TERMS OF REFERENCE

For Implementation of community based activities as part of the UN Joint Programme "Enhancing inter-ethnic dialogue and communication" in municipalities of Struga, Kumanovo and Kicevo

1. BACKGROUND INFORMATION

Inter-ethnic community dialogue is central to the successful and rapid development of the country as a vibrant multi-ethnic society and future EU member. The country's aspiration for EU accession has generated much momentum for political, economic and social reform. The candidate status has been a crucial contributing factor for deeper and complex reforms and also acts as a social catalyst, enjoying wide support from the general population across ethnic and political divides. The country has progressed a long way in delivering the Ohrid Framework Agreement, but there are factors which are limiting the speed and efficacy of this process: key amongst these are the issues of institutional capacity and effective communications.

Since its independence in 1991, the country has faced social, political and economic challenges related to transition including an inter-ethnic conflict in 2001, which delayed human development and further politicised issues of ethnicity and cultural diversity. According to the 2002 census, the country's ethnic composition is as follows: Macedonians 64.18%, Albanians 25.17%, Turks 3.85%, Roma 2.66%, Serbs 1.78%, Vlachs 0.48% and others 1.88%.

While the internationally mediated Ohrid Framework Agreement (OFA) brought the 2001 dispute to an end and laid a solid foundation for peace and stability, its implementation remains a challenge. The decentralization process has been seen as a powerful instrument for citizens' empowerment and participation in local programs and initiatives and has facilitated their better political inclusion. However, in some instances redrawing municipal borders and thus shifting the electoral power base in several municipalities along ethnic lines has at times fuelled inter-ethnic tensions. The predominance of ethnically-based politics and the media have also been counter-productive to full realisation of the OFA or the spirit of decentralization lying at its heart. Therefore, while the Ohrid Framework Agreement established the foundation for inter-ethnic stability, continuous measures are needed to build inter-communal trust and social capital at a local level.

The young state and non-state institutions are still challenged in their development and implementation capacity. Institutions at local level are not fully operational, and the ones that are, are mostly focused on ex-post rather than prevention activities. Finally, horizontal and vertical institutional communication is another relevant factor that needs to be addressed for strengthening the institutional/system capacities.

Recently, a joint UN programme with UNICEF, UNDP, UNESCO has been designed to effectively enhance inter-ethnic dialogue in the country through an integrated approach focused on national and local systems development, education and culture. As part of this programme UNICEF is responsible for the education component.

The role of education is important for enhancing inter-ethnic dialogue. The UNDP People-centered analysis report (2008) confirmed the trend of preference of not sending children to a

school with a majority of children from the other ethnic groups. The result has been that the ethnically-mixed schools are gradually becoming mono-ethnic, while multi-ethnic schools are starting to introduce "ethnic" shifts under the justification that they want to prevent ethnic-based violence. Disparities are still evident at the secondary education level, mainly among students of the Roma, Turkish and Albanian communities.

The 2007 UNICEF Child-friendly school baseline study found that schools do not have procedures in place to ensure democratic participation of students, parents and communities. It also stated that schools fail to provide any opportunities for students from different ethnic groups to communicate and learn together which further increases the risk for ethnic-based segregation. Ethnocentrism was found in the curricula (in contents related to history and literature). There is either lack of content about "the others", or the own ethnicity is glorified at the cost of that of "others". Students learn very little about the history and the literature of the "others", despite the fact that such content is envisaged in the curricula and offered in the textbooks. At national level it means building capacity in the Ministry of Education and Science (MoES) for policies and programmes that promote respect and tolerance for diversity and dispute resolution. In terms of national curricula, it means exposing primary school aged children to contents in history, language and life-skills based education subjects through which they can build skills and positive attitudes towards diversity and intercultural and inter-ethnic communication and dialogue.

In all, the politicization of ethnicity, the institutional weakness of municipalities and school boards, and the lack of sufficient trust and collaboration between ethnic groups mean that disputes are often managed in dysfunctional and counter-productive ways, if at all.

