/48223/pf0000260770> (EN) and <https://unesdoc.unesco.org/ark:/48223/pf0000368655> (Thai)

² Excel-based Sexuality Education Review and Assessment Tool (SERAT) 3.0 is available at

and discussion about strengths and areas of improvement of programmes. The SERAT is designed for data collection in several focus areas, including CSE curriculum content, integration in the official curricula, teacher training, teaching & learning approaches, and environment, among others. The current version (version 3.0) of SERAT is an update of the original 2012 version.

As competent and confident teachers are the backbone of a successful CSE programme, adequate preparation of teachers is essential to ensure that they can engage appropriately with students about sexuality, and that they feel comfortable and have correct knowledge to deliver key CSE topics. Evidence shows that teachers are more likely to focus their classroom teaching on the content in which they themselves have received training and for which they have been provided teaching resources such as text books and teaching plans. In contexts where there is no stand-alone CSE subject, where teachers are expected to infuse or integrate CSE content into other carrier subjects and may not have been specifically prepared in such approaches, strengthening their capacity through well-designed professional development programmes becomes that much more important³.

The government of Thailand has actively been supporting sexuality education in the country through various initiatives. Per the Act for Prevention and Solution Adolescent Pregnancy Problem B.E 2559 enacted by the Royal Thai Government in 2016, the MOE Thailand has issued the 2018 Ministerial Regulation⁴ supporting the mandatory inclusion of CSE in the national curriculum. Other recent MOE initiatives include the review and revision of school textbooks to strengthen sexual reproductive health and gender content and the development, by the OBEC and Path2Health Foundation of a CSE e-learning course for teachers assigned to teach CSE.

The OBEC CSE e-course is a 22-hour course comprised of eight learning modules. The first six modules focus on the content of CSE and its classroom delivery and the remaining two modules focus on how schools can effectively support students' wellbeing and systemic approaches to creating an enabling environment for CSE delivery⁵. Teachers who enroll in the course are expected to pass both pre- and post-training tests by at least 60% and complete the eight learning units. Those teachers assigned to teach CSE will then need to submit their annual teaching plan for verification by their relevant Education Service Area Office (ESAO). Submitting a teaching plan is not required for those teachers who are not assigned to teach CSE. Teachers who receive the course completion certificate will be able to register the 22 hours as part of their professional development and career promotion.

At present, OBEC's Bureau of Academic Affairs and Educational Standards is evaluating the progress of the first year of implementation of the e-course to provide further support to schools, teachers and Education Service Area Office (ESAO) officers responsible for verification of CSE teaching plans and supportive supervision of CSE teachers. To complement OBEC's efforts to scale-up the reach of the CSE e-course resource to more teachers under OBEC schools and beyond, UNESCO, in collaboration with OBEC and other key national CSE partners will to organize a three-day consultation and review workshop on the OBEC E-course with targeted stakeholders in October 2021 (tentative timing and duration, subject to local health situation). Workshop participants will include school teachers with a CSE role (CSE e-course coaches; those not taking the e-course yet and those who have completed it; the sexuality education Teacher Council); ESAO officers; OBEC officials; NGOs and other partners working

<https://healtheducationresources.unesco.org/library/documents/sexuality-education-review-and-assessment-tool-serat>

³ From Ideas to action: Addressing barriers to comprehensive sexuality education, UNESCO Technical Brief, October 2019.

⁴ <http://www.ops.moe.go.th/ops2017/upload/300862/1.Min-Reg-Pres-Types-of-Edu-Inst-Preg-2018-FINAL.pdf>

⁵ OBEC CSE e-course for teachers (<http://cse-elearning.obec.go.th>)

on school-based CSE; UNESCO, UNICEF, UNFPA, etc. A maximum of 100 workshop participants are expected, with representation from diverse implementation contexts from across Thailand.

The objectives of the stakeholder consultation workshop are to:

- 1) Facilitate discussions and exchange among OBEC officials, CSE classroom practitioners and stakeholders on their experiences, perceptions and expectations of implementing/completing the OBEC e-course;
- 2) Review the content of the CSE e-course using the SERAT in a collaborative learning activity to reach consensus on the strengths and areas for improvement of the course; and,
- 3) Brainstorm on what would be needed to bring additional value to the CSE e-course, such as specific content (eg. knowledge of how to construct a CSE teaching plan; inclusion of other CSE topics; skills-building in teaching approaches to deliver CSE), or additional resources (formats and tools) that will enable teachers' successful delivery of CSE as well as support their teaching comfort.

UNESCO Bangkok is seeking a qualified institution to lead the workshop's programme development, prepare technical workshop inputs, deliver the workshop and facilitate the stakeholder discussions, and develop a workshop report that summarizes the consultation's outcomes and agreed actions on the way forward.

