

Terms of Reference on: The Development of a Training Module *Peace Education and the Prevention of Violent Extremism* for Teacher Education at Somali National University in Mogadishu, Somalia

Rationale of Project

The African continent continues to suffer from a lack of peace, security and stability. While progress has been achieved in some countries and regions, the progress is threatened by ongoing conflict, political instability, and natural disasters.

The situations in Somalia, South Sudan, Libya and some Sahel countries continued to deteriorate in 2019. The Sahel region is the most vulnerable to conflict. For example, Boko Haram is still strong in north-east Nigeria, and Cameroon's security forces are abusing their authority and employing excessive force. In other parts of Africa, such as Burkina Faso, armed Islamic fighters are expanding their territories; moreover, ethnic conflict is on the rise in Ethiopia. Democratic institutions are also facing challenges as Malawi, Nigeria and South Africa and are marred by post-election violence, political violence, and low voter-turnout, respectively.

The 2020 African Union Commission (AUC) agenda of "Silencing the Guns by 2020" aims to end all wars, civil conflicts, gender-based violence, violent conflicts, and prevent genocide on the continent by 2020, but is unlikely to be achieved if no additional efforts are employed.

The purpose of this Terms of Reference (ToR) therefore is to engage African universities on the theme of "Silencing the Guns in Africa through Investing in Youth and Peace Education".

Background of Project

UNESCO International Institute for Capacity Building in Africa (IICBA) has been active in teacher development in Africa since 1999. In 2017, UNESCO IICBA incorporated into its programme teacher development for peace building and the prevention of violence extremism (PVE) in Africa. Since 2017, UNESCO IICBA has been implementing a project on Peace and Resilience Building and Prevention of Violent Extremism in African Countries through Teacher Development, a project supported by the Government of Japan.

As part of the project activities, an experience sharing workshop followed by a Training of Trainers (ToT) workshop was conducted for East African countries in Addis Ababa in October 2020. The main objective of the ToT was to train lead trainers of secondary school teacher educators at the university level on the Youth Empowerment for Peace and Resilience Building

and Prevention of Violent Extremism in Sahel and Surrounding Countries [Teacher Guide](#), with a focus on curriculum, pedagogy, assessment and practice.

The key recommendations from these two workshops were:

1. Proposed Memorandum of Understanding (MoU) for PVE Course Integration at the university level:

One of the elements discussed was the possibility of incorporating a PVE online course in the curriculum for universities and institutions. To make this possible, it was agreed that an MoU with the various individual institutions was the way to proceed.

2. In-country Implementation Plans:

Develop in-country plans for implementation of the activities proposed during the workshop. Technical assistance from UNESCO IICBA would be made available to support the institutions.

University of Mogadishu in Somalia was one of the universities plan to revise its existing course module for peace education.

The Somalia Context and University Capacity

Armed conflict in Somalia has been raging for nearly three decades. Hundreds of thousands have been killed, millions have been uprooted, and others are internally displaced. The nature of violence in Somalia ranges from inter-clan conflict, to religious extremism and radicalism perpetrated by internationally linked terrorist groups, to violence against women and children, to rape and abuse of marginalized groups. Regional and international concerted efforts to stem the armed conflict in Somalia are ongoing, but they have assumed a military approach. Other forms of conflict resolution such as grass-roots mobilization, dialogue and peace education have not presented as required.

The education sector in Somalia in general and educational institutions in particular can play an active and prominent role in reducing the effects of violence and ultimately eliminating it.

The Somali National University (SNU) was established in 1954 in the Trust Territory of Somalia. It obtained official university status in 1969. At its peak, the University boasted more than 14 faculties with a student population no less than 10,000. Unfortunately, the civil war in 1991 dealt a devastating blow to all public service institutions and the University remained non-functional until 2014 when it was re-launched. Currently, the Somali National University has 9 faculties and a student population of about 4,000.

As the only public higher education institution engaged in teacher education, the Somali National University (SNU) is uniquely suited for the provision of peace education and PVE. Currently, the Faculty of Education and Social offers a civic education (Civic Education EDU2306) to all pre-service teacher trainees. The course is a good initiative on the part of SNU and reflects its commitment towards achieving a peaceful and progressive Somali society.

However, a closer examination SNU's Civic Education EDU2306 yields a course that is saturated and very generalized. The topics include government, Somali history, human rights, rights and responsibility, and advocacy. Peace education as a topic or subtopic is not even covered in the syllabus. Another deficiency in Civic Education EDU2306 entails the pedagogy adopted for the course: teacher-centred methods dominate the methods of instruction, giving little chance or room for students to actively seek and construct knowledge. Therefore, it is imperative at this time that a context-relevant peace education and PVE module be developed for teacher education at SNU.

Preparing for the Development of the Peace Course Module

This ToR aims to design a training module on Peace Education and PVE into the teacher education programme at SNU. The format of the guidelines may include some background information on peace education in teacher education, the rationale for their development, how they will be used, a guide to their implementation, and the monitoring and evaluation of their impacts within institutions.

The consultant/s will work closely with the country team (the Department of Teacher Instructor, Education and Training and other relevant agencies sections of the Ministry and the selected higher institutions), and with the UNESCO IICBA office. The development will involve a review of the existing module with key stakeholders mainly with the SNU. Stakeholders in a workshop will validate the new draft module. Subsequently, they will be refined and prepared for use.

The details of the development process are as follows:

Step	Activity	Sub Activity Outputs
1	<ul style="list-style-type: none"> • Document review and benchmarking of the curriculum • Consultations 	List of reviewed documents and report on consultations with educators
2	<ul style="list-style-type: none"> • Conceptualization and adoptions of the outline of the course module 	Format adopted
3	<ul style="list-style-type: none"> • Development process involving the technical team supported by SNU 	Draft the module
4	<ul style="list-style-type: none"> • Validation of the training module 	Final module

Professional Qualification and Skills required

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

Professional experience: At least five years of international/regional experience in teaching at universities for peace education or related field, project management in education, teacher development and related projects and knowing the curriculum and education system of Somalia

higher education.

Languages: Fluency in English both written and oral.

Please send your application to info.icba@unesco.org

Application deadline February 12, 2021