TERMS OF REFERENCE
Sport, Physical Education and Girls’ Education
Mapping, Analysis and Policy Advocacy Consultancy

Contract #:

Background:
Sport, physical education, and recreation have a positive impact on children’s education and on development more broadly by promoting access to quality education. Ensuring that girls have equal access to quality education is central to development. Sport is being used, often in after-school programmes, to encourage the inclusion of girls, out-of-school children and children with disabilities. Sport and physical education also teach essential values and life skills including self-confidence, teamwork, communication, inclusion, discipline, respect and fair play. Sport and physical education have psychological benefits such as reducing depression and improving concentration, and during emergencies, is an effective measure to help children overcome psychological stress and trauma caused by the emergency. Physical education typically improves a child’s ability to learn and increases concentration, attendance and overall achievement. Young people learn better when they are having fun and are being active. Within schools, physical education is an integral component of quality education.

The skills and values learned through sport and physical education are especially important for girls, given that they have fewer opportunities than boys for social interaction outside the home and beyond family networks. Through sport, girls and young women have the chance to improve their confidence and self-esteem and be leaders. As girls begin to participate in sport, they also acquire new interpersonal links and access to new opportunities, allowing them to become more engaged in school and community life.

However, in many countries, girls have far fewer opportunities to enjoy the benefits of being involved in sport and physical education, due to gender and cultural norms as well as other barriers. Children and youth (especially girls and young women) from marginalized ethno-cultural groups or with a disability often have even fewer opportunities to participate in sport and physical activity.

The past decade has seen rapid growth in the use of sport, recreation and play to achieve specific development objectives, including, most notably, the Millennium Development Goals (MDGs). This area is referred to as ‘Sport for Development’ and in 2004, the International Working Group for Sport for Development and Peace (IWG SDP) was established to articulate and adopt policy recommendations to incorporate sport and physical activity into the national and international development strategies of national governments. In their 2008 publication, ‘Harnessing the Power of

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2 Ibid.
4 Sport for Children and Youth: Fostering Development and Strengthening Education - The Right to Play - Chapter 3 –P.92
5 SDP IWG is an inter-governmental policy initiative whose aim is to promote the integration of Sport for Development and Peace policy recommendations into the national and international development strategies of national governments.
Sport for Development: Recommendations to Governments’, the Working Group identified the following contributions sport could make:

**MDG 2: Achieve universal primary education**

- School sport programmes motivate children to enrol in and attend school and can help improve academic achievement
- Sport-based community education programmes provide alternative education opportunities for children who cannot attend school
- Sport can help erode stigma preventing children with disabilities from attending school

**MDG 3: Promote gender equality and empower women**

- Sport helps improve female physical and mental health and offers opportunities for social interaction and friendship
- Sport participation leads to increased self-esteem, self-confidence, and enhanced sense of control over one’s body
- Girls and women access leadership opportunities and experience
- Sport can cause positive shifts in gender norms that afford girls and women greater safety and control over their lives
- Women and girls with disabilities are empowered by sport-based opportunities to acquire health information, skills, social networks, and leadership experience

But despite the efforts of the Working Group to advocate for development through sport, considerable challenges persist. In particular, there remains a lack of government action to maximise the contribution of sport and physical education to support girls’ education, and where action exists, it is often carried out in isolation or as standalone interventions. In civil society, many NGOs recognize the role sport can play in supporting girls’ empowerment, but often do not make the link to the broader education system.

There is therefore, a critical need to:

- Collect and analyse existing evidence to (a) strengthen the policy case for equitable access for girls to participate in sport and physical education and (b) understand what are the key components to effective programmes that will lead to quality education for girls and help address existing barriers (e.g. social norms).
- Connect the education, physical education and sport for development sectors to foster more holistic, concerted approaches to equitable access to sport and physical education for supporting girls’ education.

In July 2011 South Africa will host the Beyond Sport Summit. Beyond Sport is a global organization that promotes, develops and funds the use of sport to create positive social change across the world, and UNICEF is its international development partner. Beyond Sport is interested advancing the role of sport and physical education in creating social change. At the last Beyond Sport event in September

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2010, UNICEF and UNESCO met with the organizers to set forth a strategy to work together to advance this agenda and to broaden the group of partners working to this end. As both organizations are active in the partnership for girls’ education, they approached the UNGEI Secretariat about using the Beyond Sport platform to promote the key role of sport in girls’ education.

Recognizing the key role of sport and physical education in educating girls and the need for guidance on how to encourage this at the country level, UNGEI seeks to engage a consultant to conduct a review and provide an overview of the current knowledge on how to improve access to and quality of sport and physical education for girls and increase the understanding on how participation in sport, both in and out of school, can address common barriers faced by girls, including social norms.

