**UNICEF-Turkey**

**TERMS of REFERENCE (ToR)**

**SHORT TERM INDIVIDUAL INTERNATIONAL CONSULTANCY**

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| **‘Promoting Gender Equality in Education’** | **(Ref: EDU/TURA/2017-D)** |
| **Links with the Country Programme Priorities:**  **UNDCS- Pillar 1**: Sustainable, Inclusive Growth and Development.  **Outcome 1.2.:** By 2020, all underserved population groups have more equitable and improved access to integrated, sustainable and gender sensitive quality services (e.g. health, education, decent employment, and social protection systems).  **Country Programme, Outcome 3: Gender equality among children enhanced and sustained into adolescence**  By 2020, the education and CP systems, NGOs and communities increasingly provide vulnerable girls and boys with gender-sensitive opportunities to realize their rights  **Output: 3.A**. Education opportunities for adolescent girls and boys. By 2020, the education system, NGOs and families have increased capacity to provide and facilitate gender-sensitive and inclusive formal, non-formal and informal education opportunities for adolescent boys and girls.  Activity 4.3: Support the revision, implementation and dissemination of gender mainstreaming sensitive school standards.  **ACTIVITY: ‘Promoting Gender Equality in Education’** | |

**I. BACKGROUND**

UNICEF has been supporting the Ministry of National Education (MoNE) in strengthening the Education System in Turkey for years, including the gender issues in education, such as Girls’ Education Campaign, “Haydi Kizlar Okula!” in the past. Within the framework of the UNICEF Turkey 2016-2020 Country Programme, gender equality in education is one of the strategic intervention areas, and UNICEF is cooperating with MoNE, through the Secondary Education Directorate General (SEDG) to strengthen the education system with comprehensive gender sensitive school standards for upper secondary schools in the country.

MoNE, recently, implemented the “Promoting Gender Equality in Education (PGEE)” Project” within the scope of the Instrument for Pre-Accession Assistance (IPA), which aimed at promoting gender equality for girls and boys in schools and contributing to promote an equality and gender sensitive approach throughout the education system. The PGEE Project targeted the following results: (1) The development of A Gender Equality Assurance Tool for Schools (GEATS), which is a guideline and an assessment tool for teaching and non-teaching staff at schools, (2) To strengthen MoNE’s capacity to promote an equality and gender sensitive approach in the overall education system; (3) To raise awareness in students, parents, teaching and non-teaching staff on gender equality in education through a media campaign and local actions. The project activities were carried out in 10 pilot provinces, including Batman, Erzurum, İzmir, Karaman, Malatya, Mardin, Samsun, Sivas, Şanlıurfa and Trabzon (please see the link for further information <http://etcep.meb.gov.tr/about-us-detayi-1440845992122>). The PGEE Project, coordinated by the General Directorate of Secondary Education (SEDG), ended on 19.09.2016.

**II. PURPOSE of the ASSIGNMENT**

Developed as one of the GEATS tools within the scope of the PGEE Project, the “Guidelines on Gender Equality Sensitive School Standards”, require further strengthening and/or revision to be based on comparative review with similar regional and global resources and practices. UNICEF will be supporting MoNE in this review and revision process, which will also include (i) the implementation of the Guidelines in a total of 162 Upper Secondary Schools in 81 provinces (ii) development of an Activity Booklet to be used at schools as an annex to the Guidelines (iii) Training of Trainers programmes for MoNE teachers (iv) monitoring the implementation of the Standards and Activities in schools.

The improved standards will be implemented to ensure gender equality for girls and boys at upper secondary schools, to mainstream equal education opportunities and to have a gender equality approach in the education system.

So as to provide the aforesaid technical assistance to MoNE and contribute to the process, one international consultant and a team of national consultants with relevant knowledge and experience in local, regional and/or global contexts on gender equality in education are sought. Further details of the assignment are outlined in the following section under the title “Description of the Assignment and Expected Deliverables”.

