

Annex 1: Terms of Reference

The overall objective of this Call for Partnership is to identify a national and international non-governmental organization (NGO), to work with UNESCO Office in Iraq to provide educational support and services to the conflict affected population, including IDPs, returnees and remainees aiming at the prevention of violent extremism and improving resilience in the primary and secondary schools, universities and the wider community in Ninewa and Al Anbar governorates. In particular, the intervention will include conducting capacity building and training of at least 8650 school staff, parents and student leaders, providing psychosocial support sessions for teachers and supporting the education system in the target schools.

Project Location and Specification:

1. The project targets 250 primary and secondary schools in Ninewa and Al Anbar governorates.
2. Target primary and secondary schools will be identified in Ninewa and Al Anbar governorates on the basis of a joint needs assessment and in coordination with the Directorate of Education (DoE) in both governorates.
3. The schools' selection criteria must include, but not limited to, the schools with highest numbers of students/pupils, areas mostly affected by conflict, areas and communities with low coverage/provision of education, schools not targeted with previous UNESCO Prevention of Violent Extremism through Education projects.
4. The selected implementing partner (NGO) shall provide UNESCO with a list of schools to include gender-disaggregated numbers, of school staff (including formal and non-formal teachers) and students/pupils, with focal point contact information and GPS coordinates.
5. The selected Implementing partner will contribute to the development of training materials through review and feedback sessions, upon request, and the educational awareness through social media, in addition to supporting UNESCO in the focus group discussions with the beneficiaries that feed into the planning, monitoring and evaluation of the project activities.

The expected results of this Call for Partnership are:

1. Developed capacity of teachers, principals and parents to foster among learners a range of supporting cognitive socio-emotional and behavioural skills – such as critical thinking, multi-perceptivity, understandings of complexity, moral courage and responsible online behavior.
2. Supported PVE systems at schools and universities and promoted PVE and peace principles among the vulnerable communities.

Project activities should start on 25 February 2021 in order to ensure timely provision of educational support and services 30 April 2022, to achieve the following main targets:

1. The applicants are requested to confirm how the targets will be achieved (cross reference)
2. Highlight risks associated with activities
3. Detailed workplan per activity (indicate timeframe for each activity)

Item	Main Targets
Primary school teachers trained in PVE-E in 130 schools	2000 teachers
Secondary school teachers trained in PVE-E in 50 schools	750 teachers
Higher education student leaders trained in PVE	250 students
School principals trained in PVE	250 principals
Parents (75% women) trained in PVE	5400 parents
Application of the school management guide	250 schools
Parents-teachers Associations (PTAs) supported and implemented in 250 schools	250 PTAs
Contribute to the Focused Group Discussions	12 FGDs
Conducting Psychosocial support sessions for teachers	500 Psychosocial Support (PSS) sessions
Subcontracting with local NGO for delivering educational support and services	Partnership established between the selected implementing partner (International NGO) and (local NGO) for the delivery of trainings.

The table below shows details of activities to be implemented and targets to be achieved under each expected result (Important Note: all activities should be implemented in coordination with the Directorate of Education (DoE) in Ninewa and Al Anbar governorates:

Expected Result 1: Developed capacity of teachers, principals and parents to foster among learners a range of supporting cognitive socio-emotional and behavioural skills – such as critical thinking, multi-perceptivity, understandings of complexity, moral courage and responsible online behavior	
Activities	Targets
1. Primary school teachers trained in Prevention of Violent Extremism through Education (PVE-E) 130 schools	2000 teachers Important Notes: <ul style="list-style-type: none"> - Selected schools should be from the most conflict affected areas - Schools targeted in previous PVE projects are excluded - The DoE should be the key decision maker in the identification of the schools - It is very important to work closely with the DoE and coordinate all the steps to acquire

	<p>the in-time permissions before conducting any activity.</p> <ul style="list-style-type: none"> - Nomination of teachers should be done in consultation with DoE as there is a large number of teachers already targeted in previous projects. - The trainers will include MoE/DoE staff with the NGO staff. The new trainers will attend a ToT 1-2 weeks, while the existing MoE/DoE trainers will take three days master class training.
<p>2. Secondary school teachers trained in PVE-E in 50 schools</p>	<p>750 teachers</p> <p>Important Notes:</p> <ul style="list-style-type: none"> - Selected schools should be from the most conflict affected areas - Schools targeted in previous PVE projects are excluded - The DoE should be the key decision maker in the identification of the schools - It is very important to work closely with the DoE and coordinate all the steps to guarantee acquiring the in-time permissions required before conducting any visit or activity. - Nomination of teachers should be done in consultation with DoE as there is a large number of teachers already targeted in previous projects. - The trainers will include MoE/DoE staff with the NGO staff. The new trainers will attend a Training of Trainers (ToT) 1-2 weeks, while the trainers employed under previous PVE project will take three days master class training.
<p>3. School principals trained in PVE-E</p>	<p>250 principals</p> <p>Important Notes:</p> <ul style="list-style-type: none"> - Selected schools should be from the most conflict affected areas - Schools targeted in previous PVE projects are excluded - The DoE should be the key decision maker in the identification of the schools - It is very important to work closely with the DoE and coordinate all the steps to guarantee acquiring the in-time permissions required before conducting any visit or activity.

