

# Terms of Reference for Research Consultant on School Violence & Bullying in Eastern and Southern Africa

## 1. Purpose

The assignment is for a Consultant to conduct research related to school violence and bullying (SVB), as part of a collaboration between UNESCO and Leonard Cheshire on a project on school violence and bullying (SVB) and children with disabilities in the Eastern and South African Region (ESA). The consultant will conduct a needs assessment and review policies and programmes available to address SVB affecting learners with disabilities in Lesotho, Botswana, Mozambique, South Africa and Zambia. The Consultant will also undertake a qualitative data collection exercise comprising of Focus Group Discussions and Key Informant Interviews in South Africa and Zambia and will assist with a similar exercise in Mozambique, Lesotho and Botswana.

The review will contribute to the advancement of the understanding and the documenting of this topic and inform a series of international policy dialogues organised by UNESCO and its partners around this theme. The consultant will work closely with the Leonard Cheshire's research team to achieve the objectives and deliver the expected outputs as detailed in the Terms of Reference (ToR).

Leonard Cheshire is a leading pan disability organisation supporting inclusive programmes on education and employment. Internationally we have placed over 80,000 people with disabilities in jobs and livelihood programmes internationally.

## 2. Context

There are more than one billion people with some form of disability, accounting for 15 per cent of the world's population. An estimated 5% or 93 million children of those aged 14 or younger live with disabilities, but numbers could be much higher.<sup>i</sup> Nearly half of the children with disabilities are out of school.<sup>ii</sup> The accurate data on children with disabilities is scarce mainly due to outdated definitions and measures of disabilities; inadequate resources and statistical capacity in many countries; children with disabilities are often placed in specialized and closed institutions or have their existence denied by their families.

Similarly, little is known about the nature of violence against children with disabilities in schools and other learning environments. As confirmed by the UNESCO commissioned report, entitled *Behind the Numbers: Ending school violence and bullying*, there is limited data on the experience of school violence and bullying among children with disabilities. As identified by the report, there is a dearth in understanding of "the current state of policies and programmes to address school-based violence and bullying".

School violence and bullying are obstacles to the right to education for learners with disabilities as enshrined in the UN Convention of the Rights of Persons with Disabilities. Inclusive policies are essential in the realization of the rights of persons with disabilities and reviewing existing laws, policies and related programmes to determine their compliance with UNCRPD principles is just the start of an on-going process towards inclusion.

In order to bridge the gap in evidence in this area, UNESCO and Leonard Cheshire are partnering on this project on school violence and bullying (SVB) and children with disabilities in the Eastern and South African Region (ESA).

The partnership will focus on the countries that are already currently involved in UNESCO's Comprehensive Sexuality Education (CSE) project, comprising of Lesotho, Botswana, Mozambique, South Africa and Zambia.

### **3. Activities and Deliverables**

The consultant will conduct a needs assessment exercise (desk review and qualitative research) to understand the current state of available policies and programmes to address school-based violence and bullying affecting learners with disabilities in five countries the ESA region. This will be aligned with the project on CSE and learners with disabilities. The needs assessment consists of two distinct but interrelated phases:

#### **Phase 1**

##### **Desk Based Research (10 days)**

The consultant will conduct a desk-based review of the available academic and grey literature to review and map the policies and programmes related to SVB in the focus countries. The review will be geared towards addressing the following two objectives:

1. To identify specific policies that have been developed to support the inclusion of learners with disabilities in education settings.
2. To identify specific programmes being delivered for learners with disabilities in education settings within the ESA region including (1) mainstream schools and (2) special schools.

#### **Phase 2**

##### **Providing technical/operational support to LC Research Team and UNESCO teams on the ground in collecting primary data on SVB as per the agreed timelines (15 days)**

The objectives for the deliverable are:

- To identify current needs, challenges and opportunities of learners of diverse disability types specifically in relation to SVB, from the perspective of children and their guardians/caregivers, and teachers and other key informants.
- To identify the support teachers and schools need to ensure the effective prevention of SVB regarding learners with disabilities, and how this should be best provided – (also barriers to reporting and how to respond to that).
- To map out organizations that offer services to children with disabilities on violence and bullying, within the school environment and local communities.
- To explore perspectives on SVB of learners with disabilities amongst teachers, caregivers, and other key stakeholders including Organizations of Persons with Disabilities (OPDs) and NGOs. This will include exploring support teachers require to better support learners with disabilities.
- Based on findings, make recommendations on the way forward.

The consultant will work closely with the LC team supporting the development of interview/FGD tools and will be responsible for liaising with the UNESCO teams on the ground in all 5 countries to collect the primary data for the project. However, the consultant will be directly involved in collecting data in Zambia and South Africa,

- Primary data collection - Interviews and Focus groups
  - The consultant will be responsible for collecting data (see below for details) in 2 of the 5 countries (remotely via Zoom or any other platform). The incumbent will also work in close coordination with the UNSECO teams in Mozambique, Lesotho and Botswana to collect data liaising through their country offices.
  - The consultant will be responsible for the development and execution of training for data collection for OPDs and UNESCO teams on the ground.
  - Data Collection:
    - Focus Group Discussions: 6 FGDs per country (2 each with learners with disabilities, parents and teachers)
    - Key Informant Interviews: 8 per country (2 each with Govt officials, OPDs and other NGOs including representative of civil society)

#### **Data analysis and Report writing (15 days)**

The consultant will be responsible for analysing the data and writing the report, as per the deliverables

### **4. Deliverables**

- A comprehensive report on the project comprising of the following sections:
  - a. Section on policy review including cataloguing policies, programmes and literature identified & their key characteristics
  - b. Section on findings from the focus group discussions and key informant interviews juxtaposed with the policy and programme review (FGD/KII transcripts with thematic analysis as annexure)
  - c. Section on key strategies and policies to address SVB affecting learners with disabilities in each of the 5 countries in relation to education at the primary and secondary levels and teacher training.
  - d. Sections on Executive Summary, Research Methodology, Recommendations and References.

### **5. Timeline**

The consultant is expected to deliver this role within a maximum of 3.5 months (40 day work) starting from 15<sup>th</sup> May 2021 with completion no later than 31<sup>st</sup> August 2021.

### **6. Person specification**

- Proven knowledge and interest in disability research, practice and/ or policy
- Experience of undertaking qualitative data collection, policy analysis and desk-based reviews
- Considerable experience in working/ engaging with the education sector.
- Technical knowledge of disability, school violence & bullying and/or inclusive education
- Able to work on own initiative
- To have empathy with the values and ethos of Leonard Cheshire

## Key competencies and skills

- Excellent interpersonal skills to work with different stakeholders
- Ability to work and deliver under strict deadlines and under pressure.
- Excellent communication, presentation and writing skills in English
- To have good IT skills in standard MS packages
- To be confident designing and developing learning resources for organisations

## Qualifications

- A Master's degree or above with relevant applied research experience.

## 7. How to apply

### Please submit an expression of Interest:

In your Expression of Interest, including the following;

- Your CV including track-record of recent projects and/or publications (including a writing sample)
- Your experience of delivering similar work in scope or focus
- Expected consultancy fees

Please respond with your Expression of Interest, or any queries, to Aryn Lajji ([amyn.lajji@leonardcheshire.org](mailto:amyn.lajji@leonardcheshire.org)) by 8<sup>th</sup> May 2021.

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## References

<sup>i</sup> UNICEF. 2013. Children and Young People with Disabilities Fact Sheet.

<sup>ii</sup> <https://www.unicef.org/education/inclusive-education>.