



## Terms of Reference

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Consultancy for the revision and ongoing adaptation of the training curriculum, graphic design and development of teaching aids for The Love Journey

‘The Love Journey’  
School-based Project on Primary Prevention of Gender Violence and Gender Equity  
(10-CO1-030)  
in Danang City

Hanoi, May 2013



Subject	Consultancy for the revision and ongoing adaptation of the training curriculum, graphic design and development of teaching aids for The Love Journey
Agency / project name	Paz y Desarrollo (Peace and Development) – School-based Project on Primary Prevention of Gender Violence and Gender Equity (10-CO1-030)
Location of assignment	Danang City

## I. Background:

Paz y Desarrollo (PyD) is a Spanish International NGO working in 14 countries around the world. PyD is supporting the implementation of a 4-year regional programme on *Economic empowerment with gender perspective in Vietnam, Cambodia and East Timor*.

PyD is the organisation that jointly manages The Love Journey (Hanh Trinh Yeu Thuong): Danang Schools-based Gender Equity and Gender Violence Prevention Project with the Danang Department of Education and Training (DOET). The objective of the project, the first school-based prevention initiative, is to prevent gender-based violence before it occurs. PyD is doing this through a primary prevention strategy by encouraging gender equitable attitudes among boys and girls, promoting critical reflection on harmful gender stereotypes and building key relationship and life skills.

The Love Journey's violence prevention curriculum has been adapted from the Gender Equity Movement in Schools project from the International Center for Research on Women (ICRW). The adapted curriculum is now being delivered by teachers to preadolescent boys and girls (11-14 years of age) in grades 6 and 7 across 10 Danang secondary schools.

### First revision of the curriculum by the Viet Nam Institute of Educational Sciences

The Love Journey curriculum was adapted by the Viet Nam Institution of Educational Sciences (VNIES). The adaptation process started with a consultation workshop to review the feasibility of a school-based prevention project in Vietnamese lower secondary schools.

The curriculum was then revised and adapted in collaborate with ICRW. The 1<sup>st</sup> year curriculum was tested in one class of 20 male and female students in Chu Van An secondary school in Danang city between April and May, 2012. The three topics of the 1<sup>st</sup> year

curriculum (gender, body and violence) comprising of 10 lessons were implemented with the test class by the VNIES team.

Results of the 1<sup>st</sup> testing were then used for revision and adaptation of content and structure of the 1<sup>st</sup> year curriculum. The 2<sup>nd</sup> year of curriculum was also tested and adapted in the same way.

### 1<sup>st</sup> year curriculum implementation: lessons learned and challenges

By May 2013, all 10 lessons of the 1<sup>st</sup> year of the curriculum were implemented in all intervention schools. This is the first time a gender violence prevention curriculum and student-led campaign activities have ever been introduced to Danang secondary schools. Project activities have received very positive feedback from teachers and students alike. The content of the curricula is perceived to be relevant and important to the local context and personal development of students participating in the project, activities are perceived as being fun and exciting, and new participatory approaches have been received enthusiastically by students.

Significant challenges have also been reported through monthly reporting from deputy school principals, regular lesson reports by teachers; on-going monitoring and class observation by project staff and informal interviews with teachers and students. These challenges include:

- Limited time in which to facilitate classes and practice participatory teaching methods;
- Limitations of physical classroom space combined with large numbers of students has caused difficulties for effectively using participatory methods;
- Content of some lessons is too intensive to be clearly and effectively taught within given time constraints. Messages should be shorter and clearer;
- Teachers are not yet confident using participatory methods and in some cases have reverted to traditional methods such as lecturing instead; and
- Teachers have reported exhaustion in organising participatory activities and maintaining class order without appropriate teaching aids and classroom layout.

