	Title:	External Evaluator (*Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries* project)
Organizational Unit:		UNESCO IICBA
Primary Location:		Home-based with travel (UNESCO-IICBA is based in Addis Ababa, Ethiopia)
Duration of contract:		2 months
Deadline (*midnight, Ethiopia time*):		**19 March 2018**
Application to be sent to:		info.iicba@unesco.org

OVERVIEW OF UNESCO-IICBA

UNESCO-International Institute for Capacity Building in Africa (IICBA) is a Category I Institute of UNESCO, and is based in Addis Ababa, Ethiopia. The Institute works to meet the goals and targets of the 2030 SDGs by helping prepare qualified teachers and teacher educators for school systems of Africa. UNESCO-IICBA has been actively engaged in capacity building interventions in areas of policy, research and advocacy in teacher-related issues, teacher education institutions management, ICT use in education, school leadership and management, women in educational leadership, and girls' education.

OVERVIEW OF PROJECT

The one-year *Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries* project, made possible through the generous support from the Government of Japan to UNESCO-IICBA, aims to contribute to the provision of peace-loving young people through quality teacher training and development in Eritrea, Ethiopia, Kenya, Somalia, South Sudan, and Uganda.

Outcome

The overall framework of this project is to create a critical mass of 6,000 pre/ in-service secondary-school teachers who can implement effective teaching and learning, with the long-term outcome of producing productive and peace-loving youth. The project focuses on enhancing the teacher training and development using Transformative Pedagogy for Peace-Building in the six participating countries. Ultimately, it hopes to contribute to peace-building, social stability in the Horn of Africa and Surrounding Countries' region.

History

For decades, Japan has been an active member of peacekeeping and peace-building activities in Africa. Grounded on this strong foundation, on February 27, 2017 the Government of Japan provided funding to UNESCO IICBA to plan, implement and evaluate the '*Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries*' project.

The main goal of the two planning meetings held in 26-27 April 2017 in Nairobi, Kenya and 7-8 June 2017 in Addis Ababa, Ethiopia with education ministries and UNESCO staff was to promote countries' ownership through information sharing of the project content, ensuring that project implementation was driven by common principles and standards.

A project coordinator was hired on 8 May 2017 to support UNESCO IICBA in planning, implementing and publicizing project activities. Countries were asked to develop Needs Assessments around peace-education and teacher training in their countries so that challenges and opportunities in local contexts were clear; this assisted in developing the training guide, implementing the project and understanding various challenges.

The coordinator worked with Hiroshima University colleagues to plan a Study Tour to Japan 2-9 August 2017 that took 18 ministry staff and secondary school teachers on a training tour in Tokyo and Hiroshima. The 18 participants were honored to attend the annual Peace Ceremony in Hiroshima on 6 August 2017.

From 4-8 September 2017, a Training of Trainers (ToTs) workshop was held in Entebbe Uganda. Five trainers from each country were trained through a weeklong workshop on Transformative Pedagogy for Peace-Builders. The two consultants who helped to develop the training guide - Arigatou International and Dr. Yonas, Peace and Security Expert at Addis Ababa University - led the training sessions with support from IICBA and Kampala Office staff.

From November 2017 – January 2018, the trainees from five of the six countries have returned to their countries and trained up to 40 other trainers (per country). The countries have also received teachers' kits including a UNESCO-IICBA School Safety for Teachers manual, UNESCO PVE guide, booklets, folders, pens, bags and the training guide.

In sum, project activities and materials from February 2017-February 2018 were:
1. Country needs assessments
2. Planning meetings and consultations with ministry staff and teacher trainers
3. Implementation and budget plan
4. Study Tour to Japan for ministry staff and secondary school teachers
5. Development of Teacher Training Guide on Transformative Pedagogy
6. Development of Teachers' Kit (support and teaching materials)
7. Facilitating ToTs (5 from each of the six countries) in Entebbe, Uganda
8. In-country Training of Trainers and cascading per country
9. Documentation, advocacy and visibility materials (reports, articles, videos)

Upcoming Activities

Until April 2018, each country is expected to cascade its training and reach at least 1,000 pre/in-service secondary school teachers. Countries are also expected to hold policy dialogues to discuss the context, challenges and opportunities to make the teacher training for peace-building sustainable through policy and other measures. IICBA will also host a high-level regional policy dialogue to share lessons and recommendations from the projects and dialogues. The evaluation of the project is to be conducted in the two months of May and June 2018.

