



Terms of Reference (ToR)

Consultancy: Baseline Study for the project

“مدرستي جاذبة ومنفتحة ودامجة - *My school - Attractive, open and inclusive*”

1. Context

Ifriky Center for Common Ground (ICCG)

Ifriky Center for Common Ground (ICCG) is a Tunisian non-profit organization, established on December 13, 2021, in accordance with the provisions of Decree No. 2011-88 of September 24, 2011, on the organization of associations to promote social cohesion in Tunisia. ICCG is a Tunisian peacebuilding NGO that aims to promote sustainable social cohesion in Tunisian society through conflict transformation.

Ifriky Center for Common Ground in Tunisia:

ICCG’s strategy for Tunisia includes promoting the culture of dialogue and diversity through the involvement of all parts of society while building their capacities. ICCG works in Tunisia to help members of Tunisian society to address conflicts and differences constructively through cooperation and dialogue. ICCG works across multiple channels, mainly with youth, public institutions, CSOs, media actors, and local authorities to build the capacity of individuals and institutions to address challenges including differences and act on common points. ICCG’s main strategic objectives include: (i) contributing to peacebuilding in Tunisia through fostering a culture of dialogue and education based on values of citizenship, and tolerance, (ii) promoting socio-economic inclusion and protection of vulnerable groups; (iii) strengthening citizens' engagement and equal participation of men and women in public life. (iv) enhancing participatory and inclusive governance; (v) strengthening the Tunisian social fabric through better cooperation and coordination between different members of the society.

The Project

ICCG is implementing a 18 month project titled “*My school - Attractive, open and inclusive*” - “مدرستي جاذبة ومنفتحة ودامجة” targeting 128 schools, located in the regions of Kairouan (80) and Siliana (48). The project is funded by GCERF, implemented by ICCG and its two partners; the Tunisian Scout and the National Union of Tunisian Women (UNFTK), under the auspices of the



Tunisian National Counter-Terrorism Commission (CNLCT) and the Ministry of Education (MoE). The project leverages peace education tools and innovative educational approaches to address factors, potentially, leading to violence and violent extremism in Tunisian schools. The overall objective of the project is to increase community resilience to violent extremism through a more attractive, open, inclusive school that is actively engaged in instilling human rights and peace values in children.

The project is expected to achieve the following results:

1. Renewed relationships based on mutual trust and respect between teachers and pupils and between pupils in the target schools and administrative staff;
2. An attractive and supportive environment that stimulates effective teaching and learning, leading to better educational outcomes;
3. Better collaboration between teachers and administrative staff to improve student learning outcomes;
4. Active participation by parents in initiatives carried out by pupils at school.

2. Goal and Objectives of the baseline study

The purpose of the baseline study is to collect information on target groups related to the planned intervention of the programme, design and collect data on all outcome indicators of the project as described in the results framework of the project. The methodology of the baseline should be replicable for endline processes as well as for the ongoing monitoring processes. The baseline survey will provide the benchmarks against which any changes resulting from the project interventions and results will be measured. The baseline assessment will be the basis to evaluate the project's performance and progress over time.

The baseline study will allow ICCG and its partners to:

- Analyze and understand the different multilevel factors (individual, family, community, that may lead to risky behavior, violence and violent extremism among Tunisian pupils in the target local communities;
- Understand how Tunisian pupils in the target local communities are engaged with their schools and with their local communities;
- Understand the contribution of local communities' members, in particular women, in the prevention of violent extremism and detection of risky behaviors among young Tunisians;
- Analyze the perceptions and attitudes towards the usage of the innovative educational approaches based on peace and citizenship to prevent risky behavior and violence among Tunisian pupils;



- Collect data on key indicators for measuring the project's outcomes, including information on different gender dynamics, as well as the project results framework's relevance to the local contexts.
- Draw recommendations for programming to ensure "Do No Harm" and conflict sensitivity are respected in the project and throughout the implementation process;
- Draw recommendations to inform the current project and similar future projects.

