
Terms of Reference

TEACHER EDUCATION GUIDELINES FOR PEACE EDUCATION AND THE PREVENTION OF VIOLENT EXTREMISM IN UGANDA AND YOUTH TRAINING ON PEACEBUILDING IN UGANDA

.1 Contextual background

Armed conflict has affected over half of the countries in Sub-Saharan Africa (SSA), particularly the Sahel region, over the last thirty years. Analysis of the linkages between conflict and poverty remain inadequate, including the effect of conflict on economic, social and political structures. However, conflict is a major determinant of poverty and underdevelopment in SSA. The majority of people who become involved in these armed conflicts are youth and some of them end up in violent extremist groups.

The international community in general and the Sahel countries in particular, have for the past decade strongly committed to Prevention of Violent Extremism (PVE). It has been recognized that the consequences of violent extremism, which are many and varied, risk compromising the stability of many countries, negatively affecting all socio-economic development efforts. Several commitments attest to the desire of leaders of countries, international and national organizations, civil society organizations and educational institutions to strongly mitigate violent extremism, promote a society of peace and respect, and foster global citizenship. For example, the United Nations Security Council adopted resolution 2419 (2018) calling on all relevant actors to consider ways of increasing the representation of young people when negotiating and implementing peace agreements.

The factors driving youth involvement in violent extremism are complex, diverse and often mutually reinforcing. Common ‘push’ factors include: feeling of marginalization and exclusion; a sense of injustice; lack of access to education and employment opportunities; lack of future prospects and sense of social and personal worth and purpose; and disruptive social context and experiences of violence. Common ‘pull’ factors are ideologies answering grievances and offering new forms of identity; sense of purpose; camaraderie and friendship; material incentives; empowerment and adventure. Very often, youth tend to be perceived either as perpetrators, or as victims who are forced to join violent extremist groups. This limited narrative fails to capture the

fact that young people can be and are part of the solution. Government responses to violent extremism (VE), often-hardline security approaches, are counterproductive. To be effective, prevention of conflict and violent extremism must have youth participation. Since a large proportion of the youth are in school, it is important to design strategies to positively influence their understanding and values of peace, human rights, gender and conflict resolution. This is what is referred to as Peace Education. Peace education encompasses the key concepts of education and peace.

1.2 UNESCO IICBA Initiative

UNESCO/International Institute for Capacity Building (IICBA) is currently implementing a capacity building project in Africa, including Uganda. The project has accomplished the following activities thus far in Uganda :

- a) Consultation and Experience Sharing workshop on Peace-building and PVE through Education held in Addis Ababa, Ethiopia and
- b) A study tour of Japan from 28th July 2019 to 9th August 2019.
- c) A Training of Trainers (ToT) workshop was conducted from 27th October to 1st November 2019 in Addis Ababa, Ethiopia. It was attended by among others, Makerere University and Muni University. The main objective of the ToT was to train lead trainers of secondary school teacher educators at the university level on the Peace and resilience building and prevention of violence. The training focused on integration of PE and PVE in the curriculum, pedagogy and assessment. This training was organized for Ethiopia, Eritrea, Kenya, Nigeria, Somalia, South Sudan and Uganda.

The ToT workshop proposed the following development of country work plans and activities. For Uganda, the following activities were proposed: i) Conduct a situation analysis of PE and PVE in teacher training institutions to identify opportunities and challenges, ii) Develop guidelines for infusing peace education in teacher education and training, iii) Train other teachers and teacher educators, iv) Conduct a national TOT workshop and v) Do support supervision.

Through the technical assistance from IICBA, some of the activities that have been implemented including; two virtual workshops on PE and PVE for teacher educators and youth leaders in institutions of Higher Learning held in September and November 2020. The virtual workshop was facilitated by the Makerere University Department of Science, Technical and Vocational Education (DSTVE). The workshops were facilitated by UNESCO/IICBA, MOES/TIET, Makerere University DSTVE and Uganda National Teachers' Union (UNATU). The teacher educators' workshop sought to explore various ways of building the capacity of teachers and teacher educators to carry out peace education (PE) and prevention of violent extremism (PVE). The workshop was attended by 40 primary school teachers, 40 secondary school teachers, 20 teacher educators and policy makers drawn from various parts of Uganda. Key recommendations included engagement with other stakeholders including policy makers in order to integrate peace education into the curriculum and roll out to other institutions of learning among others. This was followed by a situation analysis on Peace Education (PE) and Prevention of Violent Extremism (PVE) in teacher education in five Universities in Uganda.

1.4 The situational analysis

To further, understand how peace education and prevention of violent extremism is incorporated in teacher education, Makerere University; Department of Science Technical Vocational Education (DSTVE), in partnership with the Teacher Education and Training Department (TETD) and Uganda National Teachers' Union (UNATU) carried out a situational analysis of Teacher education curricula in five public Universities. Findings from the situation analysis showed the need to integrate PE and PVE into their curricula by strengthening teacher educators' capacity to mainstream PE and PVE in teacher education. The workshop recommended that IICBA's assistance would be critical in supporting institutions integrate. In addition, it was suggested that

to enhance buy-in of PE and PVE from institutional to policy level to increase their support to mainstream PE and PVE in teacher education institutions, awareness raising workshops should be held.

