



Title: *External Evaluator (Prevention of extremism and its resurgence amid the COVID-19 pandemic through education in Africa, aligned with the spirit of TICAD7 and NAPSA UNESCO IICBA*

Organizational Unit:

2 months from August 1 to September 30, 2022

Duration of contract:

Deadline (midnight):

Monday 25 July 2022

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 development interventions in areas of policy, research and advocacy in teacher-related issues, teacher education institution management, ICT use in education, school leadership and management, women in educational leadership and girls' education as well as capacity development for teachers on peace, resilience building and PVE-E.

DESCRIPTION OF THE PROJECT TO BE EVALUATED

The project "Prevention of Extremism and its Resurgence amid the COVID-19 Pandemic through Education in Africa, aligned with the Spirit of TICAD7 and NAPSA," which was made possible through the support from the Government of Japan to UNESCO-IICBA, aims to assist African member states' efforts in using education to prevent violent extremism and its resurgence in ten target countries (Djibouti, Ethiopia, Namibia, Lesotho, Libya, Nigeria, Morocco, Mozambique Senegal and Tunisia).

The overall framework of this project is to create a system at the teacher training level in the above-stated target countries that responds to the context-specific needs in peace- and resilience-building and preventing violent extremism (PVE). Beneficiaries of the project include at least 20 higher education institutions/ teacher training institutions in the 10 direct beneficiary countries to be involved in the Training of Trainers (ToTs). It is expected that at least 200 educators, teachers and education inspectors to be trained through ToTs and 500 educators, teachers and education inspectors to be reached directly through webinars and country-level cascading programmes. Additionally, 5 Regional Economic Communities (RECs) youth ambassadors and groups are also indirect beneficiaries. The other 44 African countries in addition to the 10 direct target countries are aimed to be reached indirectly.

History

Ongoing conflicts and emergencies in many parts of Africa have hindered regional and global efforts to provide quality education. In addition, conflicts in some countries have led to a massive influx of refugees in neighboring countries. Internal displacement is also drastically changing the region's

demographic dynamics. This in turn has long-lasting negative impacts on global and regional progress in improving the quality of education in Africa.

The 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 are negatively impacting African social and economic development and are exacerbating intolerance and feelings of social apprehension. The grim consequence is that African countries, suffering from public health, economic and social instability, provide fertile breeding grounds for violence. Particularly, young people are often at the frontlines of these violent activities.

Youth are important and critical actors in peace building efforts. Young people have played an important role in addressing peace and security issues across Africa. They have demonstrated their optimism and motivation in leading positive changes in their societies through alternative spaces. Youth-led interventions and youth-oriented organizations have significantly contributed to the activities and movements that promote dialogue and reconciliation, advocating for peace building at local, national and sub-regional levels. It is imperative to encourage young people to engage in the transformation of issues in their communities and higher education institutions while also equipping them with the necessary competencies to become agents of peace and to challenge and transform violence in their communities. This is particularly critical as the COVID-19 pandemic has exacerbated injustice and inequalities in societies, resulting in detrimental impacts on people's lives, especially that of young people who make up the largest part of the population. Investing in education for peace building, therefore, is ever more pressing. Education that nurtures young people's ethical values that are conducive to learning to live together and empowers them to meaningfully participate and engage in the issues and challenges they face to positively transform their societies is essential.

The African Union (AU)'s Agenda 2063, particularly the "Silencing the Guns in Africa by 2020" flagship program, emphasizes the importance of youth involvement in positive social transformation efforts and their role in leading change across the region. UNESCO-IICBA's work on the prevention of violence and promotion of peacebuilding through education in Africa is guided by the AU's Agenda 2063 as well as the Continental Education Strategy for Africa (CESA) 2016-2025 and the Education 2030 Agenda and Framework for Action,

This project builds on the previous UNESCO-IICBA's interventions that have aimed at integrating peace, resilience building and PVE in education through teacher development programs in Africa. These have been supported by the government of Japan in 2017/18, for the Horn of Africa that covers five countries on the teacher education program under general education. The 2018/19 focused on Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in ten Sahel and Surrounding Countries with a focus on teacher education. The 2019/20 and 2020/2021 projects that incorporates the previously targeted countries, Northern and Southern African Countries focused on enhancing the teacher training program including those educators and youth at the universities level for peace and PVE.