Alignment with 2030 SDGS, and African Union's CESA

The project is anchored by the recognition of teachers as central to achieving the Sustainable Development Goals (SDGs). Through its focus on teacher training and development, the project is aligned with 2030 SDGs Goal 4 (Target 4.C) to 'by 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.' It also works to reach 2030 SDGs Goal 16 to 'promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.' Moreover, the project's focus on East African countries is aligned with UNESCO's Priority on Africa.

In 2015, the African Union adopted the Continental Education Strategy for Africa (CESA) 2016-2025, linking African education to the existing global and regional development goals including the AU's Agenda 2063. The AU also pledged its commitment to revitalize the teaching profession as a prerequisite to a quality education and as such, the importance of teachers has been increasingly promoted in recent global and regional commitments. In this manner, the project is also aligned with AU's CESA strategy.

RATIONAL AND OBJECTIVE FOR EXTERNAL EVALUATION

From the earliest stages, UNESCO-IICBA intended to conduct an external evaluation of the project. The purpose is to twofold:

1) Accountability

IICBA wishes to provide the project donor, the Government of Japan, an impartial examination of the efficiency and success of the project activities. 'Success' is defined as meeting project objectives outlined in the project proposal and project plan. It will also be determined by the efficiency of project activity implementation. Although long-term outcomes are difficult to evaluate shortly post completion, the

evaluation is still expected to capture the project's emerging / nascent outputs as evidence of its progress to achieving its long-term aims.

2) Learning – Drawing Lessons

The yearlong project included many activities and diverse stakeholders within very diverse contexts. The evaluation will enable IICBA the opportunity to learn and improve its project management for future initiatives. Thus, part of the evaluation must be forward-looking and capture lessons learned and provide clear recommendations.

The external evaluation, to be conducted in the two months following the completion of the project, will focus on the entire implementation period (March 2017 - April 2018).

SCOPE AND FOCUS OF EXTERNAL EVALUATION

In order to meet the accountability and lessons-learned objectives, the external evaluation will examine the following areas: 1) Efficiency and effectiveness and 2) Achievements and challenges. It will focus on the six project participating countries located in Eastern Africa (Horn of Africa and Surrounding Countries).

Efficiency of the project implementation
- o How efficiently were project activities implemented?
- o How efficient were project financial management processes and procedures?

Effectiveness and Visibility of the project:
- o In what ways, if any, was UNESCO-IICBA effective in implementing project activities?
- o What strategies and tools were used in the implementation of project activities?
- o How effective were project visibility and advocacy efforts?

Lessons / Drawing Lessons/ Recommendations
- o What were the key achievements (completed activities and emerging outcomes)?
- o What were the challenges? How, if in any way, could they have been mitigated?
- o What are some of the key lessons that have emerged?
- o What are the recommendations for the organization for future initiatives?

METHODOLOGY

The methodological approach must be designed to best capture the information needed to do a high level analysis to answer questions around project efficiency, effectiveness and offer recommendations (lessons-learned).

The external evaluator/team will travel to each of the project countries (if security issues do not prohibit) to conduct interviews with stakeholders and capture other available data.

Both quantitative and qualitative tools should be considered including but not limited to the following:
- o Desk study and review of all relevant project documents (implementation plan, activity reports, articles, donor reports)
- o Review of available quantitative and qualitative assessment data (including budget data)
- o In-depth interviews with stakeholders

Evaluation Element	Methodology
Efficiency & Effectiveness	✓ Review of project Proposal ✓ Review of project plan ✓ Interviews of stakeholders ✓ Review of all activity reports ✓ Budget utilization rates over time ✓ Read all articles posted ✓ Review social media, online and video view data ✓ Review of traditional media data ✓ Review of mid-term donor report ✓ Analysis of Training Evaluations ✓ Read training guide ✓ Review teacher kit materials
Visibility Lessons & Recommendations	✓ Interviews of stakeholders (in particular focal persons) ✓ Analysis of all plans, reports and activities taken as a whole

DURATION OF THE EVALUATION

The evaluation is expected to start 1 May 2018 for an estimated duration of 60 working days – with the final evaluation report submission on or before 30 June 2018. This will include desk review, field visits, validation meeting and final evaluation report submission.

