



Terms of Reference (ToR)

Technical Support for the Finalization, Institutionalization, and Piloting of a Peace and Conflict Studies (PCS) Course in Higher Education Institutions (HEIs) in the Philippines

1. Background

The integration of Peace and Conflict Studies (PCS) into Higher Education Institutions (HEIs) in the Philippines emerges within the broader landscape of ongoing peacebuilding efforts, particularly in Mindanao. In this context, higher education plays a critical role not merely as a site of knowledge transmission, but as a space for shaping critical consciousness, fostering dialogue, and cultivating capacities for conflict transformation.

As part of this initiative, a multi-stakeholder syllabus development workshop was convened in 2025, bringing together HEIs, subject-matter experts, and relevant government actors. This process resulted in the development of a draft PCS syllabus that reflects both academic standards and contextual realities. The initiative has now moved into a subsequent phase focused on validation, refinement, institutional engagement, and preparation for piloting.

2. Rationale

The effort to integrate PCS into HEIs is grounded in a strategic commitment to institutionalizing PCS within formal systems by embedding peacebuilding knowledge and practice within nationally recognized academic structures.

The initiative is conceived with a view toward scalability and replication. The longer-term objective is to extend this model beyond the initial sites of engagement to other regions as well. In this sense, the current process serves not only to develop a course, but to establish a replicable framework for integrating peace education into the Philippine higher education system.

To this end, there is a need of a technical support in finalization PCS syllabus development process, development of teaching/learning guide, supporting in training initiatives for faculty and piloting of the PCS syllabus.

3. Purpose of the Assignment

The purpose of this assignment is to provide technical leadership and coordination in:

- Finalizing and validating the PCS syllabus
- Developing a corresponding Teaching/learning Guide and trainings

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- Designing and supporting the piloting phase in selected HEIs
- Contributing to institutional endorsement and scaling pathways

4. Scope of Work

The consultant will undertake the following interrelated workstreams:

A. Syllabus Validation and Finalization

This component consolidates the work already undertaken and ensures academic, contextual, and institutional robustness.

Key tasks include:

- Provide technical direction to the ongoing validation process involving three independent validators
- Review and synthesize feedback from validators in coordination with key experts from the exiting pool.
- Identify gaps, inconsistencies, and areas requiring further conceptual clarity
- Convene a technical validation meeting bringing together in online space validators and consultants to:
 - Resolve divergences in feedback
 - Strengthen coherence across course components
- Design and facilitate a multi-stakeholder validation workshop, including:
 - HEIs involved in initial development
 - CHED Regional Office XI
 - OPAPRU
 - Other relevant stakeholders
- Integrate feedback from the validation workshop into a final syllabus

Expected output:

- Finalized PCS syllabus ready for institutional endorsement

B. Institutional Engagement and Endorsement

Key tasks include:

- Support the preparation of endorsement materials for:
 - CHED National
 - CHED Regional Offices (starting with Region XI)
- Contribute to engagement strategies with:
 - Office of the Presidential Adviser on Peace, Reconciliation, and Unity (OPAPRU)



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- Other relevant education and peacebuilding stakeholders
- Document and package the process (methodology, lessons, tools) for replication in:
 - CARAGA
 - BARMM
 - Additional HEIs in Davao region

Expected outputs:

- Endorsement package (syllabus, rationale, policy brief if needed)
- Process documentation for replication

C. Development of the Teaching/Learning Guide

The Teaching Guide translates the syllabus into pedagogical practice, ensuring that instructors can effectively deliver PCS content.

Key tasks include:

- Design the structure and framework of the Teaching Guide aligned with the finalized syllabus
- Develop session plans, learning objectives, and suggested methodologies
- Integrate:
 - Decolonization pedagogy
 - Conflict-sensitive approaches
 - Participatory and reflective learning methods
 - Contextualized case studies (particularly from Mindanao)
- Coordinate with subject-matter experts as needed

Expected output:

- Comprehensive PCS Teaching/Learning Guide for HEIs

D. Design and Support to Piloting Phase

The piloting phase serves as a critical test for both content and delivery.

Key tasks include:

- Design the piloting framework, including:
 - Selection criteria for participating HEIs and lecturers
 - Monitoring and reflection mechanisms
- Develop and implement a mentorship model for lecturers, enabling:
 - Real-time technical support



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- Continuous feedback loops
- Provide light-touch advisory support during implementation (remote, with selective in-person engagement if necessary)
- Facilitate a post-pilot reflection and learning session

Expected outputs:

- Piloting framework and implementation plan
- Mentorship structure and guidance materials
- Reflection report with recommendations for scale-up

5. Methodology and Approach

The assignment will be guided by:

- A participatory and co-creation approach, ensuring ownership among HEIs and stakeholders
- Conflict-sensitive and context-responsive pedagogy
- Iterative validation and feedback loops
- Strategic engagement with institutional actors to support policy uptake

5. Deliverables and Timeline

The assignment is expected to be completed over 8-10 months, aligned with the academic calendar (targeting August semester rollout).

Deliverable	Indicative Timeline
Consolidated validator feedback and technical review	Late April
Technical validation meeting	Early May
Multi-stakeholder validation workshop	Mid to late May
Finalized syllabus	End of May
Teaching Guide (full draft)	May–June
Piloting framework and mentorship design	June
Training support	July
Support to pilot implementation	August–December
Reflection and final report	Post-pilot



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6. Roles and Coordination

The consultant will work closely with:

- Project team
- Validators and subject-matter experts
- Partner HEIs
- CHED (regional and national)
- Other institutional stakeholders

7. Duration and Level of Effort

- Duration: Approximately 10 months

9. Required Qualifications

- Advanced expertise in Peace and Conflict Studies, Political Science, or related fields
- Demonstrated experience in curriculum development in higher education
- Strong understanding of the Philippine education system, particularly CHED processes
- Experience in facilitation, stakeholder coordination, and policy engagement
- Familiarity with Mindanao context is a strong asset

10. Reporting

The consultant will report to the Country Director of forumZFD and provide periodic progress updates aligned with key milestones.

Please send your application letter, curriculum vitae including references and photo (any size) via email to: Hope Abayon, abayon@forumzfd.de

The subject title of the Email should be “Application: PCS Syllabus Consultancy”.

The deadline for applications is the **14th April 2026**. The applicants will be assessed on rolling basis. Only shortlisted applicants will be notified via email and / or phone and will be scheduled for a written test and an interview. The applications will be reviewed on a rolling basis.

Format for CV

Picture, anagraphics (name, surname, date of birth, place of birth and current place of residence), educational background, work experience. We recommend to keep it simple and clear, evidencing your experience, especially according to the requirements. It will be processed by international staff that

might be not familiar with all local institutions, include appropriate clarification needed for a foreign reader.

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