

Terms of Reference (ToR)

Revamping Modules on Gender Responsive or transformative Pedagogy

Background and Context

Many countries in Sub Saharan Africa were signatory to the former Millennium Declaration and Education for All, Dakar Framework for Action. Countries were steadily working towards the achievement of the six EFA goals and education-related MDGs, so as to provide equitable, quality education for all citizens as well as to close the gender gap as stipulated in their constitutions. Though the gender gap has nearly been eliminated in primary education in recent years, gender disparities remain deeply entrenched in many African countries in terms of education access, learning environments, school completion rates and learning outcomes as it goes to the upper ladders of education. Discrimination gets more severe in marginalized areas including conflict and post-conflict areas, where limited education resources unevenly distributed with preference to males. There are significant gender and geographical disparities in the performance of primary and secondary school leaving students. Besides the performance, it is also worth looking at the values transmitted through the textbooks and the pedagogical approach used in the classroom. Gender responsive pedagogy ensures that both girls and boys are valued in their uniqueness.

Taking tremendous lessons from the previous commitments, countries in the world committed to the new post 2015 Sustainable Development Goals (SDGs) of which goal 4 states “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Target 4.5 of the SDG also clearly specifies “By 2030, to eliminate gender disparities in education and ensure equal access to all levels of education and for all the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”. Furthermore, the Continental Education Strategy for Africa (CESA) adopted ten priorities, which include equitable and inclusive access to education for all; equity and gender quality; and teachers and teaching. In addition to these global and continental commitments, FAWE Policy Advocacy and Approaches, UNICEF Gender Action Plan and UNESCO Gender Equality Priority Action Plan are the major documents that indicate the commitment of partners on achieving gender equality at all levels of education.

What is most critical for the improvement of the above situation is the quantity and quality of the teaching force that is responsive towards its actions in relation to gender. However, Continuous Professional Development (CPD) or upgrading for un/under-qualified teachers and the relevance and application of such training is a major challenge at all ladders of education. There is no institutionalized system for in-service teacher education or framework on CPD to enable teachers to improve their professional competencies including gender responsive approaches to teaching and learning. The need of the countries is therefore, to mainstream and create institutionalized system on gender responsive pedagogy at teacher training colleges (pre and in service) and at primary school level, so as to keep the achieved gender parity by tackling the challenges of retention,

achievement and low completion rate for girls and ultimately leading to boys and girls taking on more gender equal behaviours.

Justification

UNICEF, UNESCO-IICBA and FAWE are joining hands to revamp a gender responsive pedagogy training conceptualized by FAWE in 2005. FAWE's gender responsive pedagogy handbook has been used to train teachers at the pre- and in-service level since its inception however several countries have started developing their own material. In a discussion held between the 3 organizations, it was agreed that there are four main areas that need revision or updating based on the feedback received from the piloting of the handbook:

- Incorporate the latest research on gender equality and best practices in the training and ensure that the modules are interactive by using more activities and examples
- Develop modules in such a way that they can be used for both in-service and pre-service teachers
- Develop the module so that it can be used for online learning and face-to-face learning
- Develop guidelines and a capacity development strategy to ensure proper roll-out of the training in countries

Purpose and Objective

The goal of this consultancy is to develop a toolkit on Gender Responsive Pedagogy to support national governments across the African continent to integrate Gender Responsive Pedagogy in the classroom. It will be based on FAWE's GRP Teachers' Handbook from 2005 and other GRP guides developed by UNESCO and UNICEF. The toolkit will include a guidance note, a teachers' training for pre- and in-service teachers of primary and secondary education and a capacity development strategy for the roll-out of the training to the school level. The consultancy also includes review of the latest research and best practices in the area of gender equality and training practices for teachers and students.

This consultancy will be managed by the partnering organizations (FAWE, UNICEF and UNESCO-IICBA) and the review of the deliverables will be done by the various organizations.

Methodology and Technical Approach

The consultant will look at the latest research and successful practices on gender equality and gender responsive pedagogy to inform the review/revamping of the training. A consultative process engaging practitioners from the start will be employed as this promotes ownership. The consultant will as well review FAWE's GRP evaluation reports and the documented good practices to inform the development of the GRP tool kit. As representation from countries such as Ghana, Kenya, Malawi and Morocco primary data will be collected.

A revised toolkit on gender responsive pedagogy that can be used as teachers' handbook(s) for pre-service and in-service teacher training, including school-based training, for primary and secondary education will be developed. This training should be able to be offered face-to-face as well as online. The review of the training will be done by all parties UNICEF, UNESCO-IICBA and FAWE.

The developed tool kit will be pre-tested in selected countries (focus on countries where the GRP handbook has been used) ahead of the validation workshop.

A capacity development strategy will conceptualize various models of roll-out of the training to inspire countries in different contexts. And a guidance note to facilitate advocacy for gender

responsive pedagogy will be developed.

Finally, a sensitization and validation workshop will be organized in Nairobi, to bring on board different African countries.