Lastly, the findings from the situation analysis were used to develop PE and PVE guidelines for Teacher Education Institutions. The intended goal of the guidelines is to provide support to teacher trainers, the leadership of Teacher Training Institutions (TTIs) and other stakeholders to infuse PE and PVE in teacher education curricula. The guidelines will guide TTIs to offer a holistic PE and PVE experience to teacher trainees who in turn will be agents of change in the schools and society. Teachers play such an important role in student learning and hence the National Teacher Policy pushes for a reformed teaching profession and learning environment that will create skilled and globally competitive human resources. Peace education and prevention of violent extremism advocates for use of transformative pedagogy; an innovative learning strategy that empowers students, engages them in participatory and collaborative activities, and contributes to the development of a sense of purpose, belonging and resilience. This is in line with the government's view that learning takes place in a variety of settings, both within and outside the classroom and fulfils many purposes in life not just academics.

This three-day webinar was organized to validate the guidelines and the Monitoring and Evaluation framework on Peace Education (PE) and Prevention of Violent Extremism (PVE). The webinar took place on Wednesday 14th to Friday 16th July 2021 starting at 8.30 am to 11.00 am each day. The webinar was attended by 33 participants and was facilitated by the Department of Science Technical Vocational Education (DSTVE) and UNATU. Now IICBA is planning to pilot the guideline in some training institutions.

1.5 Overall goal of piloting the PE and PVE in teacher training Institutions in Uganda

The pilot aims at pretesting PE and PVE, benchmarking PE and PVE practices in order to mainstream PE and PVE in teacher training. In addition to the pilot, there is need to hold stakeholder engagement with the aim to influence policy.

1.5.1 Specific objectives

The following are the objectives;

1. To pilot the PE and PVE in selected teacher training institutions and document lessons to guide scaling up.
2. To build the capacity of the pilot teacher training institutions to mainstream PE and PVE in teacher education
3. To carry out workshop (s) to engage other stakeholders to get their buy in for PE and PVE with aim to influence policy

1.5.2 Expected outcomes

1. One to two areas of PE and PVE guidelines piloted in teacher training institutions.

- The Capacity of the pilot teacher training institutions improved to mainstream PE and PVE in teacher education.

1.6 Overall goal of the youth training

- To enhance youth capacity in mediation, tolerance and conflict sensitivity and enable them To promote peace education and peacebuilding for prevention of direct, structural, and cultural violence among youth in Uganda

1.6.1 Specific objectives

- To promote peace education and peace building for prevention of direct, structural, and cultural
- To Mobilize of youth for peace, prevention of violence and violent extremism
- To contribute to empower and build resilient, peaceful, and United communities in Uganda whereby youth with divergent views can perfectly coexist.
- To promote peace education and peace building for prevention of direct, structural, and cultural

1.6.2. Expected outcome

- To train youth from universities participants to build mechanisms that enhance peaceful co-existence.
- To train 50 youth from refugees to build mechanisms that enhance peaceful co-existence in the camp and across the community.

1.7. Time frame

Both assignments will be completed 30 working days. The assignment will commence in April 1 2022 and ends in May 30, 2022. The consultant/consulting agency will be hired during this period and the schedule below sets out the expected deliverables and indicative dates of both activities

No.	Activity	Deliverables	Timeline
1. Phase I	Development of an inception report for the assignment	Inception report	2 day
	Piloting of tools	1. Report of pilot and refined tools	7days
	Baseline assessment in the selected institutions	Baseline report	4 days
2. Phase II	Training of teacher educators on PE and PVE strategies	Report of training	5days
3. Phase III	Trialing of selected domains	A capacity building workshop report	4 weeks

4. Phase IV	Endline assessment in the PE and PVE in pilot teacher training institutions	A report of the endline assessment showing the impact of the pilot	2 weeks
5. Phase V	Dissemination and writing dissemination report	1. Dissemination workshop report	4 days
6. Stakeholder engagement	Stakeholder workshop	Workshop report	2 days

Deliverables	Description and Justification	No. Days
Reviewing and designing training content and evaluation tools	<ol style="list-style-type: none"> 1. Review of literature 2. Generation of training outline 3. Compilation of training manual 4. Develop the training programme toolkits 5. Designing of daily tasks/activities 	2 days
Evaluation, supervision and reporting cost	<ol style="list-style-type: none"> 1. Daily lesson planning for training sessions 2. Facilitating and coordinating training sessions 3. Develop evaluation tools 4. Collect data for evaluation purposes at the end of the training programme 5. Analyses evaluation data 6. Prepare a report 	4 days (one of the training in April and the other one in May)

