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Provision of Consultancy Services – Reviewing of the Life Skills Sexuality, HIV & AIDS Strategy for MOPSE

TENDER NUMBER: NAC/CB/08/2018

CLOSING DATE: 09 APRIL 2018

TIME: 1000HOURS

Prepared by

L Kweneya

Sign.....

Approved by

A Manenji

Sign.....

PROVISION OF CONSULTANCY SERVICE

1. The National AIDS Council (NAC) (hereinafter described as “the Purchaser”), hereby invites sealed bids from individuals or companies for the provision of consultancy service for Reviewing of the Life Skills Sexuality, HIV & AIDS Strategy for Ministry Of Primary Secondary Education.
2. This invitation to bid is being offered to individuals or companies on the clear understanding that its contents are strictly confidential and may not be disclosed to any third party without prior written permission of (NAC).
3. There is no intention that the proposed resultant contracts will in any way be limited to any specific individual or service provider, and the terms of reference are based on generally achievable performance requirements.
4. **The bids shall be submitted as one original plus two (2) copies.** In the event of any discrepancy between them, the original shall govern.
5. **Bids must be enclosed in sealed envelopes and endorsed on the outside with the advertised tender number, the description, the closing date, and must be posted in time to be sorted into P. O. Box MP 1311, Mt Pleasant, Harare or delivered by hand to: The Procurement Unit, National AIDS Council, 100 Central Avenue, Harare at 10:00 hours on or before the closing date.**
6. The deadline for the submission of bids is **09 April 2018 at 1000 hours**
Bids received after that date and time will not be accepted. Bids will be opened shortly after the specified deadline in the presence of bidders’ representatives. Bidders are invited to attend.

NB – INDIVIDUALS AND /OR COMPANIES MUST BE REGISTERED WITH THE PROCUREMENT REGULATORY AUTHORITY OF ZIMBABWE (PRAZ) AND PROOF OF REGISTRATION TO BE ATTACHED

Failure to comply with the above will lead to automatic disqualification

Terms of Reference (TORs) for the review and development of the School- Based Guidance and Counselling Support Programme: Health, Life Skills, Sexuality, HIV and AIDS Education Strategy (2018-2022)

Introduction

The main goal of the Education system of Zimbabwe is to promote national development through the production of disciplined, socially well-adjusted and productive individuals with sound physical and mental health practices. Following the adoption of the recommendations of the Presidential Commission of Inquiry into Education and Training of 1999 (CIET) which led to the Curriculum Framework 2015-2022, the Ministry of Primary and Secondary Education has strengthened and institutionalized the school health, gender sensitivity and learner centred content on sexuality, HIV and AIDS and related initiatives under several learning areas. The major curriculum vehicle for life skill, sexuality, HIV and AIDS education is the Guidance and Counselling – Life Skills Orientation learning which is provided through syllabi starting from ECD to ‘A’ level. All schools are required to ensure that the Guidance and Counselling, Life Skills is taught while strengthening the provision of practical psychosocial, school health , nutrition as well as active linkages with child protection and social safety nets is ensured under the Guidance and counselling and other learner support services .

The Life Skills, Sexuality, HIV and AIDS Education Strategic Plan 2012-2015 that Ministry of Primary and Secondary Education the working with other sector ministries and stakeholders expired in December 2015. Since then they have been several developments that shape the focus of its successor strategy:

- The alignment of the Education Act to the Constitution in which the concepts of gender, non - discrimination and inclusivity have been incorporated.
- The adoption of the Curriculum Framework 2015-2022 and the development of the syllabi for Primary and Secondary Schools. The teaching and learning of life skills, sexuality HIV/AIDS related topics is now part and parcel of the competency-based mainstream menu for all Zimbabweans as part of the multipronged approach of providing Guidance and Counselling as a learning area, coupled with school-based programming and learner support service.
- The updating of the National Gender Policy and Strategy
- The publication of the research on child marriages, campaigning against early marriages and prevention of sexual violence
- National Adolescent Fertility Study Technical Report (2016)
- Review of the National Adolescent and Youth Sexual Reproductive Health (ASRH) Strategy II (2016-2020)
- Setting up of the Multisectoral Anti-Child Trafficking Committee under the Ministry of Justice, Legal and Parliamentary Affairs
- The joint monitoring exercise with subsequent input from all the provinces and their districts

