



Terms of Reference

Production of resource material on National Liberation Movements in the SADC Region.

Background

The “raison d’être” of this programme is to understand the dynamics that fuelled the broad movement of solidarity experienced by Southern and Eastern African countries, during national liberation movements. These will be used to combat contemporary challenges such as xenophobia, intolerance and discrimination that are wearing down unity and social cohesion. The proposed programme is built upon UNESCO’s core vision according to which “Political and economic arrangements of governments are not enough to secure the lasting and sincere support of the peoples. Peace must be founded upon dialogue and mutual understanding. Peace must be built upon the intellectual and moral solidarity of humanity”.

As such, the programme complements existing UNESCO’s initiatives that contribute to achieving UNESCO’s vision, namely General History of Africa, Memory of the World, Protection of the World Cultural and Natural Heritage and the Safeguarding of Intangible Cultural Heritage. Education and knowledge are powerful social transformative tools, thus the proposed programme will pay particular attention to the documentation (e.g. richness and diversity of the liberation movements’ legacy, diversity of the liberation movements’ fighters in terms of age, condition and gender, etc.) and production of didactical and pedagogical material on the teaching and dissemination of the national liberation movements’ history and legacy.

Furthermore, the programme hopes to reach out to the younger generation through modern means of communication (ICT, social media, etc.) to arouse their interest for common and shared heritage National Liberation Movements represent and instil pride in African identities, therefore it is imperative to educate them on the accomplishments of women and

men, both young and elderly who fought against oppression in the region.. Material to be developed within the framework of this programme will be used as tools for promoting unity and inclusion in Southern and Eastern Africa while fostering the youth's civic engagement, social cohesion and tolerance.

African intellectuals like Amilcar Cabral, Claude Ake (2000), Mahmood Mamdani (2010), Tiyanbe Zeleza (2003) argue that the liberation struggle experience in Africa, and Southern African in particular, shaped people's thinking about citizenship, belonging, inclusivity, social justice, democracy and rights. The central message in the African liberation struggle, as articulated by key nationalist intellectual leaders¹, was the denunciation of the violation of dignity, the denial of basic rights, the political disenfranchisement of the colonized, racial discrimination, lack of opportunity and equal access, and economic exploitation of the colonized. The struggle was not just against racial domination, as people were mobilized around the vision of a more democratic and inclusive socio-economic dispensation where citizens had equal opportunities to prosper irrespective of race, ethnicity, gender or ancestry (Ake, 2000). The dynamics that unified national liberation movements activists and fighters during that era - regardless of their age, gender, race, disability - can be rethought and used to engage today's citizens, particularly younger generations, in social mobilization programmes aimed at fighting all forms of contemporary discrimination and promoting tolerance, inclusivity and diversity in the region.

More importantly, a significant aspect of African history stands to be lost unless it is collected, documented and made accessible to the public. There is therefore an information gap due to the lack of transmission and knowledge building. For this reason it is critical to document and recognize the roles played by people and institutions towards liberation struggles, especially while some of the personalities who were instrumental in this are still alive.

Purpose of the resource material

The purpose of the resource material would be to:

- I. Supplement existing material on topics connected to National Liberation Movements in Africa (e.g. programmes on African History and Heritage produced by UNESCO and/or its Member States)
- II. Improve the teaching of National Liberation Movements in the region
- III. Stimulate youth debate, engagement and civic education
- IV. Promote regional integration
- V. Promote Inclusion, cultural diversity, culture of peace and tolerance

Objectives of the resource material

¹ Kwame Nkrumah (I Speak of Freedom); Nwafor Orizu (Without Bitterness); Jomo Kenyatta (Facing Mount Kenya); Oginga Odinga (Not Yet Uhuru); Julius Nyerere (Freedom and Development); Leopold Senghor (African Socialism); Amilcar Cabral (Unity and Struggle); and Frantz Fanon (The Wretched of the Earth),

The objectives of the resource material are to:

- I. Document and disseminate the experience and values of the NLMs with focus on regional dimensions and linkages to promote tolerance, unity and social cohesion.
- II. Improve awareness and teaching about National Liberation Movements, Stimulate reflection and debate, civic engagement and education primarily but not only among youth, advance regional integration and promote inclusion, common values, cultural diversity, culture of peace and tolerance

Format of the resource material

The resource material shall be in the format of modules because they can be contextualised and offer more flexibility in regard to the themes developed and updating. The sources to be consulted will depend on the level of education targeted, for example either primary, secondary or tertiary. The material can also be packaged for media consumers, including social media. Textbooks, multimedia material, graphic novels and artefacts can also be produced.

Target audience

The primary target audience of the resource material are:

- I. Primary school learners
- II. High schools students
- III. Out of school youth aged 16 to 24

Other audiences include governments, civil society organisations, youth organisations, and the media and community members.

Profile of contractor

The desired contractor should be a well-established scholar who has published extensively in history, culture of peace, intercultural dialogue or relevant disciplines in social and human sciences. The contractor should demonstrate the ability to produce material that engage young people of different background in the SADC Region. He/she should be able to retrieve archived material on NLMs from different countries and demonstrate the knowledge of disseminating information through social media and other digital platforms as well as other information services.

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Under the direct supervision of the Social and Human Sciences Programme Specialist and overall authority of the Regional Director, UNESCO ROSA, the subscriber will perform the following tasks:

Develop resource material on National Liberation Movements in the Southern African Development Community (SADC) Region with specific emphasis on Angola, Mozambique, Namibia, South Africa, Tanzania, Zambia and Zimbabwe.

1. Therefore the subscriber shall carry out the following tasks: Conduct research on National Liberation Movements and struggles for independence in the region by :
 - I. Reviewing existing literature on National Liberation Movements and struggles for independence in the region
 - II. Producing a synthesised analysis which will be corroborated with the outcomes of the experts meeting held in April 2018 in Windhoek, Namibia

2. Write a resource material/modules/textbook with the following sections:
 - I. Transnationalism and regional integration: approaching NLMs through a lens that goes beyond artificial national 'silos'
 - II. How a strengthened regional identity can be a tool in combating discrimination and xenophobia in our current societies in the SADC region
 - III. The role and contribution of women in the National Liberation Movements
 - IV. Youth, then and now: exploring the age dimension of the struggles, reflection on inter-generational exchanges.
 - V. The role and contribution of the church and labour unions to NLMs, particularly in Namibia and South Africa.

3. Propose to UNESCO methodologies of and pedagogical approaches in teaching the History and using the contents of the resource book to different levels of formal education namely; primary, Secondary (both lower and upper) and tertiary, as well as formal and non-formal education .

Applications should be send to y.kaboza@unesco.org with a copy to m.muchena@unesco.org on or before 1st November 2018.