

Terms of Reference (TOR)

Gendering Social Science Research Methods Module

a) Background

The Partnership for African Social and Governance Research (PASGR) is a Pan-African organization established in 2011 in Nairobi, Kenya with a vision to promote a vibrant African social science community that addresses key governance and public policy issues on the continent. PASGR pursues its vision through three core programmes: Higher Education, Professional Development and Training, and Research. Our work is defined by excellence and quality at the highest international standards, innovative programme delivery and attention to gender equity and diversity.

Last year PASGR successfully commissioned a consultant to help with the understanding of strategies and practices that can be used to incorporate a critical gender analysis in all programme activities. PASGR is seeking a consultant to help design a quality stand-alone *Gendering Social Science Research Methods* module that can become a core foundational module.

b) Gendering Social Science Research Methods Module

1. Objective

To design a three-day module that should be able to interrogate macro and micro power structures from a gender and intersectional perspective, and provide participants with the basic tools to critically incorporate these approaches in their own social science research and policy work.

The module will have two distinct parts. The first part will address the concept of gendering social science with a particular focus on Africa; looking at gender theories and praxes in the social sciences and their intersection with governance, public policy, higher education, political economy, sexuality, gender related violence including e. g. female genital mutilation/circumcision, gender and conflict management/peacekeeping and related issues.

The second part will involve a hands-on implementation of gendered social science research methods with a focus on any two of the following common social science methods: Survey Design, Case Studies, Applied Quantitative or, Ethnographic and Interpretive methods. This portion of the module should also examine the ethical issues involved in any research activity, and with particular regard to gender.

2. Teaching and Learning Strategies

Participants in this course will be a mix of researchers, policy actors, university academics, graduate students and others from a variety of disciplines and institutions, including NGOs, CBOs and Faith-based organizations. Therefore the module should plan to have teaching and learning strategies that are action-based, interactive, offer practical 'hands-on' training, and include team and small group learning.

Specifically, the course should seek to blend:

- Short lectures by instructor(s);
- Group work and participant presentations;
- Use of a variety of multimedia tools i.e. animations, video clips;

- Relevant interdisciplinary reading materials;
- Discussion of situated gender tools;
- Case studies and role plays; and
- Incorporate social media platforms.

To support some of the above strategies, the consultant will also be expected to develop a 3-5 minutes role-play script and a short case study to be used as instructional materials.

Cohort sizes will normally be a maximum of 20 participants.

3. *Learning Outcomes*

At the end of the course, participants will be expected to:

- Analyse how society at multiple levels understand and utilize gender constructions in the process of governance and the impact of gender constructions on the lives of particular groups of men and women;
- Identify the gendered constructions, biases, and inequalities that underline both scholarship and praxis;
- Demonstrate awareness of the ways in which feminist-informed critiques contribute to debates within social science and policy processes;
- Frame questions and outline research agendas with the potential to contribute to these debates;
- Identify key principles of feminist research; and
- Become aware of various ways in which research methods can make gender as an analytical tool visible or insignificant.

c) Consultant Requirements

PASGR invites proposals from researchers and educators with experience in the field of gender studies/gender advocacy and policy, and preferably those who have carried out substantive research and published extensively on gender and higher education, governance and politics, political economy, social and economic relations, public policy, health and related themes in Africa. Experience in the integration of gender in curricula development at the higher education level is desirable.

Response packages should include:

- A short 2 page (maximum) response to this call that highlights how the consultant proposes to design this module.
- A short 3 page (maximum) module outline of the content, supporting materials and teaching and learning strategies.
- A brief description of similar work done indicating the date, nature of exercise and client.
- C.V.
- Two samples of publications that reflect empirical research utilizing gender analysis.
- Budget that should capture expenses related to the instructors' time, communication expenses as well as course materials for the duration of the project.
- Indicative timelines.

d) Copyright

All modules and course narratives developed for PASGR must contain original material and analysis, which has not been used in whole or in part in other courses or training programmes. PASGR will have sole copyright for all modules and course narratives developed by Consultants.

e) Submission

Proposals in response to this call must be submitted electronically via email to **nirungu@pasgr.org** and received by **5:00 pm on Wednesday, October 12, 2016**.