These interventions included the development of Teacher Guides – “Transformative Pedagogy for Peacebuilding” (2017)¹, “Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in Sahel and Surrounding Countries: A Guide for Teachers” (2019)², “Transformative Pedagogy for Learning to Live Together” (2022) – with adaptations to needs of different regions in Africa including translations in English, French, Arabic and three national languages in Ethiopia. Extensive capacity development trainings have taken place at regional, national, and institutional levels on the Transformative Pedagogy approach to strengthening the capacity of teachers in 24 countries in the region involving Ministries of Education, teacher training institutes, universities, youth organizations and other stakeholders.

PURPOSE AND OBJECTIVES FOR EXTERNAL EVALUATION

Purpose of the End of Project Evaluation:

This undertaking is intended to establish the extent to which the current project “Prevention of extremism and its resurgence amid the COVID-19 pandemic through education in Africa, aligned with the spirit of TICAD7 and NAPSA project” has achieved its objectives; assess the performance of the project; and assess whether the project represents good value for money. Besides, this evaluation will review the previous projects to measure how effective the projects were in meeting the objectives and goals set at the beginning so as to establish and document the impact and effectiveness of project interventions to render accountability to all stakeholders.

The purpose of this external evaluation of the project is twofold:

1) Accountability

IICBA wishes to provide the project donor, the Government of Japan, with 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 year-long project included many activities and diverse stakeholders within very diverse contexts. The link with the previous projects is also one of the aspects IICBA wants to examine. The evaluation will provide IICBA the opportunity to learn and improve its project management for future initiatives on peace building and prevention of violent extremism. Thus, part of the evaluation must be forward-looking, capture lessons learned from this as well as previous projects, and provide clear recommendations.

¹ Transformative Pedagogy for Peacebuilding: A Guide for Teachers, UNESCO IICBA (2017)
<http://www.iicba.unesco.org/sites/default/files/sites/default/files/A%20Guide%20for%20Teachers%20final%20HQ.PDF>

² Youth empowerment for peace and resilience building and prevention of violent extremism in Sahel and surrounding countries: a guide for teachers, UNESCO IICBA (2019)
<https://unesdoc.unesco.org/ark:/48223/pf0000371537>

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 – June 2022). Specific focus, however, shall be placed on the last project from March 2020 to June 2022.

Specific Objectives

- Review the relevancy/appropriateness of the project's immediate objectives, outputs, indicators and activities including the preparatory activities and assessments undertaken at the start of the project.
- Review how the project's outputs and results were used, and the project's goal was realized.
- Assess the progress made towards achieving the project's goal and objectives based on the log-frame, design and monitoring data (Effectiveness).
- Determine the efficient use of resources including value for money, human resource, internal structure, and coverage to achieve the intended project objective (Efficiency)
- Determine the extent to which the benefits of the project will continue after donor funding has ceased to ensure the sustainability of the gains realized.
- Review the intended beneficiary groups and identify how far planned benefits have been delivered and received by all key stakeholders, and how unplanned results may have affected the intended project benefits (good practices and lessons learned)
- Take stock of emerging issues that need urgent attention on peacebuilding and resilience building and PVE among young people. (Increased use of social media for recruitment, cyberbullying and harassment).

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 ten direct target countries (Djibouti, Ethiopia, Namibia, Lesotho, Libya, Nigeria, Morocco, Mozambique Senegal, and Tunisia) and 10 countries from the indirect targets which were targets for the previous projects (Algeria, Kenya, Uganda, Malawi, Zambia, Zimbabwe, South Africa, Somalia, Mali, and Niger).

METHODOLOGY

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

The external evaluator/team might not travel to countries to conduct interviews with stakeholders and capture other available data. (Please note that this point shall be consulted later according to the budget and covid situation). However, the team has to design a strategy to cover this gap.