### Second revision (2013)

Adaptation of the prevention curriculum, as with any other curriculum, is an on-going process of adaption and change following emerging evidence. Analysis of feedback from teachers and students after one year of implementation of the HTYT curriculum has revealed:

- The quantity of content covered in each lesson is excessive given the time allocated for facilitation (45 minutes);
- Some of the key messages are too complicated for students' level of understanding;
- Some are too long difficult to remember;
- Content regarding parts of body of boys and girls are also taught in another school program and subjects so the level of details should be reconsidered; and
- Some sessions cannot be implemented within the given time constraints.

Throughout the first year of implementation, teachers also expressed a dire need for teaching aids and supporting materials to assist their facilitation of the curriculum. Visual materials like posters, video clips, songs, games and colour cards for each lesson, were specifically requested, to aid teaching and make lessons more dynamic, interesting and fun for students.

Localised teaching aids are also needed to root the curriculum in the realities of gender and violence of secondary school students in Danang city in order to ensure relevance. Adaptation and development of teaching aids should be made drawing on the following sources of information:

1. Monthly reports from school coordinators (deputy principals);
2. Lesson reports from teachers;
3. On-going monitoring and observation of project activities;
4. Informal interviews with teachers/students in and out class;
5. Student test data;
6. Focus groups with students; and
7. Baseline data

#### *Elaboration of training materials on positive discipline alternatives to corporal punishment*

In 2012, a baseline survey of 800 male and female grade 6 and 7 students was conducted and findings show that 74.3% of students reported having ever received punishment from their teachers at school. While 25.8 % of students had received no punishment in the last school semester, 26.7 % of students reported being beaten by their teacher's hand and 26.4% of students reported being beaten by their teacher with an object. One in five (20.2%) students also reported being yelled at by their teacher in the previous school semester.

Notably, experiences of corporal punishment by students are gendered, with a significantly higher proportion of boys (86.4%) reporting experiences of corporal punishment in the last semester compared to girls (62.2%). Similarly to children witnessing violence within their home, experiencing corporal punishment or violence within a classroom is considered a risk factor for future perpetration of violence in a number of developing countries (USAID, 2007).

As the project aims to create a safe learning environment to promote gender equity and non-violence, corporal punishment and teacher-student relations should be addressed immediately.

Feedback from teachers regarding corporal punishment demonstrated that most teachers are not aware of the effects of corporal punishment on children's physical and mental health, especially its potential to cause psychological trauma that may predispose a child to a host of later behavioural problems, including violence. While some teachers recognize corporal punishment as a negative form of discipline the same teachers have expressed that they don't know how to control student discipline without using corporal punishment.

Training materials for teachers on positive discipline skills as an alternative to corporal punishment and preventing discriminatory treatment of students based on gender are desperately needed to contribute to an enabling environment for prevention of violence in schools participating in the project.

**Target group:** Training materials on positive discipline will address teachers as the main target group.

**Content to cover:**

*Knowledge on corporal punishment:*

- Concepts/ definition of corporal punishment;
- Facts/ findings of corporal punishment at school in Viet Nam and Danang;
- Forms of corporal punishment;
- Main causes of corporal punishment; risk factors leading to corporal punishment and consequences of corporal punishment; and
- How to address corporal punishment at school.

*Knowledge on positive discipline*

- Concepts/ definition of positive discipline; understanding of positive discipline and acceptance form of punishment;
- Positive discipline and acceptance forms of punishment as alternative to corporal punishment; and
- Some good models and practices of positive discipline as alternatives to corporal punishment.

*Positive discipline skills*

- Skills for anger/emotional management; and
- Skills and techniques to apply positive discipline as alternatives to corporal punishment.

*Length of the training course: 10-15 hours*

**Final products:**

- 1 x training materials on positive discipline
- 1 x pocket book for teachers on techniques for positive discipline

*Graphic and illustration design of the training materials*

After the first adaptation by the VNIES, the training materials were illustrated by a team of visual artists who have experience working on projects relating to gender equity. While the materials were received well by teachers and students alike, throughout the first year of implementation informal interviews with students revealed that:

- Students expressed a desire to have more space for writing about their thoughts, and expressing feelings about daily activities at home, school and their relationships in The Love Journey Student Diary;
- Leaflets for boys and girls should be combined into The Love Journey Student Diary as they are easily lost;
- More information should be included in the diary so that students can self-study; and
- Font sizes of all training materials should be adjusted.

