



Title:	Regional Advisor
Summary of Work:	Curriculum review and needs assessment for a teacher's guide on educating about mass atrocities
Sector:	Education
Organizational Unit:	UNESCO IICBA
Primary Location:	Online; remote
Duration of Contract	10 weeks; expected start date: 22 nd March 2021
Remuneration:	Based on UNESCO rate
Deadline:	19 th March 2021, Midnight, East Africa Time

UNESCO Core Values: Commitment to the Organization, Integrity, Respect for Diversity, Professionalism

1. Background and Objective

The UNESCO International Institute for Capacity Building in Africa (IICBA) and the UNESCO Section for Global Citizenship and Peace Education (ED/PSD/GCP) are collaborating to form a genocide awareness and global citizenship education training guide and programme for African educators. The purpose of the project is to strengthen the capacities of African teacher educators and secondary school teachers to address violent pasts, genocide, and other atrocity crimes in their national and regional contexts through peace-building education.

Delivering such education can be a difficult challenge for teachers: teaching lessons on atrocity crimes, whether in the context of history, civics education, or social science classes, implies educating about extremely complex historical processes and confronts educators with the task to navigate related political debates, conflicting narratives and misconceptions that their learners might be presented with outside of the classroom. Likewise, teachers need to develop awareness of their own biases, especially if the history they are teaching is lived experience. Access to guidance materials, relevant resources and training is therefore crucial to build the skills and confidence of educators to address violent pasts in the classroom and lead related discussions. At the same

time, it needs to be ensured that governments are supportive of providing such education.

The initial phase of the project will focus on six countries: Kenya, Namibia, Rwanda, South Africa, South Sudan, and Zimbabwe. To ensure the contextual relevance and specificity of the project, a special advisory council of experts from each country has been set up to inform the authorship of the teachers' guide.

2. Purpose of the Assignment

Drawing on their contextual knowledge, the regional advisor will serve as a liaison between the author of the teacher's guide and the participating country stakeholders and beneficiaries of the guide, especially the advisory council made up of experts from the six countries. Through their deliverables (see below) the regional advisor will help ensure the contextual relevance, specificity, and usefulness of teachers' guide in the targeted countries and wider region.

The guide will serve to support educators to deliver meaningful lessons and navigate discussions on difficult pasts and genocide, and issues related to persisting grievances and political debates relevant to their students. The guide will consider and accommodate existing curricula frameworks and build on good practices developed in/for African contexts.

3. Duties/Tasks and Expected Output

In close collaboration with the author of the guide, UNESCO's Education Sector and UNESCO IICBA, the regional advisor shall:

- a. Participate in the inception meeting of the project on 25th March 2021 and thereafter **draft a strategy for the curriculum review and needs assessment** (10 p.), to be approved by UNESCO and UNESCO IICBA.
- b. Based on the approved strategy, **conduct a curriculum review and needs assessment**, taking into account existing educational frameworks, programmes and pedagogies relevant to teaching and learning about mass atrocities (including GCED, human rights education, peace education, history and civics education) in the six participating countries (Kenya, Namibia, Rwanda, South Africa, South Sudan, and Zimbabwe), in close cooperation with the experts from the participating countries, as well as other relevant regional and national actors. Summarize the findings in a **report** (20 p.) to be presented at the advisory group meeting.

- c. Present the findings of the impact and needs assessment at the advisory board meeting and draft a **detailed meeting report** (15 p.) which will serve as a basis for the first draft of the teacher's guide.

4. Timetable and Deliverables

- a. A draft strategy for the curriculum review and needs assessment that indicates how the aforementioned deliverables will be executed, submitted by **2nd April 2021**;
- b. Curriculum review and needs assessment in the six participating African countries, submitted by **30th April 2021**;
- c. Summary report of the advisory group meeting, submitted by **28th May 2021**.

All deliverables should be prepared in English. The style should be simple and accessible to non-native English speakers. UNESCO's Style Manual should be applied: <http://unesdoc.unesco.org/images/0014/L001418/141812e.pdf>.

5. Required Qualifications

Education: Master's degree or higher in peace studies or conflict resolution, human rights, history, civics education, curriculum development, or related thematic field.

Work Experience:

- a. Strong qualifications/experience in the development of context-relevant educational programmes in the field of history, peace, and/or human rights education;
- b. Proven experience in education research, including curriculum reviews and needs assessments.
- a. At least four to seven years of peace education or related experience at the national or international level.

6. Core Competencies

- Ability to work under deadlines with minimal supervision
- Excellent communication, writing, and analytical skills
- Strong interpersonal and partnership-building skills
- Team-focused
- Readiness to share knowledge
- Self-organized and accountable

For detailed information, please consult the [UNESCO Competency Framework](#).

7. Special Skills and Competencies

- Sound knowledge of international and local violent pasts and their multifarious human, social, cultural, and historical impact;
- Broad knowledge about the relevant educational programmes regarding history and global citizenship, civics education curricula and teacher training in the region/participating countries;
- High level of tact, diplomacy, and discretion in dealing with sensitive historical periods, national trauma, and varying multicultural and international perspectives on history and society;
- Work experience with the United Nations or a specialized agency within it, or with a large international organization, is an asset.

8. Language

Excellent knowledge of oral and written English required.

9. Selection and Recruitment Process

- Interested applications should send a motivation letter, technical proposal for the above project and their CV before 19th March 2021, midnight, East Africa Time. The materials should be addressed to Victoria Kisaakye at v.kisaakye@unesco.org and copied to Maryann Dreas-Shaikha at mj.dreas@unesco.org.
- Please note that no modifications can be made once the application has been submitted.
- Incomplete applications or application without a clear work methodology will not be considered.
- Remuneration will be based on the UNESCO rate.
- UNESCO uses various communication modalities such as video or teleconference, e-mail, etc. for the evaluation of candidates.
- Please note that only selected candidates will be contacted. Thank you for your interest in working with UNESCO.