



REGIONAL OFFICE FOR SOUTHERN AFRICA



Call for Consultancy

Desk review on the integration of Global citizenship education (GCED) in School curricula in SADC Countries

1. Background

In a globalized and interconnected world with increasing manifestations of both solidarity and intolerance, it is critical that education systems provide learners with values, attitudes and skills that are based on and instil respect for human rights, gender equality, and social justice. More than ever, education systems need to develop in learners the socio-emotional, cognitive and behavioural skills to address current global challenges, and which equip them with the competencies and opportunities to realize their rights and obligations to promote a better world and future for all. This approach is what UNESCO calls “Global Citizenship Education”. **Global Citizenship Education (GCED)** is one of the strategic areas of UNESCO’s Education Sector programme for the period 2014-2021. The programme aims to support Member States in their efforts to provide learners, throughout life, with the knowledge, skills, values, attitudes and behaviours needed to ‘live together’ in increasingly diverse societies, and engage with the world as responsible global citizens.

While the Southern African region is considered one of the most developed regions in Africa, it still faces challenges of exclusion, intolerance, discrimination and violent behavior against migrants, women and others who are considered outsiders, especially among the youth. Integrating GCED in national curricula with specific emphasis on addressing intolerance is essential in creating platforms to address these contemporary challenges in schools, while cultivating a culture of peace and non-violence among learners.

UNESCO Regional Office for Southern Africa, in partnership with SADC promotes regional integration, social cohesion, and peaceful coexistence in the region, targeting especially youth through teaching of Southern African Liberation History (SALH), which is part of the broader concept of GCED. Such an endeavor shall allow the integration and materialization of the Global Citizenship values and competences among youth, both in formal and non-formal education settings.

SADC is a regional organization, comprising 16 Southern African countries, which seek to promote sustainable and equitable economic growth and socio-economic development through deeper co-operation and integration, good governance, and durable peace and security; so that the region emerges as a competitive and effective player in international relations and the world economy. The SADC Regional Integration and Co-operation Agenda is guided by the SADC Treaty and the Regional Indicative Strategic Development Plan (RISDP).

During the Council of Ministers meeting Ezulwini, Eswatini in August 2017, Council approved that GCED values and the Southern African Liberation history be included in the school syllabus and requested Ministers of Education to operationalise the decision. The decision was taken to ensure that the younger generation in the SADC region have an opportunity to learn and critically reflect on the history of the liberation struggles in the region. This will promote social cohesion and regional identity. Furthermore, it will contribute to the implementation of Sustainable Development Goals (SDG) 4 Target 7 in relation to “promotion of a culture of peace and non-violence, global

citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development”.

In June 2018, during the Joint meeting of Ministers of Education and Science, Technology and Innovation, in Durban South Africa, the Ministers approved the establishment of a Regional Working Team comprising Curriculum Experts from all SADC Member States with the mandate to determine the status of teaching of the Southern African Liberation History and the extent of inclusion of Southern African Liberation History in the school syllabus.

At a regional meeting on GCED organised by UNESCO in partnership with APCEIU in Southern Africa, held in Johannesburg in October 2019, participants recommended UNESCO to “commission a comparative mapping study to review GCED content, practices and articulation in curricula and teacher education and in the region”.

2. Objective of the call for Consultancy

In partnership with the SADC Secretariat, and with the support of in partnership with APCEIU, UNESCO's Regional Office for Southern Africa (ROSA) calls for consultants/consultancy firm to **conduct a desk review of curricula** in all 16 SADC Member States to

- a) Determine the level of integration and teaching of global citizenship issues and values in primary and secondary schools; and
- b) Specify if and in which curriculum settings the Southern African Liberation History (SALH) is integrated.

The review of school and teacher education curricula will provide the basis the promotion on GCED in SADC member states as well as for the establishment of and inform the SADC Regional Working Group on the inclusion of SALH in curricula.

3. Profile of desired consultant

The desired consultant/ consulting firm should be a well-established researcher/ research institution who has researched and published extensively in the fields of education, history, culture of peace, intercultural dialogue or relevant disciplines in education and/or social and human sciences. The contractor should demonstrate the ability to conduct quality literature review, sound document analysis skills and report writing. They should be able to communicate with government officials and retrieve material from websites and other online resources.

4. Terms of Reference

Under the overall authority of the Regional Director and Representative, and direct supervision of the Programme Specialists for Education, and Social and Human Sciences, UNESCO ROSA, the successful consultant/consulting firm will carry out the following tasks:

Undertake a review of national curricula and teacher education programmes and curricula in all 16 SADC Member States to determine the level of integration and teaching of GCED issues and values, and of Southern African liberation history in primary and secondary schools.

Specific tasks include:

- I. Conduct a desk review of national school curricula, teacher education curricula and related documents such as teaching materials and lesson plans and examine the existence of issues, competencies and values related to GCED. Identify specific priority issues the concepts related to GCED as well as teaching approaches proposed for GCED, and the prescribed teaching resources;
- II. Specify if and in which curriculum settings (disciplines, number of hours, themes addressed, etc.) the Southern African Liberation History (SALH) is integrated.

- III. Liaise with Ministries of Education in all 16 SADC Member States and gather curriculum documents for review and conduct additional interviews with officers in charge of curriculum development;
- IV. Identify countries with advanced GCED and/or the Southern African Liberation History (SALH) teaching and propose good practices to be used by the Regional Working Group on National liberation Movement;
- V. Share the findings of the desk review with the regional working group and at the SADC ministerial meeting in June 2020.

5. Deliverables

- a. Report detailing the findings guided by article 4, best/good practices and recommendations as to the integration of GCED and SALH, by 28 February 2020.
- b. Presentation of key finding delivered at two meetings as by article 4. IV.

6. Language

The report will be submitted to UNESCO in English. However, the consultant/ firm should be able to access and review curriculum materials from all 16 SADC Member States, in the languages they are presented (the official languages of SADC are English, French and Portuguese).

7. Duration

The review will be conducted within two months.

8. How to apply

Applicants shall submit the following documents to UNESCO:

- A technical proposal providing details on the understanding of the mission, the methodology proposed, the networks that will be mobilised, past experiences in the domain, etc.
- The CV(s) of the expert(s) foreseen for the mission.
- A financial proposal to carry out the mission, with budget breakdown.

9. When and Where to apply

The submission is to be sent to m.chaitezvi@unesco.org, cc p.chanthalangsy@unesco.org and j.heiss@unesco.org, before **3 February 2020, midnight Harare time** at the latest.