**III. METHODOLOGY**

A team of consultants -one international consultant and a team of national consultants (to be hired separately by UNICEF)- will work collaboratively. The consultants are expected to be in close contact with UNICEF staff in Ankara and comply with the ethics and visibility rules of UNICEF when they prepare documents, implement activities and particularly seek and incorporate opinions of children in the process. In writing reports, terminology, ethical rules, publication and citation guidelines of UNICEF shall be followed. Necessary guidelines will be provided by UNICEF.

All documents to be produced shall respect gender equality and be in line with the UN Convention on the Rights of the Child and other relevant human rights instruments. The consultant(s) is/are also expected to take full account of the principles stated in the General Comment No. 2 of UNCRC during their terms of office. All documents and reports to be delivered by the consultant(s) shall be approved by UNICEF and by MoNE before the submission of the last version. The intellectual property rights of all documents and related materials shall separately appertain to UNICEF and the documents and materials shall not be used by consultant(s) and/ or by a third party for another purpose. The use of the documents and materials by giving reference shall be liable to the written permission of the parties.

Applicants are expected to provide detailed information on how they will conduct the work in their technical proposal, through which they explain the methodology to be applied in detail and contain brief information on (including but not limited to) the topics below:

* Main objective
* General methodology
* Estimated amount of time required for each task; time table and logistical requirements (if any)
* Details of team members/other experts (if any) and clear division of labor with person/day calculations
* Risks and Assumptions

In the light of these principles, applicants are expected to submit their technical and financial proposals and CVs to UNICEF in compliance with the format attached to this ToR.

**IV. LOCATION**

Home based with 20 % availability in Turkey depending on the tasks and deliverables. In Turkey, there will be frequent provincial site visits and meetings with UNICEF and MoNE staff in Ankara.

**V. SUPERVISOR**

**Education Specialist** – Output 3.A Education Opportunities for Adolescent Girls and Boys

**VI. DURATION & COST**

* **Duration:** Assignment will cover a seven-month period, to start from June 2017 and end in June 2018, with a break between September 2017 and February 2018, which is deemed necessary for the implementation plan. Material development and ToTs will be carried out before the start of 2017-2018 school year while monitoring and evaluation of the implementation will be done during the 2nd school semester). Payments will be effected upon the delivery of outputs. In case of any unexpected delay in the estimated time frame (approval process, force majeure etc.), the duration of the assignment might be extended subject to the same conditions and mutual will of the parties.
* **Estimated Cost of Consultancy:** Applicants shall present a detailed financial proposal that elaborates on daily costs on the basis of the below-mentioned programme and deliverables, including a total sum demanded. Travel and accommodation costs arising from planned visits and other costs related to administrative tools, communications, etc. shall be covered by the consultants.
* **Payment schedule:** The contract for the international consultant will be issued in USD.

**Candidates are required to specify their daily rates, the number of anticipated working days for each deliverable in the financial proposal, and provide the breakdown of the lump sum amount for each deliverable as well as incidentals of each deliverable in USD.**

* **Reservations:** UNICEF reserves the right to terminate the contract and/or withhold all or a portion of payment if the rules and the regulations regarding confidentiality, ethics and procedures of UNICEF and the partners are not followed, the performance is unsatisfactory, or work/deliverables are incomplete, not delivered or fail to meet the deadlines.

Technical and financial proposals shall be submitted in separate folders. After the technical evaluation, the financial proposals of qualified candidates will be evaluated. The technical evaluation will be completed based on the attached evaluation criteria form.

**VII. DESCRIPTION of the ASSIGNMENT**

Within the scope of the assignment, the international consultant (together with a Team of National Consultants who will be hired separately) shall work under the guidance of the UNICEF Education Specialist and carry out the duties below:

1. Review the Guidelines on Gender Equality Sensitive School Standards and its attachments and prepare a report including the best practices in other countries. In revising the Guidelines, the following points shall be taken into consideration:

* The revision should offer comparative information on the theories and practices of existing models.
* The current context in Turkey should be analysed and reflected upon.
* Whenever relevant, international standards should be referred to.

