

## **Terms of Reference for Assessment of the impact of COVID-19 on the learning and teaching in higher education in African Countries**

### **Background**

The International Institute for Capacity Building in Africa (IICBA) is a category I institute established by the UNESCO General Conference in 1999, and mandated to strengthen teacher policy and development in Africa. Among the key sub-areas of focus in the area of capacity development are teacher policy development, health and wellbeing, teacher training and enhancing teacher education/training institutions. IICBA responds to the COVID-19 crisis and its impact so as to keep the peace building efforts IICBA has strategized in education in Africa in particular for the teacher development program.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) estimated that 191 countries had implemented some form of national school closures related to COVID-19, affecting more than 90% of all enrolled learners worldwide by April 2020. The psychosocial effects on both teachers and learners of the long-term school closure due to this pandemic have, since the beginning of the pandemic, been a concern. 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 have a potential negative impact in African countries with the exacerbation of ongoing conflicts and of the structural causes of violence.

Almost 60% of Africa's population in 2019 is under the age of 25, making Africa the world's youngest continent. According to the UN's demographic projections, the median age in Africa is going to be 19.8 in 2020. Young people, therefore, are very much part of both the future and the present in the African context.

Young people are leading change across Africa contributing to innovations and transforming social structures to be inclusive and just. Africa's greatness, its peoples' center progress and growth remain greatly in its young people, the choristers and the change makers. Indeed, the strong optimism, passion and power

prove that youth in Africa are both agents of change and sources of hope for a peaceful African continent.

UNESCO IICBA has incorporated into its programme teacher development for peacebuilding and PVE in Africa since 2017 including at the level of Universities and Teacher Training Institutions.

The study proposed to build on this work to empower youth in higher education in peacebuilding and prevention of violence & violent extremism by studying the impact of COVID-19 with a focus of higher education, and how it affects the teaching and learning in particular and the psychosocial and health wellbeing of the educators and learners in general. It also builds on UNESCO IICBA's work on peace building and PVE-E by providing directions.

### **Purpose of the Assignment**

The purpose of the study is to identify strategies to empower youth in higher education in peacebuilding and prevention of violent extremism by studying the impact of COVID-19 on teaching and learning and emerging conflicts that are likely to impact on the psychosocial and health wellbeing of the educators and learners in general.

### **Specific Objectives:**

- Assess the impacts of the COVID-19 pandemic on universities teaching and learning processes;
- Identify emerging conflicts and violence in higher education institutions in Africa as a result of the impacts of COVID-19 on teachers or university educators and learners/youth and their impact on the psychosocial and health wellbeing of the educators and learners in general.
- Identify the potential challenges and coping strategies universities are experiencing in providing conflict responsive teaching
- Provide recommendations for resilience building in the teaching and learning processes of universities during and after the COVID-19 pandemic;
- Provide recommendations for resilience building in the teaching and learning processes of universities during conflict and violence.
- Develop Policy Briefs based on the key findings of the study
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## **The Scope of the Work**

The study will be conducted in Countries Ethiopia, Nigeria, Libya, Tunisia, Namibia, Morocco, Mozambique, Senegal and Lesotho. Data will be collected from university teachers and learners, education inspectors, officers and deans, student representatives, relevant policy makers and experts. The key results and findings will be validated through online regional workshop and a final report will be produced and submitted.

## **Targeted countries for this assessment**

Group one selected SADC countries Mozambique, Namibia and Lesotho (English and Portuguese is an asset)

Group two: North Africa Libya, Tunisia, and Morocco (Arabic and English or Arabic and French required)

Group three: West Africa: Nigeria

Group four: Senegal

Group five: Ethiopia

**Applicants are expected to indicated for which group or country they are Applying and must know the working language of the regions/ countries**

## **The Targeted Participants**

The target participants in this assessment are university teachers and young learners, policy makers, experts who are responsible for COVID- 19 response as well as peace building education responses of higher education in the target countries.

**The successful consultant(s), will be responsible for the following tasks:**

**Task 1:** Prepare an inception report, develop sound methodology and data collection tools

Present the theoretical bases for the assessment, methodology and data collection tools to IICBA Team and other responsible UNESCO offices for approval

**Task 2:**

Collect data in the light of the validated methodology and using the validated tools  
Organize and analyses data;

Produce the first draft of the report on the findings from the assessment;  
Present the findings from the assessment to IICBA and other partners like UNESCO as well as the targeted universities for approval;  
Edit the report in the light of constructive feedback on the first draft and submit the final report

**Task 3:** Generate recommendations for resilience building on teaching and learning at higher education during and after the COVID-19 pandemic as well as in times of conflict and violence

**Task 4:** Develop Policy Briefs based on the key findings of the study

Conduct online validation workshops

**Task 5:** Submit final reports of the assessment findings, recommendations and high level advocacy and Policy Briefs edited in the light of constructive feedback received in the online validation workshops.

### **Expected Outputs (Deliverables) at the End of the Assignment**

The Consulting Team will produce and submit the following deliverables:

- An inception report and explanation of how the assignment will be executed
- A methodology with the final version of data collection tools, including a tested online survey for validation
- A draft assessment report
- Validation meeting
- Assessment report incorporating meetings
- Final versions of the assessment report with recommendation
- Policy Briefs

### **Key Technical Skills for the Consulting Team**

- At least five years of professional experience in applied research, conducting need assessments and developing recommendations in multi-country education projects in Africa;
- Master's Degree and Preferably PhD in education, peace building, conflict management and social sciences such as psychology and sociology or social work.
- Proven experience working with online survey tool development and management, and facilitation of online events (webinars, virtual discussions, etc.);

- Experience in high level advocacy and Policy Briefs development;
- Excellent facilitation, organizational, communication and analytical skills;
- Excellent command in written and spoken English /Arabic and French depending on the group of countries the consultant/ firm
- Excellent research and publication record;
- Deadline driven with a focus on results; and
- Experience within the UN system, the African Union and other large multilateral organizations is an asset

Time frame: The work will be done in 45 working days

Kindly send as your application with financial proposals to [info.iicba@unesco.org](mailto:info.iicba@unesco.org)  
Application deadline June 5, 2021.

Note: please indicate for which country you are applying as indicated on page 3.  
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