- A national capacity enhancement workshop for DSIs on strengthening coordination, accountability and monitoring of the Guidance and Counselling- Life Skills Orientation Programme

Background

In September 2015, the Government of Zimbabwe approved the Curriculum Framework from 2016-2022 which offers a broad range of learning areas for the Infant, Junior and Secondary Education. Among the learning areas are the Life Skills Orientation Programme and the Guidance and Counselling which are the main vehicles for the Life Skills, Sexuality, HIV and AIDS Education, while the existing learner welfare services and School-based Guidance and Counselling programme provides direct psychosocial to all learners in school through structures such as Guidance and Counselling committees, Child Protection Committees and School Health Coordinators

Evaluating the impact of the 2012-2015 Life Skills Sexuality HIV and AIDS Education Strategic Plan: Joint Monitoring Visits to Sampled Districts in all Provinces

A monitoring tool was developed and used for the joint monitoring support visits on Guidance and Counselling conducted in March 2017. Findings from the sampled districts were subsequently shared with DSIs, Educational Psychologists and Education Inspectors for Guidance and Counselling who enriched the original report during the validation process.

A joint monitoring exercise was conducted from the 27th – 31st of March 2017 in the 9 provinces and the remaining province was covered in May.

The joint monitoring was designed for the MoPSE and partners to jointly observe the Life Skills, Sexuality, HIV and AIDS Education program in action. It provided a shared experience of the programme and an opportunity to gain deeper understanding of current practices, successes, and challenges among schools with regards to the Life skills, Sexuality, HIV and AIDS Education under the Guidance and Counselling learning area, programme and service.

Further advocacy was conducted using the draft Joint Monitoring report to engage gatekeepers in Education in the provision of effective Guidance and Counselling and other learning support services in order to optimize school access, transition, completion and learning outcomes for all.

Key Findings

- Guidance and Counselling structures are in place for care and support for learners.
- Most schools had incomplete set of policy instruments and reference documents on Guidance and Counselling.
- When the performance indicators and reasons for G&C were shared with school heads, they showed much appreciation as the programme will assist in reducing school drop outs, improving learner discipline and conduct, reduced early child

marriages, teenage pregnancies, stigma, drug and substance abuse other learner welfare incidences.

- Mushrooming of informal boarding facilities and these are associated with high loose morals among learners
- Handling of learner welfare issues differs, in some schools it is the disciplinary committee and in some the G&C committee, some they involve the Victim Friendly Unit
- Shortage of learning and teaching materials.
- In most schools visited there is limited objective evidence of internal and external supervision of the Guidance and Counselling programme.
- Schools reported that they used the criteria of maturity and personality to select teachers for the Guidance and Counselling programme.
- There is minimal reporting of learner welfare incidences in schools.
- Most Secondary schools had exposed few students to at least one career exhibition while primary schools are still to take up career guidance and exhibitions as a serious learning tool for learners.

Lessons Learnt

- The joint field monitoring visit on G&C provided the ministry and partners with a deeper appreciation of the G&C support services in schools, some of the successes, challenges and opportunities.
- Guidance and Counselling support programmes for learners in schools should be complimented with strong community engagement programmes, including capacity building for parent-child communication as communities have strong influences on the behavior of learners.
- More systematic internal supervision by District, Provincial teams together with Head Office monitoring exercises were identified as key measures to ensure that schools keep delivering and improving on G&C.

The gaps identified in the provision of relevant psycho-social support, practical interventions into observed learner welfare challenges as well as lack of personalised career guidance and broad mentorship support for learners will be addressed in the successor to the 2012-2015 Life Skills, Sexuality, HIV and AIDS. It is focused on strengthening the school-based Guidance and Counselling support services to ensure the achievement of the curriculum goals and the desired learner exit profiles

Given the richness of the data generated from the joint review, it was agreed that the successor strategy to the now expired Life Skills, Sexuality, HIV and AIDS Strategy should expand on the above-mentioned instrument and provide a more comprehensive overview of the reality across districts to inform strategic planning for the desired impact.