Activities, Tasks, Outputs and Deliverables

The Toolkit on Gender Responsive Pedagogy should include the following components:

- A guidance note outlining the rationale for Gender Responsive Pedagogy in the context of National Education Strategies as well as national policies and frameworks on Gender Equality.
- This note should outline the purpose and rationale for integrating Gender Responsive Pedagogy in the context of national results on educational outcomes and related teacher training strategies and curricula.
- It should review existing literature and evidence on the theory of change and on the policy and programmatic options that national governments should consider in strengthening gender responsive pedagogy.
- A set of revised tools and standards on Gender Responsive Pedagogy to be used and adapted in national contexts.
- Taking a human centred approach that includes: (i) personal values (diversity, commitment, equality, courage etc) and personal leadership as the basis for transforming unequal gender patterns (ii) the capacity of stakeholders to shift different systems (schools, communities, policies) so that they promote gender equality and value of girls, and (iii) evidence of improved learning for boys and girls as well as more gender equitable norms and behaviours.
- Taking on gender as a relational concept, with strategies that look at addressing both masculine and feminine ideals, with engagement of men and boys.
- Ensuring content is user-friendly content that can be easily adapted for online-learning

Guidelines for designing, implementing and measuring programmes to strengthen Gender Responsive Pedagogy capacities in the context of national pre-service, in-service and in-school training curricula. This should support ministries in charge of primary and secondary education to design training and capacity development programmes on gender responsive pedagogy in the context of pre-service, in-service and/or school-based training. The guidelines should:

- Foster leadership, ownership and sustainability in the design of training and capacity development programmes
- Integrating a strong monitoring and learning component in the roll-out of teacher training programmes
- Outline different options and criteria to consider in designing the strategy: eg.
 - Role of key actors/institutions to ensure sustainability
 - Integration in both pre-service and in-service training and/or school-based training
 - Training of trainers roll-out
 - Strategies to support teachers' capacities and practice, including 'championship' strategies and awards
 - Options for using ICT
- Guidance on measuring teachers' application of gender responsive pedagogy, including a full monitoring and evaluation plan

FAWE, UNICEF and UNESCO IICBA will host a sensitization workshop with the responsible ministry of education officials of African countries and stakeholders to validate and introduce the work done.

Management, Organization and Timeframe

The duration of this consultancy is 70 working days from March 1 to May 31st 2018.

The consultant will work from his/her own premises and travel to Nairobi for the validation workshop.

The consultant will be provided administrative support to perform the tasks as per the TORs. Regular meetings with the UNICEF, UNESCO IICBA and FAWE team, especially the supervisor of the consultancy, will be organised, and a coordinating mechanism will be set-up to involve all the 3 organizations at each and every stage of the tool kit development.

The consultant is expected to submit electronic versions of deliverables to the lead team, copying in all focal point persons from the 3 organizations. The platform for the online learning component will be agreed upon by UNESCO- IICBA.

No	Activities	Time
1	Application for the consultancy	February 12 to February 24, 2018
2	Start date of the consultancy	March 1, 2018
3	Review the latest research and successful practices on gender equality and gender responsive pedagogy to inform the review/revamping of the training draft report	March 20, 2018
4	Final report on the Reviewed research and successful practices on gender equality and gender responsive pedagogy to inform the review/revamping of the training	March 30, 2018
5	Develop comprehensive gender responsive pedagogy toolkit that can be used as teachers' handbook for general education (primary and secondary level) Submit the first draft	April 30 2018
6	Incorporate comments from FAWE, UNICEF and UNESCO IICBA and submitted report	May 15, 2018
7	Organize a sensitization and validation workshop on the toolkit for the targeted African countries (to be held in Nairobi with FAWE)	May 21, 2018
8	Develop guidelines for countries to design a capacity development strategy and final training material	May 31 st 2018

Budget and Remuneration

Deliverables	Schedule of payment
reviewed literature and practice on GRP	1 st payment
Draft Comprehensive gender responsive pedagogy toolkit	2 nd payment
Comprehensive gender responsive pedagogy toolkit – with online adaptation platform	3 rd payment
Sensitization and validation workshop on Comprehensive gender responsive pedagogy toolkit – with online adaptation platform	4 th payment
Final GRP toolkit and capacity development strategy	5 th payment

Qualifications and Specialized Knowledge/Experience Required

- Advanced university degree (Masters as a minimum) in Education, social sciences, and/or international development with focus on education;
- A minimum of 5 years of experience in curriculum development, ICT4education, gender, research, analysis and/or providing technical advice to government, and/or international development organizations in the area of curriculum development;
- Experience in personal development would be a strong asset;
- Excellent organizational skills, networking and interpersonal skills required
- Excellent written and oral communication skills in English required;
- Ability to work independently and respond to feedback in a timely and professional manner
- Experience in WCAR region not required but would be an asset.

Conditions of Work

The consultant will closely work with UNESCO-IICBA, UNICEF WCARO and ESARO BEGE's Education Specialists and Gender Advisor, and FAWE which is the technical committee to evaluate the deliverables.

- Payment is made against approved deliverables and payment will only be made for work satisfactorily completed and accepted by the technical committee of FAWE, UNICEF and UNESCO-IICBA.
- No advance payment is allowed.
- The candidate selected will be governed by and subject to UNESCO's General Terms and Conditions for individual contracts.

Languages

Fluency in English is required.

If you are qualified and interested in these positions and meet the requirements, please forward your application with updated curriculum vitae and as well as a cover letter with the subject "**Gender Responsive Pedagogy Consultancy**", via email, no later than 25th February 2018 to: a.eyerusalem@unesco.org, wcarohr@unicef.org, ivervloesem@unicef.org and MMuhwezi@fawe.org please make sure you copied Info.iicba@unesco.org

Applications submitted without a clear work methodology and a fee/ rate will not be considered. Please note that only shortlisted candidates will be contacted.

UNICEF, FAWE and UNESCO-IICBA are committed to diversity and inclusion within its workforce, and encourages qualified female and male candidates from all national, religious and ethnic backgrounds, including persons living with disabilities, to apply to become a part of the organization.