



UNDP APCR TERMS OF REFERENCE

Title:	Curriculum Content & Training Module Developers
Type of Contract:	Individual Contractor (Up to 6 positions for 6 themes)
Duration :	July – November 2011
Duty Station:	Home-based with one trip in the region

Background

"Partners for Prevention: Working to Prevent Violence against Women" (P4P) is a UN interagency initiative of UNDP, UNFPA, UN Women and UNV. This regional joint programme offers a coordinated approach to support primary prevention of violence against women in the Asia-Pacific. For further information, see www.partners4prevention.org.

P4P has been supporting the formation of an East & Southeast Asia (ESEA) Regional Learning Community to promote gender justice and prevent gender-based-violence. The regional community seeks to develop a collective approach to knowledge creation and skills building for the primary prevention of violence against women and promotion of gender justice. As part of this effort, the regional community has initiated a process of developing a regional learning curriculum based on their collective knowledge and experiences.

The learning process is to be shaped around the following principles:

- **Empowerment through community building, cooperation and unity.** Each member of the community is a teacher and a student; all are valued equally. Each participant is encouraged to bring his/her unique experiences to the knowledge creation process in whatever form is appropriate. Knowledge creation is a participatory, egalitarian & inclusive empowerment process.
- **Knowledge is of the community - not reproduced for it.** Texts are created and contributed by the participants themselves, not imported from other places without critical reflection. The community critically examines where knowledge comes from: "how do we know what we know" and "who says these are good ideas?"
- The community incorporates a **feminist** and **human rights-based** understanding of social change.

The complete regional curriculum will have four sections: Knowledge, Process, Skills and Tools. The Knowledge section is divided into two parts: Foundational Knowledge and Technical/Thematic Knowledge. The first part of the regional learning curriculum will focus on the Foundational Knowledge.

Members of the Learning Community will be activists/practitioners engaged in and committed to promoting gender justice and ending violence in their communities. Members will be expected to both apply new learning from the regional process in their respective contexts and contribute local experiences to the regional curriculum. Members can also support the development of a national adaptation of the regional curriculum.

From 2011 to 2012, there will be a series of collective learning sessions as a process to collectively develop the regional curriculum. For 2011, a five-day workshop on the Foundational Knowledge will be held to build critical consciousness, critical thinking capacity, knowledge and analytical capacity.

The content of the Foundational Knowledge workshop will be the basis for continued development, expansion, deepening and nurturing of this part of the curriculum. The curriculum will be fluid and evolve with its own set of original materials. A wiki¹ (http://wiki.engagingmen.net/index.php?title=Main_Page) will be used to catalogue and house the regional community's resources. Each workshop theme will be setup as a separate module in the curriculum and have its own wiki-page.

Objectives of the Assignment

The overall objectives of the assignment are:

- Content of the Foundational Knowledge Section developed and set up in a wiki page
- Activists/practitioners trained according to the curriculum content and training modules

Partners for Prevention (P4P) is looking for **curriculum content and training module developers and trainers** for the following **themes**:

- 1. Feminism & Human Rights Based Approaches:** Understanding the principles of feminism and human rights approaches and their applications for long-term social change.
- 2. Patriarchy and Gender Power Relations:** Understanding patriarchy as a system of power/hegemony/hierarchy. Understanding gender as relational and its uses in constructing/maintaining unequal power relations.
- 3. Masculinities:** Understanding masculinities – what they are and how are they used. Connections among masculinities and gender-based violence.
- 4. Gender-based Violence:** Understanding various forms of gender-based violence, and the intersections among different types of violence and power systems. Understanding risk and protective factors for perpetration and victimization across the social ecology (from individual to the larger social/structural levels).
- 5. Movement-building and Social Change:** Understanding the long term process of social change and different theories of how change happens. Understanding models and examples of how to build movements and solidarity for change.
- 6. Leadership and Activism:** Understanding leadership as visionary, inspirational and exemplary. Understanding management and facilitation skills, styles and techniques for organizational and personal development.

