

Terms of Reference

National Consultant

Technical support to conduct Conflict Assessment Study and Resolution measures

Duty station: Juba, South Sudan

Duration: 40 working days

Project title: “Strengthening Technical and Vocational Education and Training in South Sudan”

Background and context

South Sudan faces many challenges that threaten its sustainable and peaceful development including but not limited to ongoing conflict (that began in 2013 and temporarily halted with a peace agreement, but re-erupted again in 2016), political instability, overreliance on aid and oil production, high levels of poverty, lack of infrastructure and public health systems, underdeveloped non-oil industries, 70% of the population living in rural areas, and more. In addition, a great portion of South Sudan’s population are pastoralist communities (estimates of 60-70% of South Sudan’s entire population) with nomadic and highly mobile livelihoods that center on raising and tending to cattle (MoGEI, 2017). Since March 2020, COVID 19 pandemic has brought another crisis over the existing crisis affecting highly on livelihood of people, health challenges and continuity of education including TVET for children and youth.

Although the Revitalized peace process has given hope to offer new opportunities for South Sudan’s women, men and children, the slow and selective implementation of the R-ARCSS has contributed to uncertainty around the peace process (Security Council Report, March 2021). The multitude of local inter-communal conflicts have not been addressed yet and it continue to scaled-up in 2020 and 2021 resulting in hundreds of deaths and forcing displacement of thousands of people. There is also a direct link of inter-communal conflict and climate change in South Sudan as often the conflict is related to natural resources i.e. access to land and water for pastoralist due to raising temperature and draught that resulting decreased rainfall and limited grazing lands for their animals. Climate change triggers or exacerbates conflicts. Consequently, often youth are forced to join armed forces or engage in criminal activities due to lack of alternatives.

The prevalence of youth unemployment in South Sudan with its associated factors continues to entangle the South Sudanese society. According to a recent assessment conducted, Youth unemployment in Juba is over 60% and over 80% in Bor, while 66% of female youth are unemployed (UNESCO, 2018). In South Sudan, Technical and Vocational Education and Training (TVET) is considered as a vehicle to empower youth and contribute for peace and nation’s building. There are more than 23 ministries mandated for an implementation of TVET in addition to non-government actors. However, the sector is very much fragile in absence of formal governance and coordination mechanism (UNESCO, 2018). In 2019, National Ad-Hoc TVET Coordination Committee is formed under leadership of the MoGEI with technical support from UNESCO under Capacity Development for Education (CapED) programme. This committee is working actively since then through its five sub-committees and have made significant progress to address governance and coordination gaps. The committee has developed and validated policy instruments;

Unified National TVET Policy and Bill 2021, TVET National Qualification Framework, and Quality Assurance Guidelines 2021. All of them are validated and under process for its further endorsement.

Although there are currently over 200 TVET centers across South Sudan (MoGCSW, 2021), the sector suffers from limited resources and thus many of them are abandoned or used for other purposes. The country lacks TVET Teacher Training Institutes and thus majority of TVET teachers are facilitating TVET without receiving any training.

South Sudan is ranked among the top 20 countries in the world with the highest prevalence rates for child marriage resulting in 52% of girls married before they reach 18 years. Over 78% of youth in urban areas stated they are eager to work but find no opportunities for employment or skills training as over 54% said they do not have access to technical and vocational education and training (TVET) (UNESCO, 2018). Engagement of the population (especially the youth – young women and young men) in meaningful activities including skills development and livelihood improvement that are relevant to their and community's needs are important not just for peace, but also economic development and resilience. However, in regard to the gender gap challenge, there has been limited female participation in TVET. Current data on female enrolment within TVET programmes within the government and non-government is severely limited. There is need for measures to encourage the skills which would expand the labour force participation of women.

Education 2030 devotes considerable attention to technical and vocational skills development, specifically, regarding access to affordable quality Technical and Vocational Education and Training (TVET); the acquisition of technical and vocational skills for employment, decent work and entrepreneurship; the elimination of gender disparity and ensuring access for vulnerabilities¹.

