Call for Consultancy

Teacher Training and Curriculum Development Workshop: Strengthening understanding of SOGIE, addressing stigma, and promoting inclusion in the Thai education system

TERMS OF REFERENCE

Type of contract: Contract for Services

Duration: August – November 2017

Closing date: 7 August 2017

1. Objective

To develop and implement a teacher training and curriculum development workshop to strengthen education stakeholders’ understanding of gender equality, and sexual orientation and gender identity and expression (SOGIE), in order to address stigma and discrimination, and promote inclusion in the Thai education system.

2. Background

Governments of Asia and the Pacific have signed on to international agreements thereby declaring their intention to protect and ensure the rights of all children and young people to safe and quality education. However, educational institutions are not always safe and inclusive spaces for all learners, especially for those that do not fit within the strict gender roles that society has defined for them. This is the case for some lesbian, gay, bisexual, transgender, and intersex (LGBTI) youth who face school-related bullying, violence, and discrimination based on their sexual orientation and gender identity and expression (SOGIE). The impacts of SOGIE-based bullying and discrimination can be extensive – affecting a young person’s mental and physical wellbeing, education and health status.¹

A recent UNESCO regional review on SOGIE-based bullying, discrimination and violence found that, where studies have been undertaken in Asia-Pacific, the majority of LGBT students report having experienced bullying or violence because of their gender expression and perceptions by others of their sexual

orientation. Verbal bullying, including homophobic or transphobic remarks, threats and insults are the most common form reported, typically by peers. Reports from several countries also point to teachers and other staff using degrading language and holding bias. Psychosocial violence, including being excluded from different activities, having rumours circulated about them and being isolated, were also common across many studies.

Findings from various research initiatives in Thailand point to similar trends on the topic. A study conducted by UNESCO Bangkok, Mahidol University and Plan International Thailand on LGBT bullying in Thai schools found that more than half of students who identified as LGBT or were merely perceived as being LGBT had been bullied in the month prior to the survey. Verbal, physical, psychosocial and sexual violence were all reported and the consequences were severe, ranging from absenteeism and academic setbacks to mental health issues, including depression and even suicidal thoughts. The study revealed that teachers’ language about LGBT students was stigmatizing and that teachers require significantly more support to understand sexual and gender diversity issues. One particularly alarming finding from that same study was that the majority of the victims didn’t report the bullying, and of those that did, very few informed their teachers (8%). The lack of help-seeking by victims suggests that students lack confidence in their teachers’ ability to respond.

Apart from interpersonal violence, institutional discrimination and exclusion including the lack of representation in textbooks and curricula are also a feature of the Thai education system. In 2016, a UNICEF review of the implementation of comprehensive sexuality education (CSE) in Thailand revealed that although diverse topics are covered in the CSE curriculum, many institutions teach about sexuality from a point of view that emphasizes the negative consequences of sex and topics related to gender, sexual rights and citizenship; sexual and gender diversity; gender inequality; safe sex for same-sex couples; and bullying are taught less often. Cumulatively, the research points to the disturbing reality that teachers’ lack of understanding of SOGIE and the exclusion of LGBTI voices from the curriculum, contribute to unsafe learning environments for LGBTI learners and those perceived to be LGBTI.

Globally, UNESCO has a long-standing commitment towards addressing SOGIE-based bullying. UNESCO has convened two international consultations to address school bullying on the basis of SOGIE. Both consultations brought together representatives from ministries of education, academia, UN agencies, and non-government organizations (NGOs) to take stock of the forms of SOGIE-based bullying that is occurring in schools, consolidate research on the topic, and identify best practices for addressing the issue.

Within the Asia and Pacific region, UNESCO has been advancing the conversation by building the evidence base with country-level research studies on school-related SOGIE-based bullying and through the strategic partnership with UNDP under the Being LGBTI in Asia initiative. In June 2015, the Asia-Pacific regional offices of UNESCO and UNDP co-organized a Regional Consultation on School-Related Bullying, Violence, and Discrimination on the Basis of Sexual Orientation and Gender Identity/Expression (SOGIE) hosting 13 country delegations including a delegation from Thailand. As a

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4 UNESCO, Reaching Out: Preventing and Addressing SOGIE-related School Violence in Viet Nam, UNESCO, Ha Noi and Bangkok, 2016.
5 UNESCO, Bullying targeting secondary school students who are or are perceived to be transgender or same-sex attracted: Types, prevalence, impact, motivation and preventive measures in 5 provinces of Thailand, Mahidol University, Plan International Thailand, UNESCO Bangkok Office, Bangkok, 2014.
follow up to the regional consultation, UNESCO and UNDP supported a national consultation on addressing SOGIE-based bullying which brought together education stakeholders to share information on the current situation, existing laws, policies and programs of government, civil society and the private sector in addressing SOGIE-based bullying in schools. Recommendations sourced from the Thailand national consultation revealed to a significant need for further sensitization amongst teachers around SOGIE and curriculum reform that promotes positive representations of the LGBTI community.