1. Participate in the 3 site visits and in each of these site visits together with the national team of consultants, conduct interviews with minimum 4 students, 2 teachers, 2 school principals of pilot schools and 2 managers of provincial directorate of education and provide supervision to the pilot schools where the implementation is to take place in 2017-2018 school year.
2. Participate in evaluation meetings to be held in 2017-2018 school year, and in the presentation about the work done during the project and in submitting an evaluation meeting report.
3. Prepare a recommendation list for the revision and finalize the Gender Sensitive School Standards.

The tasks listed above shall be undertaken jointly by the international consultant and national consultants as a team. Thus, clear division of roles and responsibilities in conducting each activity shall be determined and agreed upon during the inception phase in consultation with UNICEF.

Whereas the tasks and deliverables are spread over a period of 12 months with a break in between due to the implementation plan, the international consultant is required to submit one offer covering the whole consultancy. Upon selection of the consultants two contracts will be issued for the consultant as follows:

* First contract: June – August, 2017 to cover the first deliverable.
* Second contract: February – June, 2018 to cover the remaining three tasks.

The second contract to be issued will be based on satisfactory performance of the first two tasks.

UNICEF reserves the right not to issue the second contract if the performance in the first contract period is not satisfactory.

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|  | **Tasks** | **Deliverables/Outputs** | **Language** | **Timeline** |
| **1** | Review the Guidelines on Gender Equality Sensitive School Standards and its attachments and prepare a report including best practices in other countries. | 1. Review report | ENG | June, 2017 |
| **2** | 2.1 Participate in the 3 site visits to the pilot schools where the implementation will take place.  2.2 In each of these site visits together with the national team of consultants, conduct interviews with at least 4 students, 2 teachers, 2 school principals and 2 managers of provincial directorates of education. | 1. Site visits reports | ENG | February-April, 2018 |
| **3** | 3.1 Make a presentation about the work done during the project in the evaluation meeting.  3.2 Participate in the evaluation meeting for 3 days. | 1. Presentation 2. Evaluation meeting report | ENG | May, 2018 |
| **4** | Prepare a recommendation list for the revision and finalize the Gender Sensitive School Standards | 1. Recommendation list 2. Finalised Gender Sensitive School Standards | ENG | June, 2018 |

*\*Please note that the deadlines in the above template are approximate. It is expected that the detailed time planning will be included in the technical proposal.*

**VIII. QUALIFICATIONS and EXPERIENCE**

In order to achieve the objectives specified in these terms of reference, the consultant should have the following qualifications and experience:

1. Advanced university degree in Social Sciences (education, law, social work, psychology, sociology, international relations). Having a master’s degree in the field(s) of program development and/or teaching methods and techniques is an asset.
2. At least 10 years’ relevant work experience in the area of Education and Gender in middle-upper income countries and emergency settings, including at least:

* Two years on gender equality in education.
* One year in preparing and/or developing capacity building materials on gender equality.

1. The working experience of the consultant should cover the following areas:

* Capacity building and case management; development of tools, protocols, guidelines/standard operating procedures.
* Field experience in school practices on gender equality in education (implementation, pilot implementation etc.) at international level.

1. Ability to produce high-quality project outputs in English.

**Values and competencies:**

* Deep understanding and sense of ethics with regard to human and children’s rights, different cultures, local customs, religious beliefs and rituals, personal interaction and gender roles, disability, age and ethnicity.
* Excellent analytical, organizational and interpersonal communication skills.
* Evidence of being skilled at working in close cooperation with national and international actors and facilitating coordination of the process within the determined deadlines.
* Strong computer literacy, particularly across all Microsoft Office packages.

**Language:** **English**

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|  | **PREPARED** | **REVIEWED** | **REVIEWED** | **APPROVED** |
| **BY** | **Kamil Kurtul**  *Education Specialist* | **Brenda Haiplik**  *Chief of Education Programme* | **Lieke van de Wiel**  *Deputy Representative* | **Philippe Duamelle** *Representative* |
| **ON** |  |  |  |  |
| **SGN** |  |  |  |  |