

Terms of Reference

TwB Support to FCA's Peace Education Programming

DISTANCE POSITION / SOUTH SUDAN

Location	Distance position to support peace education activities taking place in Juba, South Sudan
Host Organisation	Finn Church Aid (FCA) South Sudan Country Office (SSUCO)
Length of Posting	3 months distance support with a possibility for extension
Date of Deployment	May 2022
Number of Positions	1-2
Title of the Position	Peace Education Adviser (TwB Distance Expert)

Background and Description of the Project

South Sudan since gaining independence in 2011, has undergone several phases of multifaceted conflicts at community, sub-national and national levels. People in South Sudan continue to face multiple compounding shocks of continued food insecurity, macroeconomic instability, flooding, disease outbreaks, increased sub-national violence, and threats and attacks on humanitarian work and assets, resulting in an overall protection crisis, and necessitating the need to invest in building structures and creating necessary conditions for building positive peace.

While a general reduction in violence and some semblance of negative peace is being experienced in several parts of the country since the signing of the 2018 Revitalized "Agreement on the Resolution of the Conflict in the Republic of South Sudan" (RARCISS), the implementation of the agreement continues, albeit at a slow pace. Key benchmarks for the transition achieved in 2021 include the appointment of Governors for all 10 states and Chief Administrators for the 3 Administrative Areas, the reconstitution of the national legislature, appointment of legislators for the national parliament and the council of States, and formation of state government. Despite this progress, critical pre-transitional tasks especially the formation and graduation of unified forces – an essential part to peace and security – remain unimplemented, and many areas continue to see intra- and inter-communal violence, as well as violence by community-based armed militia – which significantly – continue to impact more negatively school-going children and youth who constitute 72% of South Sudan's population.

On this background, FCA's Right to Peace (R2P) thematic area – as a part of the FCA Global Strategy – remains a core programme focus for the South Sudan Country programme. In line

with FCA's Global Strategy and Global Programme, FCA-SSUCO continues to focus on inclusive peacebuilding by collaborating with duty bearers such as the national Ministry of Peacebuilding, the South Sudan Council of Churches, and the Ministry of Education to support the development of necessary and sustainable policies, structures, and tools for the development of inclusive peacebuilding. Building inclusive and sustainable peace contributes to building the resilience of communities and well-being of societies. FCA-SSUCO is keen to strengthen and expand the holistic approach to peace education through more actively building the synergies between and across FCA's thematic areas especially Right to Peace, and Right to Quality Education (R2QE), with a view to turning education spaces such as primary schools to promote a culture of social cohesion and inclusive and sustainable peace.

Sustainable Development Goal (SDG) 4 on education works to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, while SDG 16 on peace, justice, and strong institutions work towards promoting peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels¹. Learners of all ages need to understand concepts in peace, and to ensure that a learner understands that education can create a more sustainable, equitable, and peaceful world. This calls for multi-professional partners to enrich education through peace education via available peace clubs in schools. The presence of peace clubs works towards enriching the quality of education being offered in schools. In an infantile country such as South Sudan, where conflicts (2013 & 2016, and now COVID-19 2020-), have routinely interrupted the provision of education, there is an enlarging gap that among other ways can be recouped through peace education structures such as peace clubs and community peace committees. Through quality education and peace education, FCA will work towards equipping children with skills in peacebuilding contributing to making them ambassadors of peace.

There is already a growing wealth of experience in Peace Education within FCA country offices. In late 2020, FCA's internal Right to Peace Community of Practice survey highlighted that 8 FCA country offices in Africa, the Middle East, and Asia are already engaged in peace education (in primary and secondary schools) related work but there is a desire to strengthen and expand programming and enhance access to tools and guidance, as well as enhance internal sharing on lessons learned and good practices.

South Sudan is among the FCA African countries already implementing Peace Education programs – mainly integrated to Technical and Vocational Education and Training (TVET) and primary school -level. Since 2020, FCA South Sudan has been implementing projects that seek to address root causes and effects of violent conflicts (intra-communal, and political) through Skills Trainings, Dialogue, Advocacy, Education, Research, Capacity Building, and Strategic Communications. Here, FCA South Sudan works closely with several governmental and non-governmental actors including – the South Sudan Council of Churches (SSCC), the Ministry of Peacebuilding, The Ministry of Youth & Sports, the Ministry of Education, and the Ministry of Labour.

