EXPRESSION OF INTEREST

Sexuality Education Review and Assessment (SERAT) of the South African Comprehensive Sexuality Education in Schools

BACKGROUND

South Africa has implemented sexuality education through the Life Orientation (LO) Subject area since 2000. The HIV and Life Skills based sexuality education in South Africa was introduced post the 1999 National Policy on HIV and AIDS for Learners and Educators in Public Schools and students and educators in Institution of Further Education and Training. In 2002 and 2009 the LO curriculum was reviewed and revised which led to the current Curriculum Assessment Policy Statement on LO which guides content and assessment criteria on the subject area. In 2012, using the services of Doug Kirby, the South African CSE content in the LO was assessed against the UNESCO International Guidance on Sexuality Education (ITGSE, 2009). The gaps identified by this assessment led in a process of developing Scripted Lessons Plans (SLPs) for Grade 7-9 (2017) and 4-6 & 10-12 (2019), and have been approved the Minister of Basic Education to be implemented in the curriculum. The finalised SLPs are currently being piloted in schools in 5 Provinces.

In 2013, South Africa was among the 21 ESA Countries that endorsed the Inter-Ministerial Commitment on upscaling CSE and access to SRHS for adolescents and young people, the ESA Commitment. The ESA Commitment (2013) calls on countries to ensure that there is quality delivery of CSE in the classroom that covers content which is aligned to international standards. UNESCO ITGSE (2018) defines CSE as an age appropriate, culturally relevant approach to teaching young people about sexuality and relationships by providing scientifically accurate, realistic and non-judgmental information. The ITGSE further recommends a number of topics that should be covered in the CSE curriculum according to phases within the school environment.

UNESCO has been partnering with South Africa for the implementation of ESA Commitment activities. In this regard the country has been receiving technical support to strengthen the implementation of quality CSE and linkages to SRHS for adolescents and young people in schools. In 2017, UNESCO undertook a study on the Scale-Up of Comprehensive Sexuality Education (CSE) in the Eastern and Southern Africa (ESA) which provided information on the current status quo of CSE scale-up among countries in the ESA region, South Africa included. According to this report, CSE content delivery in South Africa has some challenges and these are:

- Not all schools, in particular former Model C schools implement Life Orientation;
- Life Orientation Teachers are rotated on a regular basis, this results in lack of consistency in teaching;
- The allocated time for LO, which is 2 hours a week is not sufficient to cover all the content; and
- Not all CSE topics are covered in the LO curricular according to the UNESCO ITGSE
RATIONALE

Sexuality Education Review and Assessment Tool (SERAT) is an excel based tool that supports the collection of data on HIV prevention and Sexuality Education programmes. The results are immediately presented on bar charts in the tool for ease of consultation and to enable easy analysis of the weaknesses and strengths of the programme, in addition to the programme’s relevance to the sexual reproductive health issues in the country. The purpose of the SERAT is to:

- Review the School based HIV prevention and sexuality education programmes against international best practice and evidence;
- To provide data to reform programmes;
- To assess programme efficiency by focusing on health data and other social criteria when looking at weaknesses and strengths; and
- To inform debate and advocacy by making available data on sexuality education that is understandable, easy to analyse and accessible to different audiences.

SERAT is based on international evidence and best practice in the development and content of effective curricula. SERAT includes analysis of curriculum content, programme development, teacher training, and other elements that can lead to effective sexuality education programme. It includes analysis of social and health components with a strong gender focus.

PURPOSE

South Africa is a beneficiary of UNESCO’s Regional Programme, Our Rights, Our Lives, Our Future (O3 Programme), 2018-2022, which aims at supporting countries in the ESA region in upscaling and institutionalisation of quality CSE for adolescent and young people. In order to inform areas of support for the country it is critical that an assessment of the current status of the CSE curriculum is conducted as well as a situational analysis on the implementation of the CSE content in the classroom at schools.

UNESCO in 2018 released the Revised International Technical Guidance on Sexuality Education (2018), it would therefore be of benefit for the country to utilise the revised guidance to:

1. Measure whether the current CSE content in the Life Orientation Subject matches the topics proposed in the Revised ITGSE;
2. Review the School based HIV prevention and sexuality programmes against the best international evidenced based practices in the revised ITGSE; and
3. Recommend areas of intervention to improve programme efficiency.