3. Work Assignment

Under the overall authority of the Director of UNESCO Asia and Pacific Regional Bureau for Education, Bangkok, the overall supervision of the Chief of Unit for Inclusive Quality Education, and the direct supervision/guidance of the Regional Advisor for Health and Well-being, the contractor is expected to perform the following tasks:

- i. Prepare two key, data-driven inputs required for the workshop:
 - a) develop and carry out an online rapid survey among a cohort of teachers (minimum 800 targeted) who have completed the e-course and ESAO supervision officers of the e-course. The survey findings will build understanding of users' training experience through the course, their perspectives on the extent to which the e-course met their professional learning needs and how they have been able to applying the knowledge and skills acquired through the e-course to support CSE delivery in the classroom;
 - b) carry out a high-level mapping of the content areas of the CSE e-course against the school's curricula for CSE at primary and secondary levels, in order to gauge alignment between the two.
- ii. Draft the agenda of the three-day consultation workshop to fulfil its target objectives, maximizing the diversity of stakeholders who will be convened for the consultation;
- iii. Prepare all electronic and print materials required for the workshop including presentations, handouts, supplementary reading, group activity guides, feedback instruments, etc.
- iv. Deliver the agreed workshop agenda, including the facilitation of plenary and concurrent breakout sessions, prioritizing engaging and interactive activities and approaches that

- enable collaborative learning and peer exchange and the effective documentation of stakeholder feedback;
- v. Document in a concise workshop report, qualitative/quantitative participant feedback emerging from the various aspects of the workshop agenda, with particular focus on reported needs or further professional learning support required for teachers through the e-course. Highlight any recommended revisions/additions to the e-course that may arise including in relation to the e-course's: content, structure, digital interface, modality of user engagement and recruitment, etc.

4. Deliverables and Timeframe

- i. Draft instrument for the online rapid survey for data collection among teachers who have completed the CSE e-course and ESAO supervision officers of the e-course, along with draft approach and template for mapping the alignment of the CSE e-course to the school's curriculum, by 13 August 2021;
- ii. Draft narrative analytical summaries of the two sets of results of: the rapid online survey, and the curriculum alignment mapping (each analytical summary a maximum of eight, A4 pages, excluding annexes), by 20 September 2021;
- iii. Final electronic and print materials for use at the three-day consultation workshop including: annotated and participant versions of the agenda, PowerPoint presentations, handouts, supplementary reading, group activity guides, feedback instruments, etc. by 11 October 2021
- iv. Final workshop report that summarizes the consultation's key messages, outcomes and agreed actions on the way forward, including any recommended measures to strengthen or further revise the CSE e-learning course (maximum fifteen, A4 pages, excluding annexes, which should contain – among other items - final versions of the findings of the rapid online survey, and the curriculum alignment survey) by 30 November 2021.

5. Duration of Contract

The contractor will be required to work for a period of 16 weeks during August to November 2021.

6. Location and Travel

The workshop will be conducted in Bangkok, Thailand (TBC). Representatives from the selected institution are expected to be at the workshop venue at least half-day before the workshop start and for the workshop's duration in order to effectively deliver the workshop. The consultant team should be able to reformat and adapt the workshop activity to be delivered through remote means if the local health situation makes an in-person workshop unfeasible. Other workdays included in this consultancy would be based at their own premises.

If the applying institution is located outside of Bangkok, UNESCO will provide a lump sum amount to cover the travel expenses of the representatives (max 4) from the selected institution to undertake the duty travel/mission to the workshop in Bangkok. Note that the lump sum travel cost will be based on UNESCO's rules and regulations and agreed upon in advance between the institution and UNESCO.

7. Qualifications or specialized knowledge/experience required

The Institution

Required:

- Demonstrated experience in community dialogues or consultation, and workshop design and delivery using activity-based, participatory methodology in training settings;
- Demonstrated experience delivering training programmes on teaching practice, curriculum development, sexuality, sexual health, and young people;
- IT infrastructure, software and devices to support remote meetings, communication and online/digital data collection.

Desirable:

- Previous experience in developing CSE curriculum will be an asset
- Previous experience working with the UN/multilateral/bilateral institutions is an additional asset;
- Previous experience in networking and engagement with teachers and/or schools is an advantage;
- Familiarity with the Thailand national basic curriculum and/or the UN International Technical Guidance on Sexuality Education is an asset;

Personnel:

The institution selected to undertake this work will need to demonstrate that its team members meet the following qualifications:

Lead Consultant

Required:

- Advanced degrees related to a social science, preferably education - including psychology, developmental sexuality, socio-cultural studies, development studies, public policy or public administration;
- At least 7 years of demonstrated experience working in data collection, management, and analysis in any of the areas of: adult learning; teacher professional development; sexuality education, health, and well-being;
- Demonstrated experience in community dialogues or consultation, and workshop design and delivery using activity-based, participatory methodology in training settings;
- Demonstrated experience delivering training programmes on teaching practice, curriculum development, sexuality, sexual health, and young people;
- Excellent command of the Thai language, including quality written and verbal communication skills; strong proficiency in the English language;

Desirable:

- Previous experience in developing CSE curriculum will be an asset.
- Previous experience working with the UN/multilateral/bilateral institutions is an additional asset.

Junior Team Member/s

Required:

- Advanced university degree and minimum 3 years of experience in a field related to education or social sciences;
- Strong skills in research methods for qualitative and quantitative data collection and data analysis;
- Fluency in Thai language and good working knowledge of English.

8. Application

Interested institutions are invited to submit the following in writing to UNESCO Bangkok:

- i. a short (3-5 pages) proposal including estimated budget breakdown with rate per unit (cost per person/day) and relevant examples/reports of successfully undertaking such contracts.
- ii. CV of the individual(s) that will lead this assignment.

Your application should be submitted no later than **30 June 2021, 17h00 Bangkok time (GMT +7:00)** to the attention of:

Chief, IQE Section

UNESCO Bangkok Office

E-mail: iqe.bgk@unesco.org.