

Terms of Reference – Consulting Assignment

Title:	Gender Responsive and Inclusive TEVET Instructor Training Course
Domain:	Technical and Vocational Education and Training
Consulting Level Grade:	Senior
Organizational Unit:	UNESCO Regional Office for Southern Africa
Location:	Lilongwe, Malawi
Type of contract:	Consultancy
Duration of the contract	Up to 28 working days – indicative time frame (Home based and Lilongwe)
Deadline:	March 13, 2018
Application to be sent to:	r.chadzunda@unesco.org

Background and Justification

UNESCO is implementing several Technical, Entrepreneurial, Vocational, Education and Training (TEVET) programmes including through the European Union funded project Skills and Technical Education Programme (STEP) in Malawi. In this context, UNESCO and the European Union are partnering in supporting the expansion and improvement of equitable and gender-balanced TEVET in Malawi. In particular, the project is working to improve access to TEVET, review qualifications system, update curricula, review the governance and management of TEVET system, and better train TEVET instructors and trainers. The project's time frame is four years (2016-2020) and the overall budget of the UNESCO portion of the project is 9 million euros. The project is targeting TEVET programmes for the construction sector of the economy and also is tasked with promoting inclusion of disadvantaged groups through skills development. The construction trades targeted are brick-laying, carpentry, electrical installation (house wiring), plumbing, and painting. In certain locations, there will also be facilities for other occupations including welding and sewing/tailoring.

STEP in Malawi has the following objectives:

Overall Objective:

To empower the TEVET sector and its capacity to satisfy the economy's need for professionals through improvement of equitable and gender-balanced TEVET

Specific Objectives:

- Promote equitable and gender balanced access to TEVET
- Improve the quality and relevance of TEVET
- Strengthen the governance and management of TEVET regulatory bodies and training institutions

Part of STEP that is not managed by UNESCO involves the installation of new equipment and renovation of buildings at 20 locations for the Community Technical Colleges (CTCs) and Community Skills Development Centres (CSDCs), as well as at institutions in other locations. The CTCs are under the Department of Technical Education and Vocational Training (DTVET) whereas the CSDCs are under the Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA).

There is a high demand for improving the training provided at the CSDCs, CTCs and the National Technical Colleges (NTCs). A recent UNESCO Gender and Inclusion study found that only half of the teachers had received some form of technical teacher training and none of the TEVET teachers at any of the training centres or colleges had received training or

guidance on gender equality and inclusion and how to teach in a manner that is respectful and empowering, particularly for vulnerable students and students with disabilities. The study found that female and male students are treated differently by the instructors, that female students are given less opportunities than their male peers for practical experiences, and are assigned tasks that are less arduous and along stereotypical gender lines. Although most of the teachers (both male and female) agreed that women should be trained, there was limited understanding of the role that a teacher could play in empowering and were blind to the negative impact of some of their actions and teaching approaches. The study found that both male and female students endured negative and demeaning talk from instructors and female students experienced physical and sexual abuse from both students and teachers.¹

The Government of Malawi has made a commitment to create an inclusive learning environment in the technical institutions and has set specific targets to increase the number of women who access the TEVET system. Equipping instructors with a basic understanding of gender equality, rights of students, and teaching methods that create an inclusive and empowering learning environment is an important step in the government's commitment to gender equality. The commitment to an inclusive and equity based learning environment is set out in the Gender Equality Act (2013), the Disabilities Act (2012)², the TEVET Act (1999), and the TEVET Policy (2013).

Current technical teacher training

The Domasi College of Education was asked to develop a short 3-week course to prepare new teachers to teach in CTCs. This course does not include concepts of inclusion or gender equality and pedagogical skills that promote inclusion.³ In practice, this course was also delivered as a 2 week course which students found too intense and short for the subject matter covered. The teachers of this course are from the Domasi School of Education. The Department of Technical Education (TED) at the Polytechnic (part of the University of Malawi) also delivers short pedagogy courses for those in the technical education field. The degree courses currently offered by Department of Technical Education (TED) at the Polytechnic were revised in 2012-2014 and a number of formal technical teacher training programmes are offered: Certificate of Education, Bachelor of Education (Business Studies) and Bachelor of Technical Education (Science). A new Masters of Technical Education programme is also offered.

Assignment

The proposed assignment is to develop a Gender Responsive and Inclusive TEVET Instructor Training Course. The training course will be designed in modules that can be shaped to fit a variety of settings and cater for either short or long-term training. It is anticipated that the course will be offered at both Domasi School of Education and at the Polytechnic either as a stand-alone course or incorporated into longer technical training pedagogy courses. The course will include a package of teaching and learning materials. The course will be designed specifically for the context of the technical training environment in Malawi, with an understanding of the current and prospective TEVET instructor's cultural background, education level, and levels of knowledge and perception of gender equality and inclusion. The training will be designed using adult learning transformative pedagogy to underscore the import of the course and to ensure that the course is not superficial and only rhetorical. The training package will also include assessment exercises and processes.