**Training Workshop Objectives**

1. Equip teacher trainers and curriculum developers with a deeper understanding of SOGIE, the impact of SOGIE-based bullying and discrimination, gender equality, and LGBTI rights.
2. Introduce teacher trainers and curriculum developers to tools to assess school climate and curriculum relating to SOGIE.
3. Identify entry points and strategies to apply the assessment tools in the Thai context in the areas of teacher preparation and curriculum development.
4. Identify next steps for strengthening teacher preparation and curriculum development on the topic of SOGIE and addressing SOGIE-based bullying in schools.

**3. Work Assignments**

Under the overall authority of the Director of UNESCO Asia and Pacific Regional Bureau for Education, Bangkok, the overall supervision of the Chief of Unit for Inclusive Quality Education, and the direct supervision/guidance of the Senior Project Officer for HIV, the contractor is expected to perform the following tasks:

1. Design a 2-day workshop plan, including a pre- and post-workshop survey to assess participants’ understanding and perceptions of SOGIE
2. Conduct the 2-day workshop for a maximum of 20 teacher trainers/curriculum developers in Bangkok, including developing, administering and analyzing a pre- post-workshop survey to assess participants’ perceptions and learning of SOGIE
3. Based on a preliminary list of participants provided by UNESCO, further identify and confirm participants, ensuring diversity of participants considering their area of expertise.
4. Make appropriate logistical arrangements for the meeting, including identifying and contracting the venue (based on a cost comparison and in line with UNESCO regulations), and confirm preferred logistics including blocked booking for external participants, and lunches and tea breaks for all participants.
5. Liaise with participants, and arrange accommodation for participants from outside Bangkok, reimburse participants for their travel cost, reduced DSA as per UNESCO requirements.

In line with UNESCO’s overall gender mainstreaming strategy, the contractor is expected to integrate a gender perspective and apply gender analysis and mainstreaming concepts whenever feasible.

**7. Deliverables and Timeframe**

1. List of workshop participants – 7 September 2017
2. Session outlines and 2-day workshop training plan with list of resources - 16 October 2017
3. Pre- and post-workshop survey that includes qualitative questions to capture participants’ understanding and perceptions of SOGIE – 16 October 2017
4. Workshop report (Max 15 pages) in Thai and English to include: analysis of the pre- and post-workshop surveys; documentation of the participants’ feedback and perspectives on the curriculum tool; list of recommendations/next steps for applying the tools in the Thai context – 24 November 2017

5. Expenditure statement on the overall consultancy, the final list of participants, signed list of attendance and signed list of receipt DSA and travel cost - 24 November 2017

All deliverables should be in English, and where denoted, in Thai.

6. Duration of Contract

August – 30 November 2017

7. Location and Travel

The workshop will be conducted in Bangkok, Thailand. If the applying institution is located outside of Bangkok, please include travel and accommodation costs in the proposal submission.

8. Qualifications or specialized knowledge/experience required

- Demonstrated experience working in the thematic areas of SOGIE/LGBTI rights, education, health, gender equality and gender based violence, child protection, or prevention of violence;
- Demonstrated experience in using activity-based, participatory methodology
- Staff with advanced degrees related to a social science, preferably education - including psychology, gender studies, child studies, development studies, public policy or public administration;
- Proven track record in organizing trainings/consultations on LGBTI/SOGIE rights, education, health, and gender, sexuality and rights – in Thai language;
- Proven track record in organizing teacher training and consultations on education and health.
- Demonstrated experience in note-taking and report writing;
- Previous experience working with the UN/multilateral/bilateral institutions an additional asset.

Application

Interested institutions are invited to submit the following in writing to UNESCO Bangkok:

a. a short (3-5 pages) proposal including estimated budget and relevant examples/reports of successfully undertaking such contracts.

b. CV of the individual(s) that will lead this assignment.

Your application should be submitted no later than 7 August 2017, 17h00 Bangkok time (GMT +7:00) to the attention of:
Chief, IQE Section
UNESCO Bangkok Office
E-mail: iqe.bgk@unesco.org.