



## **Terms of reference: for a needs assessment for selected Northern African Countries on Peace, Resilience, and Prevention of Violence Extremism**

The African continent has been affected by natural disasters as well as on-going conflicts and political instability. While progress has been made in some countries and regions, many parts of the African continent continue to suffer from instability and lack of peace and security. The situations in Somalia, South Sudan, Libya and some Sahel countries have continued to deteriorate in 2019. The Sahel region is the most vulnerable to conflict. For example, there is Boko Haram in north-east Nigeria and Cameroon's security forces are abusing their authority and employing excessive force. In other parts of Africa, like Burkina Faso, armed Islamic fighters are expanding their territories, and ethnic conflict is on the rise in Ethiopia. Democratic institutions are also facing challenges as Malawi, Nigeria and South Africa are marred by post-election violence, political violence, and low voter-turnout, respectively. The 2020 AUC agenda of "Silencing the Guns by 2020" is unlikely to be achieved if no additional efforts are employed.

The unexpected COVID-19 pandemic is imposing an unprecedented global health crisis, with negative ramifications for social, political and economic relations around the world. Apart from catching the world totally unprepared, the outbreak and spread of the pandemic has the potential to negatively impact in the African countries and exacerbated conflicts.

These countries, suffering from health, economic and social instability, provide fertile breeding grounds for violence. Young people are often seen in the frontline of these violent activities. This project is urgently needed to address the aforementioned problems in the current situation in order to prevent further degradation. "Silencing the Guns" includes eliminating all forms of violence and conflicts. African countries urgently need nurture and invest more in young Africans, with the focus on the education sector.

This project will promote social cohesion and regional identity. Furthermore, it will contribute to the implementation of Sustainable Development Goal (SDG) 4 Target 7 in relation to "promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development".

IICBA has been active in teacher development in Africa since 1999. Since 2017, IICBA incorporated into its programme teacher development for peacebuilding and PVE in Africa. The purpose of this ToR is therefore to conduct a situational assessment on the education sector of some selected southern African countries. The assessment will focus on the secondary teacher education program at the teacher training institutions and universities in the selected six Northern African countries of Algeria, Egypt, Libya, Mauritania, Morocco and Tunisia.

## **OBJECTIVE OF COUNTRY NEEDS-ASSESSMENT**

The objective is to conduct a situational assessment on the area of Peace, Resilience, and Prevention of Violence Extremism in the selected five Northern African countries of Algeria, Egypt, Libya, Mauritania, Morocco and Tunisia. This assessment will enable IICBA to collect information on policies and programmes in order to implement trainings and programs that are valuable and relevant to the countries' contexts. The program of UNESCO-IICBA has developed the following guidelines to support participating countries in gathering the most relevant information, based on the below objectives:

### **OBJECTIVES**

- To conduct a desk review so as to capture information on a country's peace and conflict situation, education policy, curriculum, and teacher training programmes related to peace, resilience and PVE-E; risks, gaps and opportunities;
- To identify teacher training colleges and higher education institutions that have provided peace education and related courses;
- To identify teacher educators' and secondary school teachers' capacity to teach peace, resilience, and PVE-E effectively, and to identify implications for teacher education
- To share the existing practices on the areas of peace education, global citizenship education and the education sector's role on its role in fighting prejudice including sexism, gender-based violence and xenophobia, and promoting human rights;

### **KEY DELIVERABLES**

Final situational assessment on of Peace, Resilience, and Prevention of Violence Extremism  
Algeria, Egypt, Libya, Morocco and Tunisia.

### **LANGUAGE**

Fluency in Arabic, English and French written and oral

The report will be submitted to UNESCO-IICBA in English. However, the consultant/ firm should be able to access and review curriculum materials from the above countries either in Arabic or English or French, Member States, in the languages they are presented (the official languages of these countries are Arabic, English, French).

### **Professional Qualification and Skills required**

Education: Advanced degree in Education, International Development, Social Sciences, peace studies or Planning & Management.

Professional experience: At least three years of international/regional experience in project management in education, teacher development and related projects and familiarity with

Arabic countries will be an asset.

Research Experience: ability to conduct research and knowledge on the area of research methods

## **DURATION**

This contract will start on October 1, 2020 and end on November 20, 2020.