It is important to respond to student and teacher feedback and make changes to the training materials to ensure relevance, interest and satisfaction. To this end the training materials should be continually reviewed and improved following recently collected evidence. Teaching aids and supporting materials are also required to communicate and reinforce the content of the curriculum through diverse media.

The consultant is required to elaborate teaching aids for each lessons of the Love Journey curriculum (10 lessons of 1<sup>st</sup> year and 12 lessons of 2<sup>nd</sup> year) in, but not limited to, the following forms:

- Posters demonstrating key messages and modelling desirable behaviour;
- Games;
- Songs; and
- Video clips

All teaching aids content, messages and visual/ aural form should be discussed and agreed upon prior to development with the education specialist undertaking the adaptation of the curriculum and the PyD Project Officer.

All teaching aids should have an English copy or English subtitles.

## II. General objective:

The general objective of this assignment:

- For Consultant 1 (the educational specialist): is to revise and adapt the training curriculum (1<sup>st</sup> and 2<sup>nd</sup> year) and adapt materials/guidelines on positive discipline alternatives to corporal punishment to Danang context.

For Consultant 2 (the artist/ team of artists): is to provide graphic design for the curriculum and develop evidence-based teaching aids to support implementation of the curriculum.

## III. Specific objectives:

### Consultant 1:

1. To conduct an evidence review of relevant data and information and produce a report on relevant data and information to inform the adaptation.
2. To propose changes and revise the 1<sup>st</sup> year of curriculum (content, messages, structure, methods, activities and layout, format, graphics and illustration design) to address all challenges, difficulties and disadvantages mentioned above for better teaching and learning processes.
3. To propose changes for the tested version of the 2<sup>nd</sup> year of curriculum if necessary.
4. To design and test one lesson on alternative masculinities to be included into the 2<sup>nd</sup> year of training curriculum.
5. To review The Love Journey training curriculum, as well as other gender-based violence prevention curricula, to propose revision of content in the student diary.
6. To develop detailed specifications for the development of teaching aids and associated guidelines to support teachers with implementation of each lesson of the curriculum and promote improved learning outcomes.
7. To finalize the revision of both 1<sup>st</sup> and 2<sup>nd</sup> year of curriculum and translate the whole set into English.
8. To translate and make the adaptation of training materials and guidelines on positive discipline alternatives to corporal punishment to a Danang context.

### Consultant 2:

1. To review the graphic design of the curriculum and propose a plan for re-design based on recommendations of Consultant 1 and PyD.
2. To propose a plan of design and develop teaching aids for the curriculum based on recommendations of Consultant 1 and PyD.
3. To make changes to teaching aids based on the results of testing.

#### **IV. Scope of work, timeline and expected deliverables:**

##### **Consultant 1:**

The consultant will undertake the work divided into the following phases:

##### **Phase I:** Revision of the 1<sup>st</sup> year of the curriculum.

The consultant will firstly conduct an evidence review of relevant data and information and produce a report on relevant data and information to inform adaptation based on potential sources of information mentioned above.

A desk review will also be carried out by consultant to ensure harmony with good practices and promising models from other settings for possible adaptation in terms of content, knowledge, skills and methods. The consultant is also encouraged to elaborate alternative participatory activities for some lessons so that teachers have a wider selection of activities that match different classroom conditions.

The revision of 1<sup>st</sup> year curriculum will be made following the recommendations of the report and desk review.

##### **Phase II:** Revision of the 2<sup>nd</sup> year of curriculum.

The 2<sup>nd</sup> year of curriculum will also be revised by the consultant drawing on the abovementioned data sources and the desk review.