¹ Education for Sustainable Goals: Learning objectives 2017, UNESCO

Currently, FCA South Sudan is implementing R2P projects that seek to strengthen the synergies between R2P and R2QE through forming “peace education” structures i.e Peace Clubs and Peace Committees, at school and community levels. These projects are **“Grassroot Level Peacebuilding and Reconciliation Activities Support”** with funding from the EU, **“Locally-Driven Solutions for Social Cohesion and Promoting Early Recovery”** funded by the UN-Trust Fund, **“Enhancing Sustainable Peace and Intercommunal Reconciliation in Boma and Jonglei States”** funded by Finnish MFA, and a Peace and TVET Integrated Project **“Enhancing Technical and Vocational Education and Training (TVET) for Youth Employment in South Sudan”** funded by the EU. These projects combined seek to contribute to violence reduction, enhance community capacities in effective conflict management and resolution, and strengthen community resilience, and capacities through sustainable livelihoods – with peace education targeting TVET and primary schools being a cross-cutting intervention. The role of the schools in transforming and correcting or compounding negative conflicting collective narratives and stereotypes, mutually exclusive historical memories, deeply rooted beliefs about the conflict and the adversary, and grave inequalities in post-conflict South Sudan cannot be understated.

FCA South Sudan and TwB Collaboration Purpose

Globally, FCA understands **Peace Education** as a holistic, multidisciplinary, and transformative process that seeks to develop competencies that contribute to nonviolent conflict transformation, respect for human rights, and active participation². Currently, Teachers without Borders (TwB) -network supports the development of peace education modules for secondary school students in Uganda and the development of children’s peace clubs in primary schools in Kenya. This collaboration will build on the collaboration and work done in Uganda and Kenya. SSUCO is therefore seeking to collaborate with TwB network and FCA’s Right to Peace (R2P) -theme on peace education in order to benefit from the education technical and pedagogical expertise of TwB experts and gain additional thematic and technical knowledge to develop and contextualize peace education programming mainly targeting primary schools in South Sudan.

During this pilot, the education expert from TwB will support FCA South Sudan in developing basic peace education modules for primary school pupils in South Sudan where FCA together with its local partners (government ministries and non-governmental) has been supporting peace education -related work. The modules build on the experience and desk review of available tools from the developed and piloted with FCA Uganda and Kenya. It is proposed that these basic modules for primary schools will/can be contextualised to different contexts (i.e. for different countries where FCA and its partners has a presence) in the subsequent phases. The TwB Distance Expert works closely together with FCA South Sudan Peace Advisor and Regional Education Advisor, and other designated staff to support the further development of their existing programming.

² Mainstreaming Peace Education – Methodologies, Approaches and Visions: A Practitioner’s Manual (2014: 14). Bolding not in the original text.

Main Tasks May Include

- Desk review of available tools and materials (including South Sudan curricula, tools in use) in close consultation and collaboration with TwB in Uganda and Kenya and with SSUCO staff (peace + edu. colleagues), followed by participatory consultations (facilitated by SSUCO but with support from the volunteer) to develop peace education tools for the primary school level in South Sudan
- Materials Content Development: Develop/Contextualize peace education training modules and materials for primary schools – including Guidance, Checklists, and tools – that will be piloted in South Sudan through Training of Trainers (ToT) sessions targeting mainly primary school teachers and subsequently upheld within FCA global implementation.
- Contribute to supporting FCA SSUCO in developing children’s peace clubs for schools – as a school-level peace structure – material toolkits and guidelines (functions/roles, composition, structure, and soft skills development) for teachers/instructors.
- Contribute to assessing and offering guidance on the implementation of peace education activities as relevant.

Position-Specific Qualifications and Competencies

- A Master’s Degree in Education and/or teaching experience from Finland
- Demonstrated expertise and experience in peace education
- Experience in developing teaching and learning and/or training material is a notable asset
- Good command of online working and communications tools
- High level of adaptability as changes of plans occurs with short notice, due to the nature of work and local context
- Background in or familiarity with conflict/post-conflict/emergency/humanitarian context is a notable asset.
- **In addition, general qualifications, and competencies for all TwB volunteers defined in the TwB webpage**

Supervision and Support

The Distance Expert will be closely supported and supervised by SSUCO. SSUCO will dedicate a person to provide technical and contextual support in planning and implementation. The process shall be highly collaborative, open to discussions, and in line with the assignment to ensure the assignment objective is met. The team in SSUCO will facilitate any consultations and workshops with partners and stakeholders in-country as needed for the development of the materials and tools.