## **TASKS AND TIMELINE**

Submission of the inception report October 05, 2020

Draft report submission November 10, 2020

Final report submission to UNESCO-IICBA November 20, 2020

## **PROPOSED METHODOLOGY / FORMAT**

The following guidelines are developed to support and guide consultants to gather the most relevant information and provide a clear format for reporting

### **A. DESK REVIEW**

The desk review is intended to capture information on a country's education policy, curriculum, and teacher training programmes while revealing risks, gaps and opportunities. The desk review should include:

#### **Part 1 - Country Situational Analysis**

Provide a brief country situational analysis and discuss its potential impact on the implementation of teacher training.

1.1 What is the country's political, economic, educational context?

1.2 What are the key challenges and risks (in relation to country's political, economic and educational context) posed for project implementation? How can these risks be mitigated?

#### **Part 2 - Policy & Curriculum**

2.1 Review the country's Education Sector Plan (ESP): Is there provision for peace education? If so, for what levels (primary, secondary)?

2.2. In the ESP, is there a provision for teacher training? If so, does it include building teachers' competencies for peace education?

2.3 Are there any upcoming policy and/or ESP reforms targeting peace education or peace education teacher training?

2.4 Review country's secondary school level curriculum. Does it include courses or subject thematic focus on peace-building? What specific subjects deal with peace education?

2.5 Do co-curricular activities at the secondary school level incorporate peace education?

### **Part 3 - Teacher Training Programmes**

3.1 Map the teacher training institutions and universities. What are and where are the country's teacher training institutions? Do they offer A) pre-service teacher education programmes and B) in-service teacher education programmes? C) How many pedagogical staff are at the teaching institutions? D) How many secondary-school trainees are enrolled? E) What is the gender breakdown of the trainees?

3.2 How are pre-service and in-service teacher trainings organized? How are they delivered?

3.3 Are there existing and planned training for peace-building education for secondary-school level educators or teacher trainees? What kind of pedagogy is used in the training courses?

3.4 Are there any existing coordination mechanisms among Teacher Training Institutes (TTI) and also between Teacher Training Colleges/Institutes (TTCI/I), universities, and schools?

3.5 How do the administrators or educators evaluate the capacity of the institution to deliver peace education?

3.6 Identification of existing programmes and projects: Which, if any, INGOs, NGOs, organizations, societies and foundations are implementing projects related to peace-building?

3.7 How do the teacher training institutions and/ or university programs incorporate youth empowerment for peace building?

3.8 Are teacher training institutions and/ or university programs incorporating the AU agenda, mainly "Silencing the guns in Africa" initiatives?

### **Part 4 – Gaps and Opportunities Analysis**

The contractor or consultant is expected to analyse the gaps and opportunities of teaching peace, resilience and PVE-E. What are the most promising opportunities to strengthen and build upon existing efforts in the region?

To propose strategies and activities for integrating peace, resilience and PVE-E in the secondary level teacher education program

### **Part 5- Primary data from Survey Monkey, interviews and /or focus group discussions**

Due to COVID-19 with teacher trainers, teachers, and youth will provide additional useful information to interview educators in teacher training institutions or universities, and policy makers, including those experts from the Ministry of Education (both general education and higher education) and partners working on this area in the above five countries and address the following points:

1. What are the strengths/competencies of teacher training institutions, teacher-trainers and secondary-school teachers relevant to project implementation (consider curriculum, pedagogy, teaching and learning materials and human capacity of the institutions to deliver peace education)?
2. What are teachers' major knowledge and skills-gaps that need to be developed for this project to be successfully implemented?
3. What are the pedagogical challenges of peace education?
4. What specific resources do teachers need (in their teachers' kits) to implement this programme in their classrooms?
5. What are the available institutional structures and resources that would be useful for the sustainability and ownership of these activities?

## **HOW TO APPLY**

To apply, please send your motivation letter, CVs, and proposal in English by email to [i.recruitment@unesco.org](mailto:i.recruitment@unesco.org). Application files will have to reach UNESCO IICBA on or September 22 2020 midnight (Ethiopia time). Please label the subject line "A needs assessment for selected Northern African Countries"