##### **Phase III:** Design and test one lesson on alternative masculinities

The consultant will be elaborating the alternative masculinities session to be added into the 2<sup>nd</sup> year of training curriculum. Basic knowledge on alternative masculinities will be provided by PyD staff. The lesson will have the same structure as other lessons of the curriculum which will include 2 parts: (1) basic knowledge and information on masculinities and alternative masculinities for teachers and (2) activities for students. The following learning outcomes should be considered when designing the session: raised student awareness about masculinities, how masculinities are socially constructed and the link between masculinities and gender inequity and gender violence. An introduction to alternative masculinities should also be elaborated. After completion, this new lesson will also be tested and revised by the consultant.

##### **Phase IV:** Revision of content of the student diary

The consultant will be reviewing The Love Journey training curriculum as well as other gender-based violence prevention curricula and propose revision of content in the student diary. It is important that knowledge learnt by students in classes is reinforced and critically reflected on through the use of the diary.



**Phase V:** Elaboration of teaching aids and supporting materials

The consultant will be developing detailed specifications for the development of teaching aids and associated guidelines to support teachers with implementation of each lesson of the curriculum and working in collaboration with an artist/ team of artists for graphic design and development of those teaching aids and materials. A list of possible teaching aids will be proposed for each lesson and shared with the PyD Project Officer and the artist.

**Phase VI:** Finalization and translation of the curriculum and report writing.

After finalizing the revision and adaptation of the curriculum, the consultant will translate the curriculum into English so that it can be shared with other international partners and organizations for experience sharing and advocacy purposes.

The consultant is also required to develop and submit a report of the revision and adaptation process to PyD.

Through the whole process of adaptation and revision, consultant will be constantly supported by the PyD project team.

**Phase VII:** Translation and adaptation of materials/guidelines on positive discipline alternatives to corporal punishment

Apart from the revision and adaptation of the curriculum, the consultant is also required to adapt materials on positive discipline alternative to corporal punishment.

Possible sources for the adaptation include, but are not limited to:

- Modules 6, 7 & 8 from the USAID Doorways III training manual ([http://www.ungei.org/resources/files/Doorways\\_III\\_Teachers\\_Manual.pdf](http://www.ungei.org/resources/files/Doorways_III_Teachers_Manual.pdf))
- Pro Mundo and Raising Voices manuals: Positive Discipline: Creating a Good School without Corporal Punishment.
- (<https://plan-international.org/learnwithoutfear/resources/publications/positive-discipline-training-manual>) by Plan Vietnam.

The consultants will undertake the abovementioned phases within the following workplan outline:

Tasks	Deliverables	Deadline
Conduct an evidence review of relevant data and information and produce a report to inform adaptation.	Report on relevant data and information to inform adaptation.	First week of June

Propose changes and revise the 1 <sup>st</sup> year of curriculum.	Analysis of changes for revision of 1 <sup>st</sup> year curriculum.	Second and third week of June
Propose changes for the tested version of the 2 <sup>nd</sup> year of curriculum.	Analysis of changes for revision of tested version of 2 <sup>nd</sup> year curriculum.	Third week of June
Design and test one lesson on alternative masculinities to be included into the 2 <sup>nd</sup> year of training curriculum.	One lesson on alternative masculinities designed and tested.	Fourth week of June
Review The Love Journey training curriculum, as well as other gender-based violence prevention curricula and propose revision of content in the student diary.	Revision of content in student diary proposed.	Fourth week of June
Develop detailed specifications for development of teaching aid and associated guidelines to support teachers with implementation of each lesson of curriculum.	List of specifications for development of teaching aid and guidelines.	First week of July
Work in collaboration with virtual artist for graphic and illustration design of teaching aids and guidelines.	First development of teaching aids and guidelines ready for review. Second development of teaching aids and guidelines ready for uploading to project website.	Second week of July  Fourth week of July
Writing report of revision and adaptation process.	Report on revision and adaptation process.	
To finalize the revision of 1 <sup>st</sup> and 2 <sup>nd</sup> year curriculum.	Second revision of teacher book (1 <sup>st</sup> and 2 <sup>nd</sup> year) ready for printing. Revision of student diary and campaign book ready for printing.	Second week of July  Third week

		of July
To translate the most updated version of curriculum (teacher book, student diary and campaign book) into English	English version of the most updated version of curriculum.	Fourth week of July
To translate and make the adaptation of training materials and guidelines on positive discipline alternatives to corporal punishment to the Vietnamese context (Danang context).	1 x training materials on positive discipline 1 x pocket book for teachers on techniques for positive discipline	Third week of June

Given the timing of project activities, there is a great possibility of the consultant being under constant time constraints throughout the adaptation process. Therefore, it is suggested to initially prioritise to the revision of 2nd year content and lessons of the teachers' book and the student diary.