**Purpose:**
Under the supervision of the UNICEF Senior Advisor, Head of the UNGEI Secretariat, the core aims of the consultancy are to:

- Collect evidence around the present application of sport and physical education in girls’ access to quality education and sport as a vehicle to address common barriers faced by girls in education.
- Analyse the evidence collected and provide an overview of the current knowledge and understanding in this area (i.e. whether there is enough evidence to build a case for policy).
- Explore the trends in terms of gaps in practice or evidence.
- Provide a concise set of recommendations for the UNGEI partnership on how sport and physical education can effectively be employed to enhance the access and quality of education for girls and young women.
- Provide a concise set of recommendations for governments on how to increase access and quality of education opportunities for girls and young women through sport and physical education.
- Provide a concise set of recommendations for NGOs on how to increase access and quality of education opportunities for girls and young women through sport and physical education.
- Identify good practices that can be adapted or adopted.

The exercise should be problem-focused, driven by the question of how sport and physical education can address girls’ education challenges -- including increasing enrolment and retention, reaching the marginalized and tackling destructive social norms -- while also contributing to healthy child development. The outcomes of this consultancy will be used to advance the promotion and understanding of sport and physical education as a tool to address girls’ education globally.

The consultancy will consist of the following key tasks:

1. Undertake a literature review of advocacy, policy and programme initiatives demonstrating where sport and physical education have impacted on girls’ education, including enrolment and completion, self-development and empowerment (including in emergency contexts).
2. Conduct a survey (electronic) among key external stakeholders to gain an understanding of how far and in what ways existing programmes are engaging in this area (including in emergency contexts).
3. Mapping existing initiatives that address girls’ education through sport and physical education.
4. Develop policy recommendations to multi-sector stakeholder groups (UNGEI partnership and governments) at the global, regional, national and sub-national levels on how to support the
advancement, outreach and positioning of sport and physical education to enhance access and quality of sport and physical education opportunities for girls and young women. (Note: the recommendations may or not be uniform across each group).

5. Develop a five-year timeline outlining key policy advocacy and outreach opportunities for promoting the role of sport and physical education in improving the access to, and quality of girls’ education.

Key questions that the consultancy will address:

- Where has sport and physical education, been particularly effective in supporting and contributing to girls’ education? How and why?
- What are the main challenges and barriers to progress in this area? What are the opportunities?
- Who are the key actors, how effective is their communication/coordination and what role can they play in advocacy and policy change?
- What evidence is still required to support advocacy with governments?
- What measures can governments take to enhance the contribution of sport and physical education to girls’ education?
- What comparisons can be made to other means used to address barriers girls face in education? Is sport a cost-effective way to surmount the barriers?
- How can the UNGEI partnership, support and facilitate these efforts?

Baseline Documents

- International Council of Sport Science and Physical Education ICSSPC
- The International Charter on Physical Education and Sport-UNESCO
- Women 2000 and Beyond: Women, Gender Equality and Sport (UN Division for the Advancement of Women, 2007)
- Various declarations by the International Working Group on Women and Sport
- Various publications by the International Association for Physical Education and Sport for Girls and Women
- Harnessing the Power of Sport for Development: Recommendations to Governments
- The Stellenbosch Importance Statement from the 16th World Congress of the International Association of Physical Education and Sport for Girls and Women ([http://www.vagacms.co.uk/content/showcontent.aspx?contentid=1458](http://www.vagacms.co.uk/content/showcontent.aspx?contentid=1458))

**Duty Station, Duration and Payment:**
This consultancy will be undertaken between January and April 2011. The consultant will work from home, with limited office-based activities in New York UNICEF Headquarters when appropriate. The
consultant will be paid based on production of deliverables, not on a monthly basis. Two payments will be effected.

**Activities, resources, deadlines:**

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<tr>
<th>Outputs</th>
<th>Duration (person days)</th>
<th>Deadline</th>
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<tr>
<td>Inception report to build consensus between UNGEI and the consultant on the TOR. The report will offer suggestions for improvements to the TOR and will outline in detail a fine-tuned methodology and scope based on the consultant’s interpretation of the tasks and deliverables suggested in the TOR.</td>
<td>5 days</td>
<td>5 days after the initial Contract is signed</td>
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<td>Revised inception report based on meeting and presentation in New York.</td>
<td>2 days</td>
<td>End of January</td>
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<td>Literature review, mapping, surveying, and analysis.</td>
<td>20 days</td>
<td>End February</td>
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<td>Final report for UNGEI outlining the current situation, challenges, opportunities, recommendations (for UNGEI, Governments and NGOs working in related areas) and a suggested five-year timeline on how sport and physical education can enhance quality education for girls. Refer to key tasks on page 3-4.</td>
<td>20 days</td>
<td>End April</td>
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<td>TOTAL</td>
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**Key skills, technical background, and experience required:**

- Post-graduate degree in education, physical education and sport or a related field and familiarity with sport and development issues.
- Academic training in and a proven track record in issues pertaining to education and gender.
- At least 7 years of experience in education and development issues and familiarity with quality education.
- Experience with research and literature review.
- Good English writing skills.

**Proposed by:** Cheryl Gregory Faye, Senior Adviser/Head of UNGEI Secretariat

Signature: __________________________ Date: __________________________

**Authorized by:** Susan Durston, Associate Director and Global Chief of Education, Programmes

Signature: __________________________ Date: __________________________

**Consultant’s Name:**

Signature: __________________________ Date: __________________________