	<ul style="list-style-type: none"> - Nomination of principals should be done in consultation with DoE as some principals, vice principals and DoE supervisors already participated in previous projects.
4. Parents (75% women) trained in PVE-E	<p>5400 parents (4,050 women)</p> <p>Important Notes:</p> <ul style="list-style-type: none"> - Selected schools should be from the most conflict affected areas - Schools targeted in previous PVE projects are excluded - The DoE should be the key decision maker in the identification of the schools - It is very important to work closely with the DoE and coordinate all the steps to guarantee acquiring the in-time permissions required before conducting any visit or activity. - Nomination of target parents should be made closely with the DoE and the school principals. - The parents training to be conducted, in coordination with DoE and the principals, inside the schools considering the easier access for the parents.
Expected Result 2: Supported PVE systems at schools and universities and promoted PVE and peace principles among the vulnerable communities.	
Activities	Targets
1. Higher education student leaders trained in PVE	<p>250 students</p> <p><u>Important Notes:</u></p> <ul style="list-style-type: none"> - Nomination of students should be done in coordination with MoHE and specific universities in both governorates - The nominated students should be leaders with student bodies (example: students responsible for student societies, clubs and sports teams) - At least 50% of the students should be females
2. Parents-teachers associations supported and trained in 250 schools	<p>250 PTAs</p> <p><u>Important Notes:</u></p> <ol style="list-style-type: none"> 1. Selected schools should be from the most conflict affected areas

	<ol style="list-style-type: none"> 2. Schools targeted in previous PVE projects are excluded 3. The DoE should be the key decision maker in the identification of the schools 4. It is very important to work closely with the DoE and coordinate all the steps to guarantee acquiring the in-time permissions before conducting any visit or activity. 	
<ol style="list-style-type: none"> 3. Conducting psychosocial support sessions for teachers 	<p>500 sessions conducted</p> <p><u><i>Important Note:</i></u></p> <ul style="list-style-type: none"> - Nomination of teachers should be done in coordination with DoE - The PSS session materials should be shared with UNESCO for prior approval - Nomination of teachers should be done in coordination with DoE - The PSS session materials should be shared with UNESCO for prior approval 	

Expected Timeline:

Activities (from February 2021 to June 2020)	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Primary school teachers trained in PVE-E in 130 schools																	
12 Focused group discussions organized																	
Secondary school teachers trained in PVE-E in 50 schools																	
Higher education student leaders trained in PVE																	
School principals trained in PVE																	
Parents (75% women) trained in PVE																	
Parents teachers' associations supported and trained at 250 schools																	

School management guide implemented in 250 schools																	
Conducting 500 Psychosocial support sessions for teachers																	

Reporting, Monitoring and Evaluation:

The identified partner(s) will be required to coordinate closely and reporting to UNESCO Iraq Office on a monthly basis of the progress of the activities. The report should include the detailed narrative accounts of each activity with the achievement dates, disaggregated figures on every activity with all the participants' information (parents, teachers, principals, students and others) and comparison between the planned and actual implementation as well as the financial reporting. The report should also include the progress against the set Key Performance Indicators (KPIs) to be attached to the contract.

In addition to UNESCO's requirement, it is the responsibility of the selected implementing partner(s) (international and national NGO) to monitor and report on the progress of implementation of their activities in accordance with the stipulation of the implementation partner agreement (IPA) and performance measures included in their proposal. Failure to implement, monitor and report on progress of implementation within the agreed time would be considered a breach of contract terms and conditions. Vendors failing to comply with contract terms and general UNESCO rules and standards could be declared un-eligible for UNESCO awards.

Further reporting requirements and timing will be stipulated in the implementation partner agreement (IPA).

Visibility Requirements:

The selected implementing partner (international and national NGO) will ensure, in accordance with approved communication with UNESCO, the visibility of the project "**Gendered approach to Preventing Violent Extremism through Education in Iraq**", the Government of Canada as the donor and UNESCO as the project management organization in all project activities.

Further Communications and Visibility requirements shall be stipulated in the implementation partner agreement (IPA).