### Consultant 2:

The consultant is required to work in collaboration with Consultant 1 to provide graphic design for the curriculum and develop the teaching aids based on the following curriculum outline:

1. Gender and Sexuality
2. What does gender equity mean?
3. Gender Discrimination
4. Gender division of labour
5. Gender stereotypes
6. Changing body
7. Changing body-changing mind
8. Respect your body and others

9. Gender-based violence
10. Labelling
11. Cycle of violence
12. From violence to understanding
13. How to avoid facing a bully
14. What to do if the you are bullied
15. Gender and Power
16. Reviewing knowledge of gender
17. Privilege and Restrictions
18. Relationship
19. Expectation and responsibilities in a relationship
20. Conflict management
21. What is emotion?
22. 5 steps to manage anger
23. Other methods
24. Listening skills
25. Communications
26. Assertive Communication
27. Collective Response to Violence

The consultant is expected to complete their tasks based on the following timeline:

Tasks	Timeline
Propose detailed teaching aids based on instruction of PyD	4 <sup>th</sup> week of May 2013
Propose plan to design the curriculum	4 <sup>th</sup> week of May 2013
Propose timeline and estimated budget to design the teaching aids and curriculum	1 <sup>st</sup> week of June 2013
Finalise the teaching aids, and the design proposal for the curriculum	4 <sup>th</sup> week of June 2013
Submit draft of teaching aids, and design of the curriculum	4 <sup>th</sup> week of June 2013
Revise, amend the teaching aids and design of the curriculum based on PyD's recommendations	2 <sup>nd</sup> week of July 2013
Final teaching aids, and the design of the curriculum submitted by consultants	4 <sup>th</sup> week of July 2013

More detailed deliverables will be outlined in the contract signed with the consultant.

## V. Work approach:

The consultants will work under the frame of the Result Based Management approach. Due to the nature of the project and following the Gender and Development Approach, the consultants are expected to mainstream gender in all steps of the consultancy.

## VI. Method:

### Consultant 1

The consultants are required to use desk review and analysis of information from all sources (monthly reports of school coordinators; teachers' lesson reports, informal interview of students and teachers; observation reports and M&E reports) for the revision and adaptation of the curriculum. Consultants are requested to present a detailed plan of revision and adaptation using mentioned methods or proposing others that consultants consider to be more effective.

## Consultant 2

The consultants are required to use the curriculum and recommendation from Consultant 1 and PyD to propose detailed graphic and illustrations for teachings aids, and methods for developing them.

### VII. Management:

The consultancy will be under the direct supervision of the PyD Program Officer and the overall supervision of the Project Manager.

The consultants are required to discuss/exchange ideas and provide frequent updates with PyD Program Officer along the whole process.

### VI. Target groups:

The target group of the adaptation is secondary teachers and students in Danang City.

**VII. Location: Consultant 1:** Hanoi, Danang City, Vietnam.

**Consultant 2:** Remote

### VIII. Type of Contract:

A contract will be signed to correspondent to the agreed upon technical/ financial proposal. During the consultancy period, the consultants are requested to:

- Provide self-care of professional, health, accident and travel insurance and other equivalent fees.
- Self-arrange of equipment needed to implement the trainings.
- Guarantee of quality of final products as required.
- Self-care of VAT according to the Vietnamese law, applicable to Vietnamese institutions.
- If applicable, PyD will deduct the PIT before payments are made.