3. Key Questions of the Study

The Baseline study will gather key information on the current situations and conditions in the target local communities (Kairouan and Siliana), perceptions and attitudes of pupils, teachers, and local communities towards violence, risky behaviors, violent extremism and school drop out, as well as the contribution of different local community members to prevent violence and risky behaviors among young Tunisians. The baseline data will also gather data related to the indicators identified in the Results framework of the project.

The baseline study seeks to answer the following **research questions**:

OB 1 - Understanding the multilevel factors leading to violence, risky behavior, and violent extremism among Tunisian pupils

1. What are the prevalent factors that can push Tunisian pupils to engage in violent behaviors?
2. How does the intersection of the different factors impact Tunisian's pupils' resilience to violent extremism?
3. Is there any gender-based difference in the way that the identified factors influence female and male pupils in the target communities?
4. What behaviors and actions do Tunisian pupils regard as risky and violent?
5. How do Tunisian pupils engage with their peers?
6. To what degree do Tunisian pupils feel that there are opportunities to meaningfully and constructively engage with their schools and local communities?

OB 2 - Contribution to preventing violence, and risky behaviors among Tunisian pupils

- What role have the local communities including parents been playing in preventing, violence and risky behaviors among Tunisian pupils?



- How have women been engaged in the prevention of violence and risky behaviors among young Tunisian pupils?
- According to local communities and educators, what could be done to prevent risky behaviors, and violence among Tunisian pupils in schools?
- What are the attitudes and perceptions of local communities, educators and Tunisian pupils towards the usage of innovative educational approaches based on peace and citizenship in Tunisian schools to prevent violence and risky behaviors.

OB 3 - Baseline Value and Results Framework

1. Is the project Results Framework relevant to the local context? How could it be strengthened?
2. What are the baseline values of the project’s indicators, highlighted in the table below?

Overall Objective	Indicators	Target population
Increase community resilience to violent extremism through a more attractive, open, inclusive school that is actively engaged in instilling human rights and peace values in children.	Ind- Violent Extremism Resilience Index (To be measured using GCERF’s BRAVE-14 tool)	Pupils aged 10 to 12 and key community members
Outcomes	Indicators	Target population
OTCA- New mechanisms and innovative educational approaches based on values are firmly established in the target Tunisian schools in order to create a resilient environment for students in Siliana and Kairouan promoting human rights, women's rights and the values of peace.	OTCA-Ind-1- % of teachers, inspectors, and administrators who have strengthened capacities to be able to deploy a new educational approach focused on human rights and peace values.	Teachers, Inspectors, and Administrators
	OTCA-Ind-2- % of teachers, inspectors, and administrators who implemented the new educational approach focused on human rights and peace values.	Teachers, Inspectors, and Administrators

	OTCA-Ind-3- # of pupils from target schools who have acquired human and civic values as well as skills to be more resilient in the face of violence, risky behavior and the phenomenon of dropping out of school	Pupils aged 10 to 12
	OTCA-Ind-4- % of pupils who do not support the use of violence to achieve personal, political or social goals	Pupils aged 10 to 12
	OTCA-Ind-5- % of pupils who perceive an environment conducive to learning	Pupils aged 10 to 12
	OTCA-Ind-6- % of pupils satisfied with relationships with peers, teachers and administrative staff	Pupils aged 10 to 12
OTCB-Sustainable innovative initiatives involving different members of the community and promoting more active participation of women are implemented, with the aim of preventing violence, risky behavior and school dropout among students.	OTCB-Ind-1 % of educational staff, parents, and key community stakeholders in target schools who have strengthened their capacities and improved their knowledge to better identify school problems and risky behavior among pupils, and know who to contact to guide the detected cases.	Teachers, Inspectors, and Administrators
	OTCB-Ind-4 % of pupils who trust teachers to help them when faced with a problem	Pupils aged 10 to 12



OB 4 - Do no Harm

1. What are the different risks that need to be taken into consideration and monitored?
2. What can the project do to ensure the incorporation of conflict sensitivity and “Do No Harm” principles throughout the implementation process ?