In order to ultimately contribute towards the reduction of unemployment among young women and men, UNESCO South Sudan has secured funding to implement TVET project "*Strengthening Technical and Vocational Education and Training in South Sudan*" supported by the government of Sweden aims to strengthen governance, quality and relevance of the TVET system in South Sudan.

The core focus of the project is to strengthen TVET governance and equip key actors with sustainable capacities and tools to develop evidence-based policies and the related legal framework, while mobilizing at the same time private sector involvement in TVET governance, including in key economic sectors affected by climate change. Second, to improve the quality of TVET provision by reinforcing national capacities and institutions in charge of TVET teachers training design and implementation as well those responsible for TVET curricula development, adopting a gender transformative and greening lens. While the third component is to help TVET institutions develop labor market-responsive TVET, work-based learning and internship opportunities in conflict-affected remote locations through the provision of mobile TVET, micro-entrepreneurship skills programme and private-public partnerships at institution level, with a cross-sectoral focus on climate change mitigation. The project intends to reach about 25,000 people including 13,000 youth (50% girls and young women) benefiting directly from TVET and livelihood interventions and 2,000 teachers/stakeholders will be reached out through training, workshop and different programme interventions. The project will be implemented by UNESCO Office in Juba throughout the country, with special focus in five out of 10 states using an inception phase of nine (9)

¹ Education 2030; Incheon Declaration and Framework for Action: Towards inclusive and equitable, quality education and lifelong learning for all

months, which will allow for fine-tuning of activities with Government representative, national and local stakeholders including UN agencies, I/NGOS, NCE and other TVET providers. For this assignment, UNESCO will also be heiring International Consultant together with the national consultant to work in a team and achieve the results of this assignment.

A study on conflict assessment will be conducted during the inception phase and that will contribute for setting-up conflict mitigation and climate change adaptation measures for the project implementation and its sustainability, detailed implementation plan including budget plan will also be prepared and shared. To this end, UNESCO Juba office is seeking to engage a **national expert (consultant)** with significant experience in conflict assessment study to carry out conflict analysis to help generate more comprehensive overview of the contextual dynamics of conflict drivers, conflict stakeholders, as well as engines of peace. The analysis will contribute to the development of clear and attainable peacebuilding and conflict sensitive programming and policy objectives, and indicators for measuring and monitoring the project results.

Purpose and Objectives

The main purpose of the consultancy is to undertake conflict analysis to ensure the project engagements are informed by the local context, and to maximize the probability of such engagements being effective and sustainable. It will further provide the development, humanitarian, peacebuilding and state building community with a better understanding of conflict drivers and with insights on peace promoter that need to be supported, enabling more targeted programming and more efficient use of resources.

Specific objectives of the task include:

The national consultant in close coordination and collaboration with the international consultant and UNESCO Project Manager will be working to achieve following specific objectives and tasks:

1. Assess the general context and overview of conflict dynamics of targeted project areas (conflict affected states) and analyze the link between key conflict drivers, the actors involved and their relationships, the dynamics and local resolution measures and possible trends/scenarios to inform project engagements in those areas.
2. Identify the key drivers, the push and pull factors of involvement in violent conflicts among the communities, and to assess the roles women and youth take in conflict resolution and peacebuilding to ascertain whether the assignment of roles in conflict resolution and peacebuilding are transformative?
3. Pay specific attention on how literacy plays a role as a key driver or push and pull factor in violent conflicts and assess the proven influence of literacy on peacebuilding activities.
4. Provide recommendations which can be applied to policy formulation including development of relevant policy and institutional framework to support conflict mitigation, and reduce gender inequality for the TVET programmes and project interventions.
5. Provide recommendation as to what role educational institutes (particular TVET institutes) in rural and urban area could play in conflict mitigation.