¹ A wiki “is a website that allows the creation and editing of any number of interlinked web pages via a web browser.” (<http://en.wikipedia.org/wiki/Wiki>, Accessed 18 April 2011)

Each theme should have:

- Learning objectives & an overview of the key content;
- Case studies, stories, experiences, best practices and other formats from the ESEA region and/or the same from other regions or global sources with an analysis of their application to the ESEA region
- Description of the methodology of delivering the content, including facilitation notes;
- Analytical frameworks of the key content;

Scope of Work

Each curriculum content and training module developer is required to:

1. Develop an outline of the module (of selected theme)
2. Develop content for the selected theme/topic appropriate and applicable for the region using existing local, national, regional literature and experiences as much as possible; writing and documenting new knowledge and information about the region; and commenting and critiquing global resources from regional perspectives
3. Develop training methodology (for the particular theme/topic), session plan and supporting materials including facilitation notes for the workshop
4. Document experience of the content development process and the workshop in a reflection note.

Peer Reviews

As a part of the content development process, content developers will review other themes/topics to assure linkages and consistency between topics and coordinate contents among developers. After the workshop, adjustments of the contents should be made on the wiki based on the workshop feedback.

Workshop facilitation

Content developers are encouraged to facilitate the workshop. In case developers cannot facilitate the session, they should provide support to workshop facilitators to conduct the workshop.

Technical Guidance

A senior technical advisor will provide an overall technical guidance to and supervision on the development of the regional curriculum including supervising, supporting, and mentoring the regional team of content developers to draft curriculum contents and training modules; and providing guidance on planning, designing, and executing regional workshops/learning sessions.

Duration of Assignment, Duty Station and Expected Place of Travel

Duration of Assignment: July - September 2011

Duty Station: Home-based

Expected places of travel: There will be one trip in the region to attend workshop held in August 2011

Deliverables/Output

1. An outline of the module
2. Learning Content (background literature, related reading, supporting materials, links)
3. One adaptable training module with training methodology, exercises, training tools and facilitation notes
4. A reflection note documenting lessons-learned of the module development process and the training

Provision of Monitoring and Progress Control

The consultant will work under the supervision of the P4P Programme Coordinator, and will be supported by the Capacity Development Coordinator for coordination and communication. The team of curriculum content and training module developers will receive technical guidance, supervision, and support from a Senior Technical Advisor.

The timeline of the curriculum content and training module development for the Foundational Knowledge Section is as follows:

Time frame by:	Deliverables	Activities
July	An outline of the module	Develop an outline of the module
July	1 st Draft of learning content	Develop learning content & share for peer review
July	2 nd Draft of learning content	Adjust learning content and collect materials
July	1 st Draft of training module	Develop training module
August		Deliver training or participate in the workshop
September	Final draft of learning content & training module	Adjust the module based on workshop feedback
September	Reflection note	Document experiences

Note: P4P will support content developers to upload their work on the wiki where developers should facilitate virtual discussions and exchanges of knowledge and experiences.

Degree of Expertise and Qualifications

P4P is looking for interested persons in the region who are experienced working in or have a strong affiliation with the field of violence against women and gender justice. Candidates should have skills in the field of gender, and have the ability to turn knowledge contents into a practical training module. Interested persons should be able to provide the training session or refer to someone who can carry out that part and include facilitation notes with the practical training module.

Qualifications

- Hold at least a diploma in social sciences or other relevant field.
- Proven experience with and knowledge of selected theme/topic, particularly in the ESEA region
- Have some experience in community education, social/gender justice movement and activism, and/or capacity development
- Overall understanding and knowledge on gender justice, feminism, and human rights
- Some experience in conducting critical analysis of gender issues particularly in the context of the ESEA region
- Some experience in handling various dialogues, debates or writing on gender equality and violence prevention
- Facilitation and training skills and experience
- High written and spoken English competency
- Commitment to gender justice and interest in taking this work forward in the future

Please visit <http://www.undp.or.th/aboutus/jobs.html> to see full job descriptions. Interested persons should submit a detailed resume, and UN Personal History Form (P11) with a cover letter clearly stating the position title by **27 June 2011. Women candidates are encouraged to apply. Kindly send the application to:**

Procurement Unit

G.P.O Box 618, Bangkok 10501 or email to: rcb.procurement.th@undp.org

Only shortlisted candidates will be notified