It should also take into consideration the curriculum framework, Education Strategic Plan, sector policies, national, regional and international commitments on adolescent health and education (SDGs, ESA Commitment, ICPD Agenda 2063) and ZDHS data.

In view of the progress made in mainstreaming sexuality education, HIV and AIDS and life skills into the curriculum, the successor to the 2012-2015 strategic plan should seek to:

1. Broaden the coverage and content of the joint monitoring instrument in order to provide a national overview of the strengths, weaknesses, innovations and priority focus areas for targeted strategic interventions
2. Review existing policies strategies, program documents, reports and published literature on SRH, HIV education sector response to topical issues such as child marriage , child labour, human trafficking, bullying, child exploitation , substance abuse and the impact of the internet and social media on children and adolescent wellbeing..
3. Provide an implementation matrix that speaks to the key result of equitable access to education for all, eliminating barriers to equitable access and reducing school drop outs
4. Strengthen coordination, accountability, monitoring and evaluation in joint programming
5. Ensure the desired linkage between Guidance and Counselling and workplace wellness HIV and AIDS programme for teachers and ancillary staff.

Management and Quality Assurance of the Review:

- The Ministry of Primary Secondary Education, led by the Learner Welfare, Psychological Services and Special Needs Department, will coordinate the review and development process of the strategy.
- Quality assurance of the review process will include presentations at Senior Management updates as well as comments from the joint monitoring support visits.

Key Deliverables for the Consultant

Under the supervision of the Principal Director for Learner Welfare, Psychological Services and Special Needs Education, the Consultant is required to do the following tasks as tabulated below:

	Major task	Deliverable	Timeframe	Payment schedule
1	Conduct a desk review of the afore mentioned documents and submit proposed inception report and institutional arrangements for the School-based G&C Support Programme: Health, Life Skills, Sexuality, HIV and AIDS Education Strategy	<u>Deliverable No.1:</u> An inception report endorsed by MoPSE	To be agreed on	20% of agreed contract value
2	Assignment of National, Provincial, and District teams to work with the Consultant upon approval of the inception report, methodology, budget and work plan	<u>Deliverable No. 2:</u> Approved work plan	To be agreed on	10% of agreed contract value
3	Working with the assigned MOPSE and partner teams to conduct the agreed field work for the development of the strategy, based on the report of the 2017 Joint Monitoring on Guidance and Counselling	<u>Deliverable No 3:</u> Field Work	To be agreed on	10% of agreed contract value
4	Convene stakeholders' consultation meetings on the preliminary report.	<u>Deliverable No. 4:</u> Consultative meetings	To be agreed on	10% of contract value
5	Present draft report to MOPSE senior management and incorporate inputs from the stakeholder consultations and senior management into the final strategy	<u>Deliverable No 5:</u> Draft strategy	To be agreed on	25% of contract value
6	Submit the final strategy document with implantation matrix	<u>Deliverable No 6:</u> Final strategy document	To be agreed on	25% of contract value

6 Pillars of the Strategy

- Coordinated School- based psycho-social support services and multi-sectorial linkages

- Learner-friendly school environment with WASH facilities, Guidance and Counselling rooms, Affordable hostels, gender and disability targeted interventions
- Capacity building of teachers on Guidance and Counselling at cluster level
- Supervision, Monitoring and Evaluation by the Inspectorate, Primary, Secondary and Non- Formal Education, including joint monitoring support visits with stakeholders
- Workplace Wellness, HIV and AIDS Programme
- Zimbabwe School Health Policy, School Nutrition and Health resource

Qualifications and Skills

- An Advanced University Degree in Education, additional qualifications in Social Sciences would be an added advantage.
- Conversant with strategic planning using the Results Based Management approach to programme design, monitoring and evaluation.
- Sound knowledge of the curriculum design, school health programming and Guidance and Counselling at both Primary and Secondary levels.
- Excellent analytical and report writing skills
- Ability to guide the costing of educational interventions and factor in complementary programmes from sector ministries, development partners and stakeholders
- Strong appreciation of Adolescent Sexual Reproductive Health and Rights and HIV programming at local and regional levels (including school and community-based interventions)

Work Experience

- A minimum of 10 years of professional experience at the national and international level in strategic planning work in the primary and secondary education sector
- Experience of working in Guidance and Counselling and School Health Education, particularly on HIV and AIDS, reproductive health and non-communicable diseases.