SCOPE OF THE SERAT

The SERAT Review will cover the Life Orientation and Life Skills CAPS including all LTSM provided by the Department of Basic Education in the implementation of CSE as well as the Scripted Lesson Plans for CSE.

The Situational Analysis on the implementation of CSE in schools will be conducted in 3 Provinces covering both Primary and Secondary School.

METHODOLOGY

SERAT Review will utilize a desk top review of all the curricula on CSE offered by the DBE including Learning and Teaching Support Materials (LTSM) utilizing the SERAT Tool.
In-depth interviews with Key Informants from the Department of Basic Education including Curriculum Developers, Educators, and other relevant.

Data Analysis and result compilation

Data validation with stakeholders

Final SERAT Report

**EXPECTED ACTIVITIES**

1. Collect and make a compilation of the school curricula (primary and secondary) currently being offered. Materials to be collected can include the Life Orientation Curriculum Policy Statement (CAPS); the Life Orientation Text books; the Scripted Lesson Plans; the Draft CSE Implementation Framework; and other materials deemed relevant (Learner Workbooks; Teacher Workbooks; Assessment workbooks etc)
2. Identify and interview key DBE stakeholders including curriculum developers and officials
3. Review interviews and materials collected together with the DBE Officials;
4. Conduct a one-day workshop to conduct the SERAT Review with all stakeholders
5. Analyse based on SERAT the interviews, materials collected in terms of education sector needs for SE programmes with a special focus on programme components as they relate to critical national public health indicators. Identify gaps and make recommendations to ensure that learners have access to current and evidence based information, skills and linkages to services to allow them achieve not only self-reported behaviour change but also positive SRH outcomes.
6. Use SERAT Report Template to describe main findings.
7. Collate a draft report and organise meetings with DBE Curriculum Officials to validate findings
8. Conduct a validation workshop to present the key finding to the main stakeholders and collect their feedback.
9. Modify the SERAT report using input from the validation workshop and submit to DBE and UNESCO for final review.
10. Write and Submit FINAL SERAT report.

**Expected Deliverables and Time-Frames for the Religious Leaders Training**

**Deliverables**

1. A completed and validated high quality SERAT Report for South Africa and a presentation of the summary results in English and in electronic format
2. A list of all materials reviewed and persons interviewed
3. Scanned support documents including copies of the attendance registers at all consultations and records of key meetings

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inception Report with detailed Implementation Plan of the SERAT</td>
<td>1 week post inception meeting</td>
</tr>
<tr>
<td>A file of Reviewed CSE materials; CSE Curriculum and LTSM</td>
<td>3 Weeks Post acceptance of Inception Report</td>
</tr>
<tr>
<td>SERAT Results Report</td>
<td>4 Weeks</td>
</tr>
<tr>
<td>Validation Workshop Report</td>
<td>1 Week after workshop</td>
</tr>
<tr>
<td>Final SERAT Report incorporation inputs from DBE and UNESCO</td>
<td>1 Week post review and input by UNESCO and DBE</td>
</tr>
</tbody>
</table>
**Required Competencies and Experience of the Consultancy**

**Mandatory**

PhD in Education/ Social Sciences/ Public Health or Related Fields

Extensive Research experience 5-10 in the Education and Health Sectors specifically in curriculum and HIV prevention programmes

Proven record of delivering quality research work within stipulated time-frames

Excellent writing skills

**Desirable**

Prior work with the Department of Basic Education and UN Agencies will be an added advantage.

**Copy Right:** UNESCO will retain copy rights to the SERAT Report

**Time Frame**

This contract duration will be for 3 months after appointment

**Expression of Interest**

Interested Consultants are requested to submit an Expression of interest (EOI) with a curriculum vitae including a proposed budget and timeframes within which the proposed work can be concluded. The EOI should be sent to d.cheta@unesco.org; vacancies@unescoharare.org and cc b.mpini@unesco.org;

**Closing DATE:** 29 November 2021