DELIVERABLES

The deliverables are as follows:

1. An inception report, outlining the key scope of the work and intended work plan of the analysis, and data collection methods and techniques. The inception report shall be submitted after 5 days of commencing the consultancy.
2. Preliminary report including data from visits and interviews with key stakeholders
3. Preliminary findings briefing at UNESCO-IICBA before drafting final report
4. A final report that will be submitted no more than after 10 days of receiving comments on the draft report from UNESCO-IICBA and key stakeholders. The content and structure of the final report should follow the following
   - Executive summary
   - Introduction and project background
   - Description of the evaluation methodology
   - Findings on Relevance, Effectiveness, Efficiency, Sustainability and Recommendations
   - Analysis of the opportunities to provide guidance for future programming
   - Key findings including best practices and lessons learned
   - Conclusions and recommendations
   - Appendices; charts, field visits pictures, people interviewed list, guiding questions and data collections tools.

REQUIRED EXPERTISE AND QUALIFICATION

The external evaluator may be conducted an individual consultant *or* a firm. The following expertise and qualification are required:

- Background in education, peace-education/ conflict education, education in emergencies – at least Master's degree in a relevant area;

- Experience in conducting end-term external evaluation, project reviews and evaluations on problems related to education and peace-building;

- Extensive expertise, knowledge and experience on the field of project management processes and global and national educational commitments;

- Excellent analytical, research and report writing skills;

- Documented experience and skills in working with and interviewing teachers and youth;

- At least 10 years of experience working with international organizations. Experience with evaluation of UN projects is an asset;

- Fluency and proficiency in written and spoken English;

- Ability to work on own initiative and to meet deadlines;

- Willingness and ability to travel to the six project countries of Eritrea, Ethiopia, Kenya, Somalia (if security allows) South Sudan and Uganda (must possess a current passport).

TIMEFRAME

This exercise should be completed in no more than 2 months commencing from 1 May 2018 up to 30 June 2018.

#	Main Activity	Working Days
1	Submission of the Inception Report	05
2	Desk Review of the relevant documents	10
3	Field visits 6 countries for interviews, data and information collection as per the proposed methodology (consultation with stakeholders in each country) and preliminary notes	25
4	Draft report (submit for review) and findings validation meeting	10
5	Finalization and submission of evaluation with recommendations	10
	Total Days Required:	**60 days**

ADMINISTRATIVE AND LOGISTICS

The external evaluator will be recruited under the UNESCO-IICBA terms and conditions, and undertake their assigned tasks and responsibilities under the direct supervision of the Project Supervisor in collaboration with other UNESCO-IICBA focal persons. All the payments of the consultants will be borne by the *Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries* project. The consultants are required to plan and incorporate the cost of the field visits in their financial proposal.

UNESCO will provide the following assistance in facilitating the work of the external evaluator / evaluation team

- o Travel costs must be calculated in the quotation provided (including hotel, food, ground transportation).

- o Evaluation team members cannot travel in areas where security standards are not met. In such case(s), the evaluator will use Skype or other communication channels to conduct interviews.

PAYMENT

Payment will be made upon certification of the satisfactory completion of tasks as per the following schedule:

Installment	Tasks to be completed by Consultants	Payment
1st Installment	After signing of the contract and submission of inception report	30% of the total payment
2st Installment:	Upon submission of the acceptable draft evaluation report and the plan of action for the validation meeting	30 % of the total payment
3rd Installment:	(1) Conduct validation meeting (2) presentation of the evaluation report and recommendations in the validation workshop and (3) submission of an acceptable **final end term evaluation report to UNESCO-IICBA**	40% of the total payment

HOW TO APPLY

To apply, please send your

1) Technical and Financial proposals to undertake the evaluation exercise
2) CV in English with a cover letter
3) Evidence of previous evaluation experience (recommendations, reports etc.)

Applications may be mailed or emailed to **info.iicba@unesco.org** and must reach UNESCO-IICBA **o**n or before **19 March 2018 midnight** (Ethiopia time). Please label the subject line **Peace-Project External Evaluation**.

Please note that only selected candidates/firms will be contacted.
Proposals without budgets will not be considered. Thank you for your interest in working with UNESCO-IICBA.

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