Timeframe

The consultancy should be completed within 20 days from date signing of the contract

Consultancy Management and Supervision

The consultant will be supervised by the Principal Director of Learner Welfare, Psychological Services and Special Needs Education, supported by the National AIDS Council and TWG on Guidance and Counselling.

The consultant will report to the Principal Director of Learner Welfare, Psychological Services and Special Needs Education in MoPSE and provide regular updates of deliverables to National Youth Coordinator- NAC. Supervision will be provided through face-to-face

meetings, periodic updates to the joint TWG and consultations with frequent email communication for feedback, updates and guidance. It is expected that at every stage of the strategy development process, close collaboration with MoPSE and NAC is maintained through designated staff.

Annex

Strategic Documents to consider for literature review

Documents recommended to be reviewed are listed as follows but not limited to:

- **Publications by Ministries**
 - Report of the Presidential Commission of Inquiry into Education and Training
 - Curriculum framework 2015-2022
 - Curriculum Review Process Narrative Report 2014-2015
 - ASRH Strategic Plan 2016-2020
 - Protocol on the Multi-Sectorial Management of Sexual Abuse and Violence in Zimbabwe

- **Legal documents/instruments**
 - Constitution
 - Children's Act
 - Disabled Person's act (currently under revision)
 - Education Act (currently under revision)
 - Public Health Act
 - Criminal Procedure and Evidence Act
 - National Disability Policy (currently under development)
 - National gender policy
 - National policy on HIV/AIDS
 - National Orphan Care Policy
 - School Health Policy
 - Non Formal Education Policy
 - Relevant policy documents generated by MoPSE (e.g. policy circulars related to the Guidance and Counselling programme)

- **Planning/strategic documents**
 - Results-Based Management frameworks
 - National M&E Policy
 - ZIMASSET
 - Interim Poverty Reduction Strategy Paper (I-PRSP) 2016-2018
 - ESSP, NOP, DOPs, SDPs,
 - Zimbabwe National Nutrition Strategy 2014-2018
 - The National Health Strategy for Zimbabwe 2016-2020

- Gender Mainstreaming and Gender-Based Budgeting
- The 2013-15 WHO HIV guidelines on HIV - (has a section on adolescents and ART);
- Other SRH and HIV related strategies;
- **National Level studies and report**
 - Statistical reports (e.g. EMIS, MICS, DHS, etc.)
 - ZNSP III
 - Education Sector Analysis Report
 - Living Conditions Among Persons with Disability Survey
 - Zimbabwe Vulnerability Assessment Committee Rural Livelihoods Assessment
 - Child Labour Survey Report
 - National assessment on out of school children in Zimbabwe
 - Policy Narrative Report: An Exploratory Study on the Social Norms Aspects that Underpin Violence against Children in Bush Boarding
 - Addressing Social Norms that Underpin violence against Children in Zimbabwe)
 - Reports by registred Private Voluntary Organisations (PVOs) working on Life Skills, Sexuality HIV and AIDS Education
- **Any other documents** related to excluded children such as children on the street, children with parents in prisons, children impacted by HIV and AIDS, children affected by humanitarian disasters, child marriage and teenage pregnancy
- **Secondary data analysis**
 - EMIS
 - MICS
 - Living Conditions Among Persons with Disability Survey

International Legal Framework

- Convention against Discrimination in Education
- Convention on the Elimination of all Forms of Racial Discrimination
- Convention on the Elimination of all forms of Discrimination Against Women
- Convention on the Rights of the Child
- Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour
- Convention on the Protection and Promotion of the Diversity of Cultural Expressions
- Convention on the Rights of the Persons with Disabilities)
- **Regional legal framework**
 - African Charter on the Rights and Welfare of the Child
 - SADC Policy Framework on Care and Support for Teaching and Learning