OB 5 - Recommendations

1. What are the main recommendations to inform this current project and similar programming in Tunisia or elsewhere?

4. Geographic Locations

The project will mainly target the regions of Kairouan (80) and Siliana (48). Analysis shows that two of the 24 governorates score very low: Kairouan ranks 23 out of 24 and Siliana 21 out of 24 on the "priority education region" indicator.

In fact, Kairouan suffers from high school dropouts, high rate of school violence and poor educational environment. Similarly, Siliana suffers from many socio-economic difficulties including high poverty rate, high unemployment and precarious educational conditions.

5. Methodology and Data Collection Tools

The Baseline study methodology will be determined by the consultant in collaboration with the ICCG team, based on ICCG and GCERF requirements. The consultant will develop the sampling criteria, methodology and tools of the baseline in consultation with the ICCG team.

The field work cannot begin without the reception of the formal approval on the methodology, sampling and the overall baseline design.

ICCG requests the methodology to include the following approaches:

- Inclusiveness: the methodology should ensure the inclusion of a wide range of viewpoints.
- Mixed-method approach: both qualitative and quantitative methods need to be included in the methodology. A literature review, perception surveys targeting Tunisian pupils and local communities, and key Informant Interviews with key community stakeholders including educators, education inspectors and key actors.

To ensure a better understanding of the key issues that will be addressed in the project, the data will be disaggregated by age and gender, as well as by geographical location.



Furthermore, the consultant must abide by the different Ethical Principles including:

- **Honesty and Transparency:** the consultant should be honest and transparent with the contractor about any conflict of interest, any change made in the negotiated project plan, or any risk that may lead to producing misleading information. Any changes made and the reasons why those changes have been made should be communicated immediately to the ICCG team.
- **Respect:** the consultant must respect the security and dignity of respondents, project participants at all times. The consultant must respect differences among participants including culture, religion, gender, disability and age.

Deliverables

ICCG expects the following deliverables from the consultant:

- A baseline plan (inception report) detailing a proposed methodology, sampling strategy, questionnaire, tools, calendar, and the literature review;
- Training for Data collectors
- Analysis of the data collected and production of a draft baseline report in French or English, for review by ICCG staff and partners;
- A Final Report in French or English consisting of:
 - Table of contents
 - Abbreviations
 - Executive summary of methodology, limitations, key findings and recommendations
 - Background information (project specifics)
 - Methodology: Objectives, data collection and analysis and limitations of the study
 - Research findings, analysis, with associated data presented (should be structured around the main objectives and should cover all indicators)
 - Indicator table showing all baseline indicators
 - Appendices, which include detailed research instruments, list of interviewees and terms of references

Logistical Support

ICCG will share all the available project documents and materials with the consultant.



Costs for all transportation should be included in the submitted proposals.

6. Timeline

The total number of working days for the baseline survey will be 25 working days over the 30 days period from the date of the contract signature. The following timeline should be followed:

Activities	Deadline
Submission of inception report and baseline design	20 September 2024
End of field work	30 September 2024
Submission of first draft of baseline study report	7 October 2024
Submission of final draft of baseline report after incorporation of comments	14 October 2024

7. Requirements

The applications received will be evaluated based on the following criteria:

- Proficiency in French/ or English and Arabic (written and spoken);
- More than 5 years of experience in project evaluation for similar programs or the equivalent expertise, including the design of innovative evaluation methods;
- Prior experience in conducting baseline studies;
- Experience working with international organizations;
- Demonstrated qualitative and quantitative data collection skills;
- Knowledge of peace education and its approaches;
- Prior experience in dealing with sensitive issues and contexts

8. Applications

Consultants should apply by submitting curriculum vitae(s), presenting three references and a short methodological note by email to ICCG at: apply@ifrikyacenter.org by August 31st , 2024 Tunis time at 18 pm. Please note that late and/or incomplete applications will not be considered.

The short methodological note should be composed of:



- Overview of experience in conducting similar types of studies;
- A short note on planned baseline design, including high-level sampling approach, data collection techniques and methodologies;
- A proposed work plan with a time frame;
- Financial proposal detailing all relevant costs.