

TERM OF REFERENCE – GAA Project

POSITION	Consultant
DEPARTMENT	PROGRAM
REPORTS TO	EXECUTIVE DIRECTOR
LOCATION	MONROVIA
PROJECT TITLE	Development of “Position Paper” on the Reintegration of Girls in Education during and after COVID-19 Pandemic in West Africa
DURATION	THREE MONTHS

A. Term of Reference

This Term of Reference is an integral part of your consultancy contract, the Girls Advocacy Alliance (GAA), is a regional Project been funded by Plan International African Union Liaison Office with support through the Forum for African Women Educationalist (FAWE) to advocate for the elimination of Gender Based Violence and promote Women Economic Empowerment across the continent of Africa, with specific focus on CSOs that are station in various region and countries. As part of the project thematic we are also addressing issues of GBV in our respective countries, enforcement of regional laws and policy and promoting girls education. The project is also gear toward strengthening CSOs capacity and supporting them to develop institutional policies and framework for organization sustainability and growth.

Introduction

YOCEL is a youth empowerment and social enterprise accelerator - ensuring that all youth, including young women and girls, have access to education and skills to end unemployment through innovation. YOCEL Advocates and promote economic growth through capacity building, social dialogues and collaborative partnerships on education, entrepreneurship, job creation and workforce empowerment in Liberia and across Africa.

ORGANIZATION BACKGROUND

After the Malala Day celebration in Liberia, Lofa County on July 12 2013, and Beyan Flomo Pewee a young Liberian decided to form an organization called “Youth Coalition for Education” now YOCEL, along with Co-founder David Wiah II in order to address the issues raised in the Liberian Youth Resolution crafted by more than 200 young people. YOCEL uses the Liberian Youth Resolution as their guideline and its tool for advocacy in Liberia and will be developing similar tool for other countries. Malala Day is a day set in support of the United Nations Secretary-General’s Global Education First Initiative, hundreds of young leaders from around the world representing nearly 100 different countries and over 100 different partner organizations hosted series of events in support of reaching the goal of all children, especially girls, in school and learning by 2015. The youth resolution is the outcome document created after the Malala Day celebration, to keep youth engage in the fight for and access to, quality education across the country.

SCOPE OF WORK

On 31st December 2019, World Health Organization (WHO) was informed of 44 cases of pneumonia of unknown microbial etiology associated with Wuhan City, Hubei Province, China

(1). Most of the cases in the outbreak reported a link to a large seafood and live animal market (Huanan South China Seafood Market)

As a result of the discovery of the COVID-19 and its widespread effects, today most immediate direct and visible efforts of countries' main attention of the pandemic are inevitably on the health systems, but it also has short- and long-term effects on the education systems that are vital to understanding.

Currently, no education system in West Africa is untouched by the global COVID-19 pandemic. According to UNESCO data (as of 6 April 2020) 1.6 billion learners around the world are affected by school closures while 258 million children and youth are out of school.

As countries in West Africa with the already challenge education systems still striving to achieve the universal primary and secondary education by 2030 COVID-19 has further worsen the situation. With all of these challenges some governments in West Africa are responding rapidly and trying to keep education going, in the absence of physical learning by adopting technologies where there are limited internet connectivity by introducing Teaching by Radio as a means of distance learning in Liberia and Kenya.

Reflecting on the lesson learned from the EBOLA virus epidemic that occurred highly in West Africa (Liberia, Sierra Leone and Guinea) the report effects are still fresh on the mind of citizens in those countries where the nightmare still exist. In 2015 the UNCHR report of Liberia states how young girls were forced into the sande secret society depriving them of education to become circumcised (FGM) as the result of EBOLA that delay the traditional leaders of meeting their graduation deadline. Also in 2009 the World Bank Group developed a report (*The Economic Lives of Young Women in the Time of Ebola: Lessons from an Empowerment Program*) showed how the Ebola crisis in Sierra Leone had a wide range of negative impacts for adolescent girls with implications for increased teenage pregnancy, resulting in fewer girls returning to school after the crisis.

Based on all of these circumstances and lesson learned from the EBOLA virus Disease the position Paper should focus on policy measures and workable recommendations and solution on how countries in West Africa can focus on reintegration of an effective and supportive girls' education that will ensure the retention, completion and safe learning environment for girls during and after COVID-19

ESSENTIAL JOB FUNCTIONS

- Review current local and International reports and publication of girls education in West Africa
- Do an analysis of countries in West Africa on their public health safety measures and preparedness during the COVID-19
- The position paper should highlight the critical needs of girls education in the ECOWAS Region
- The consultant should do a context analysis of Francophone and Anglophone countries and their engagement and approach on girl education
- The position paper should include practical and workable solution that can be address and deal with the existence challenges in the sector on girls education couple with the opportunities that came as a result of COVID-19
- The paper should highlight the effects of COVID-19 in the education sector in West Africa
- The consultant should have a meeting with the two CSOs in the region (Ghana and Liberia) including the West Africa Civil Society Forum (WACSOF) and relevant education stakeholders in region to get their own perspective.

- Consider key human rights clauses regional and international instruments been violated during COVID-19 and what are the best and workable solutions to implement when such emergency crisis occurs.

DUTIES AND RESPONSIBILITIES

- Develop work plan
- Develop a questionnaire template in gathering the information
- Organize and facilitate a virtual focus group discussions with CSOs in the region including the Forum for African Women Educationalist (FAWE) on the validation process of the Paper
- Develop the draft position paper and share with partner
- Organize a virtual meeting with key education stakeholders in the region and a recorded copy send to us.
- The position paper should not be more than 25 pages and less than 22 pages with writing style “12”
- A summary brief should be develop and presented with Not more than 4 pages

REQUIRED KNOWLEDGE AND SKILLS

- Master’s Degree in public policy, development study and relevant area.
- Excellent knowledge and understanding of socio-economic and political context of West Africa
- Familiar with the work environment in west Africa
- Minimum of 5 years of relevant experience is required
- Reference of past Publications and similar works undertaken in the last 4 years

Language

- Excellent written and spoken English

COMPETENCES:

- Expert knowledge of human rights, legal framework and Education;
- Experience of conducting and developing strategic plan;
- Influencing and Negotiation skills
- Ability to research and write at a high level;
- Expert knowledge of government, private sector and CSOs processes

Communications

Required attitudes

- Good experience of training Program Staff.
- Experience of a flexible approach to managing and prioritizing a high workload and multiple tasks in a fast paced environment with tight deadlines.
- Experience of proactively identifying and addressing issues
- Ability to work with a high degree of professionalism.
- Very good communication and interpersonal skills.
- Ability to work with and within a large team.

All interested applicant wanting to apply should send their application including their CV’s to info@yocel.org and CC emulbah@yocel.org and mkarley@yocel.org the deadline for application is Monday, July 11, 2020 @ 18hours GMT for more information on the work we do kindly visit our website www.yocel.org