Scope of work

1. **Desk review of existing conflict analysis.** The consultant will be requested to review all available information with regards to conflict dynamics in South Sudan including analysis made by other studies previously carried out
2. **The analysis of the dynamics and causes of inter communal conflicts and climate change related conflicts in South Sudan:** The consultant will be requested to travel to some of proposed project areas(Lakes, Eastern Equatoria, Central Equatoria, Western Bhar El Gazal, and Jonglei) in the conflict affected states and develop background of conflicts prevailing in the area, identifying the types of conflicts, its causes, and possible activities that could mitigate them. Amongst others, the consultant will be requested to look into 1) competition for natural resources, 2) Challenges of the state like poverty, drought, flood, no infrastructure, 3) customary law vs constitutional law; 4) inter/intra community tensions, 5) land issues etc
3. Focus on in-depth examination of the conflicts, its characteristics, causes and dynamics, its impact on the community and its target groups, the willingness of people to solve conflicts and the (traditional) conflict mitigation methods they use.
4. Identify potential opportunities for peace building initiatives within the current programs and delivery of a conflict sensitive programming, with comprehensive conflict analysis reports with all the annexes indicated to output/deliverable.

Deliverables

1. Inception report: containing a detail conflict analysis methodology and approach and accompanying analysis work plan and tools.
2. Draft comprehensive conflict analysis reports that contains in-depth examination of conflicts, its characteristics, causes, dynamics, and consequences for women, men, girls, boys and the marginalized groups, the willingness of people to solve conflicts and the (traditional) conflict mitigation methods they use and recommendation for attainable peacebuilding and conflict sensitive programming and policy guidance.
3. Final synthetic conflict assessment report that includes the typology of conflicts, its main causes, the conflict resolution methods including possible mitigation measure that have been tried by donors through projects and concrete strategic recommendations.

Methodology

The consultant is expected to come up with the best approaches for undertaking this task. S/he will design/use a mixed approach which integrates qualitative and quantitative data collection techniques.

Cognizant of COVID-19, the consultant is expected to conduct Focus Group Discussions (FGDs), Key-Informant Interviews (KIIs) while ensuring safety for all participants.

Consultant should be mindful of inclusion and diversity during data collection by ensuring representation all groups. Findings from this approach will be used to refine questions raised through the thematic reviews.

Timelines:

The duration of the national consultancy for the conflict assessment and resolution measures will be a total of **40 working days** between September and October starting from **1 September 2022**

Budget

The expert shall develop detailed financial proposal/budget and work plan in accordance with the TOR. The rationale for the budget should be realistic to the tasks, time and methods to be applied as outlined

in the TOR, but must also be within the allotted project budget framework. The budget should contain consultant fee, travel cost including travel from Juba to each of the five (5) targeted states and internal travel for four days in each state to collect data from sampled counties.

Qualification and requirements

The expert/consultant engaged to undertake the assignment must fulfil the following requirements:

- Minimum of 5 years of professional experience in conflict analysis and mapping and knowledge of mapping methodologies
- Post-graduate degree in Social Sciences, International relations or development studies or any related field
- Ability to conduct research and produce analysis with capacity to work with a multi-disciplinary team, including coordinating technical input into research work
- Ability to not ignore political sensitivity in his/her recommendations but to make recommendations that are practically applicable.
- Excellent writing skills including coherent and consistent documentation
- Knowledge of the area
- Ability to work rapidly, both in person and remotely, with team members in various locations.

Application Process and Requirements

Qualified and interested individuals are asked to submit the following.

1. A detailed technical proposal, an approach and methodology for the assignment, a work plan and comments on the Terms of Reference if any (in brief).
 - An updated curriculum vitae or Consultant profile
 - A statement indicating how your qualifications and experience make you suitable for the assignment, and
2. A financial proposal with a detailed breakdown of costs for the assignment (including travel cost, DSA etc) quoted in United States dollars.

Applications should be submitted electronically to proposals.juba-ed@unesco.org copying j.okodi@unesco.org on or before (22nd August 2022) with attachments in pdf and a subject line: Technical and Financial Proposal for National Consultancy for Conflict assessment study.