¹ UNESCO, 2018. *Gender and Inclusion Analysis of TEVET System in Malawi*. Draft January 2018.

² Government of Malawi. Disability Act of 2012. Accessed online:
<https://www.malawilii.org/mw/legislation/act/2012/10>.

³ ibid

There are key resources available to build a gender and inclusion TEVET instructor training program.⁴ UNESCO organized a regional forum in Lilongwe for SADC member states on TEVET in December 2016. One of the issues touched on was training of TEVET instructors. The forum proceedings have been prepared as the first of the STEP Report Series. A Gender and Inclusion Analysis of the TEVET system study was conducted in November and December of 2017 and a Situation Analysis of Gender-based Violence and Sexual and Reproductive Health study was conducted in May 2017. These reports will be made available to the contractor.

Assignment Objectives

The assignment will have the following key objectives:

1. Design Gender Responsive and Inclusive TEVET Instructor Training Course
2. Produce instructor training materials and student learning materials
3. Design assessment process and certification process
4. Provide training to selected TEVET instructors (maximum 30) identified by STEP
5. Provide master training to selected instructors and professors (maximum 30) identified by STEP

Assignment Activities

Under the overall authority of the Director of the UNESCO Regional Office for Southern Africa, and the direct supervision of the gender and education specialist of STEP, the contractor will undertake the following activities:

1. Design curriculum
2. Draft training materials for instructor and student
3. Design assessment materials
4. Conduct training of TEVET instructors and master trainers

Expected deliverables:

The contractor is expected to deliver the following:

- 1) Curriculum (include an overall road map to the learning experience, overview of learning topics, learning objectives, course material covered and the order of lesson delivery, units within the course, learning goals for each unit, questions for each unit, appropriate learning experiences, assessment plans, learning standards and competencies)
- 2) Contextualized master trainer training materials (power point and manual)
- 3) Contextualized student (i.e TEVET instructors) learning manual
- 4) Assessment materials
- 5) Final report - Reports including an end of assignment report of not more than 8 pages (excluding annexes) providing an overview of the programme provided, lessons learned, and recommendations on sustaining and expanding the programme including eventual accreditation by TEVETA. One annex should provide a list of instructors and master trainers trained and those certified.

⁴ Association of African Universities, 2007. Gender Mainstreaming Toolkit in Higher Education.

Inputs

It is expected that the consultant will be home based with regular meetings with the STEP team in Lilongwe. The STEP team will provide a copy of documents referenced in these TORs and will provide contact information for key stakeholders as required. STEP will organize the training of master trainers.

Logistical arrangements, such as computing facilities, printing, internet/e-mail, transport, etc. is the responsibility of the contractor. The contractor will be responsible for any required in-country travel /accommodation costs and should budget for approximately 2 trips from Lilongwe to Zomba.

Timing and Reporting

It is expected that the consultant be available for two months starting end of March 2018 to develop the curriculum and learning materials and to deliver the training courses.

The proposed schedule of required reports is indicated here:

Report	Timing
1. Curriculum (Maximum 16 pages excluding appendices)	2 weeks from contract signing
2. Master Trainer Training materials (power point and manual) and assessment plan 3. Student (i.e. TEVET instructors) learning manual	4 weeks from contract signing
4. Final report	10 weeks from contract signing

Required qualifications and expected knowledge, skills, and values

EDUCATION

- Consultant must have at least a master level degree in education, social sciences, gender, or disability rights.

WORK EXPERIENCE

- The consultant should have at least 7 years' experience working in curriculum development and gender responsive pedagogy
- Desirable to have work experience in Malawi or Southern Africa
- Desirable to have work experience in technical and vocational training programs

KNOWLEDGE

- Understanding of gender equality and inclusion issues in Malawi, particularly in the education sector
- Knowledge of the UNESCO's mandate and its programme of activities

SKILLS/COMPETENCIES

- Demonstrated ability to design gender responsive and inclusive pedagogy curriculum and teaching and learning materials
- Excellent teaching skills

- Excellent writing skill
- Strong communication skills
- Sound judgement and analytical skills.
- Ability to work under pressure and to meet strict deadlines.
- Ability to work in multi-ethnic, multi-cultural environment

Values

- Demonstrated gender-sensitive behaviour and attitudes
- Must display a high standard of ethical conduct and exhibit honesty and integrity

Desirable qualifications and experience

- Higher qualification in a related field would be an advantage

Remuneration

This assignment will be at the level of senior consultant and negotiable depending on relevant experience.

How To Apply

To apply, please send i) a cover letter, ii) a maximum 6 page proposal (excluding appendices) describing how you are qualified to conduct the assignment and the approach you would take, iii) a sample of gender and inclusion training materials developed previously by the consultant; iv) a CV in English; and v) a proposed cost by **email to r.chadzunda@unesco.org by 6th March, 2018**. Please use the term **Gender Responsive and Inclusive TEVET Instructor Training Course** in the subject line of the email.