Both quantitative and qualitative tools should be considered including, but not limited to, the following:

- Desk study and review of all relevant project documents (implementation plan, activity reports, articles, donor reports and training materials, review of project proposal, review of social media posts and video clips, and analysis of training evaluations)
- Review of available quantitative and qualitative assessment data (including budget data)
- In-depth interviews with stakeholders and beneficiaries

Expected outcomes as per the specific objectives

| Evaluation Element | Key points to be incorporated |
|---|--|
| Effectiveness | <ul style="list-style-type: none"> ○ How relevant were the project components for the beneficiaries? ○ How were the project's outputs and results used and how was the project's goal realized? ○ In what ways, if any, was UNESCO-IICBA effective in implementing project activities? ○ What strategies and tools were used in the implementation of project activities in line with the project's immediate objectives, outputs, indicators and activities? ○ How effective were the project's visibility and advocacy efforts? |
| Efficiency | <ul style="list-style-type: none"> ○ How efficiently were project activities implemented in terms of value for money, human resource, internal structure, and coverage to achieve the intended project objective? ○ How efficient were project financial management processes and procedures? ○ How well was the project schedule managed? ○ Has the planned progress been observed in a timely manner? ○ How well the project targets reached in relation to human resource, institutional and geographical coverage? |
| Sustainability | <ul style="list-style-type: none"> ○ How sustainable is the impact of the project expected to be? ○ How well has the project been owned by the country's relevant stakeholders or institutions? ○ Are there activities or strategies that are likely to continue after the project has been completed and no more donor funding is available? ○ What mainstreaming strategies are in place at the country level? |
| Good practices and lessons learned | <ul style="list-style-type: none"> ○ What were the key achievements (completed activities and emerging outcomes)? ○ What were the challenges? How, if in any way, could they have been mitigated? ○ What are some of the key lessons that have emerged? ○ What are the recommendations for the organization for future initiatives? |

DURATION OF THE EVALUATION

The evaluation is expected to start on 1 August 2022 for an estimated duration 30 working days with the final evaluation report submission on or before 30 September 2022. 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 that also consider COVID-19 and

online modalities. 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 to be briefed to UNESCO-IICBA before drafting the final report.
4. A final report to be submitted no later than 10 days after receiving comments on the draft report from UNESCO-IICBA and key stakeholders. The content and structure of the final report should follow below.
 - Executive summary
 - Introduction and project background
 - Description of the evaluation methodology
 - Findings on Relevance, effectiveness and efficiency, Sustainability and Recommendations
 - Analysis of the best practices and lessons-learned
 - Conclusions and recommendations
 - Appendices; charts, field visits pictures, list of interviewed people, interview guide and data collection tools.

REQUIRED EXPERTISE AND QUALIFICATION

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

- Background in education, peace-education, education in emergencies – preferably at the Ph.D. level.
- Experience in conducting end-term external evaluation, project reviews and evaluations on problems related to education and peacebuilding.
- Extensive expertise, knowledge and experience on the field of project management and global and national educational commitments.
- Excellent analytical, research and report writing skills both in English and French.
- Experience and skills in working with and interviewing teachers and youth.
- At least 10 years of experience working with international organizations. Experience in evaluation of UN projects is an asset.
- Fluency and proficiency in written and spoken English and French.
- Ability to work on own initiative and to meet deadlines.

TIMEFRAME

This exercise should be completed in no more than 2 months commencing from 1 August to 30 September 2022.

| # | Main Activity | Working Days |
|-----------------------------|---|------------------------|
| 1 | Submission of the inception report | 3 days |
| 2 | Desk review of the relevant documents | 3 days |
| 3 | Data collection interviews, data and information collection as per the proposed methodology and preliminary notes | 8 days |
| 4 | Draft report (submit for review) and finding validation meeting (online validation meeting) | 10 days |
| 5 | Finalization and submission of evaluation with recommendations | 6 days |
| Total Days Required: | | 30 working 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.

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 |
|------------------------------|--|---------------------------|
| 1 st Installment | After signing of the contract and submission of the inception report | 20% of the total payment |
| 2 st Installment: | Upon submission of the acceptable draft evaluation report and the plan of action for the validation meeting | 40 % of the total payment |
| 3 rd Installment: | Upon (1) 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) Detailed proposal to undertake the evaluation with timeline and budget
- 2) CV with a cover letter
- 3) Evidence of previous evaluations and interviews undertaken (recommendations, reports etc.)

Applications may be emailed to info.iicba@unesco.org and must reach UNESCO-IICBA **no later than 25 July 2022, midnight** (East Africa 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.

UNESCO-IICBA

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