### IX. Required skills and experience:

#### Consultant 1

- Proven knowledge of gender issues, violence, gender violence and gender equity;
- Proven experiences with teaching and educational curriculum adaptation;
- Proven knowledge of the Vietnamese education sector, official learning curricula and good practices for gender violence prevention learning programs; and
- Proven experience in working for development projects.

#### Consultant 2

- Proven experience with graphic design, video and development of behaviour change communication materials;
- Proven knowledge of gender issues, violence, gender violence and gender equity.

## **X. Compensation and payment mechanism:**

Financial proposal from Consultant 1 should not exceed **85,000,000 VND** including taxes and all expenses related to the consultancy.

Financial proposal from Consultant 2 should not exceed **210,210,000 VND** including taxes and all expenses related to the consultancy.

Payment will be made in instalments based upon satisfactory completion of expected deliverables. Detailed payment schedule will be discussed and agreed upon in the contract to be signed between Paz y Desarrollo and the consultants selected for this assignment.

## **XI. Eligible bidders**

- 1. An individual consultant** is expected to:
  - Remain fully responsible for and accountable to PyD for the timeliness and quality of the outputs to be delivered;
  - Submit technical and financial proposals including the CVs of the consultants which cover their experience and track records in similar undertakings.
- 2. Consulting firms, institutions and organisations** are expected to submit technical and financial proposals with CVs of the proposed team.

### **The technical proposal from any bidder must specify the following:**

- 1) General objective of the assignment
- 2) Specific objectives of the assignment
- 3) Specific work plan and mechanism
- 4) Tentative timeline and deadlines
- 5) List of members and CVs for each one of them detailing name, position in the team, qualifications, tasks for each member and number of working days

**The financial proposal** should cover all costs and fees that will be incurred to deliver the final deliverables. An itemised breakdown of human resources and activity expenses should be submitted. Consultancy rates should follow the EU cost norms 2012; transportation means

should follow the most economical routes. Accommodation and daily subsistence allowance must strictly apply the following rates

- 1) Accommodation: Maximum VND800,000/night
- 2) Daily subsistence allowance: Maximum VND400,000/day

## **XII. Application submission:**

Interested institutions must submit a consultancy proposal (key tasks, activities, timelines and budget), updated curriculum vitae of the leader and members of the team and a cover letter in an envelope marked “**Confidential**” and “Consultancy for the revision and adaptation of the curriculum of HTYT project” or “Consultancy for designing teaching aids and the curriculum of HTYT project” to Paz y Desarrollo (PyD), 67B Lane 399 Au Co, Ha Noi - Viet Nam, or preferably via email to Mr. Benjamin Swanton, Project Manager: [ben@pazydesarrollo.org](mailto:ben@pazydesarrollo.org); and Ms Phan Minh Chau, Project Officer: [phan.chau@pazydesarrollo.org](mailto:phan.chau@pazydesarrollo.org). The application should be submitted in English.

Only short-listed institutions will be contacted. PyD reserves the right to select the service providers for this consultancy prior to the closing date.

**Notice:** There is no application, processing or other fee at any stage of the application process.

**Closing time for applications is June 21<sup>st</sup> 2013.**



## ANNEX 1

The undersigned Mr./Ms. \_\_\_\_\_ of age \_\_\_\_\_ with passport/ID \_\_\_\_\_ address \_\_\_\_\_ and mail/email for notifications \_\_\_\_\_ having known the call for bid for \_\_\_\_\_

### DECLARE UNDER MY RESPONSIBILITY:

- That in my own name I participate in this call.
- That I have enough capacity and economic resources for the implementation of the attached proposal.
- That I'm not included in any of the circumstances of prohibition to contract as per Vietnamese laws.
- That I consent to the jurisdiction of the courts of Vietnam for all incidents directly or indirectly arising out of the contract, according to the appropriate legislation.

The signatory declares unconditional acceptance and compliance with the terms of reference without exception and the accuracy and truthfulness of all provided documentation fulfilling the conditions for recruitment.

In \_\_\_\_\_, on 2013

Signed: Mr./Ms.