2. SCOPE OF THE WORK

UNICEF is working on a joint programme with UNDP and UNESCO to enhance inter-ethnic community dialogue and collaboration in the country through an integrated approach focused on national and local systems development. UNICEF's main contribution is in the area of education, and its specific programme objective is to strengthen the capacity of the education system to promote and enhance ethnic and cultural diversity. Specific activities include: **1) At national policy level**- incorporation of contents related to understanding, tolerance and respect for ethnic and cultural diversity at secondary level and strengthening in-service training for both primary and secondary education, development of methodology for textbook review for multiculturalism and strengthening the capacities of the MoES for inter-ethnic and inter-cultural diversity and dispute resolution; and **2) At local municipal level**- strengthening the capacity of schools for democratic participation and implementation of curricular and extracurricular activities in schools and communities.

The purpose of this ToR is the implementation of activities for democratic participation and extracurricular activities in the schools and the communities in the three project municipalities, Kumanovo, Kicevo and Struga.

2.1 Major tasks to be accomplished:

Preparatory phase

a. Identify space for implementation of community-based extracurricular activities and secure formal commitment by the municipal authorities for maintenance and supporting running costs of the centre for the whole duration of the project- November 2009;
b. Participate in trainings organized by UNICEF on the concept of inter-ethnic and inter-cultural education and dialogue- November 2009;
c. Establish the center and develop detailed plan of activities for democratic participation and extracurricular activities and gather materials for organization of these activities in the centres- January 2010;
d. Mobilize children and youth in organization and participation in community based extracurricular activities- January 2010;
e. Establish regular communication and cooperation with other implementing partners (municipalities, primary and secondary schools) – January 2010;
f. Inform local media and undertake advocacy efforts to familiarize local communities with the broader project goal and objectives-January 2010.

Implementation phase

g. Plan, design and organize activities for democratic participation and extracurricular activities for children and young people from different ethnic and cultural backgrounds in the project community;
h. Assist primary and secondary schools and cooperate with school staff in organizing activities for democratic participation and extracurricular activities for children from different ethnic and cultural backgrounds;
i. Participate in UNICEF supported trainings for social mobilization and organization of activities for democratic participation and extracurricular activities for children and youth from different ethnic and cultural backgrounds;
j. Maintain regular communication and cooperation with other implementing partners at local level (municipalities, primary and secondary schools);
k. Maintain lists of beneficiaries of community-based activities and record of organized activities for the purpose of project monitoring and evaluation based on criteria provided by UNICEF;
l. Maintain communication with local media and undertake advocacy efforts to familiarize local communities with the broader project goal and objectives.

2.2 End products:

- Approximately 1,500 children and youth benefit from activities for democratic participation and extracurricular activities organized by the implementing partner;
- Three community-based centres in the three project municipalities Kicevo, Kumanovo and Struga established and supported by the municipalities;
- Programme and materials for activities for democratic participation and extracurricular activities developed;

2.3 Estimated duration of contract:

November 2009- December 2012

3. BIDDER'S RESPONSE

3.1 Qualification or Specialized Knowledge/Experience Required:

- Proven track record in organizing activities for democratic participation and extracurricular activities in the area of inter-cultural awareness and inter-ethnic relations in communities and schools;
- Proven track record in social mobilization and organization of events at local level;
- Experience in implementation of national and local projects involving cooperation with broad range of partners, such as institutions, other NGOs, local authorities and local schools;
- Excellent track record with the municipality and national and international organizations;
- Positive reputation in the community/municipality by all ethnic and cultural groups in the community/municipality;
- Ability to facilitate dialogue and communication between different ethnic and cultural groups and work in a multi-ethnic and a multi-cultural environment;
- Previous experience in working with UNICEF is an asset;
- Strong track record of managing funds;
- Capacity in the organization for analytical thinking, strategic planning, negotiation, interpersonal relations, inter-cultural sensitivity and conflict resolution;
- Capacity in the organization for effective communication with partners at different levels;
- Capacity in the organization for project management (human resources with adequate skills)

The proposal must be submitted in English, no later than 30 October 2009.

3.2 Technical Proposal

In addition to the detailed technical proposal the applicants should also submit:

- NGO/organization profile
- Registration of the NGO / organization
- CVs of the team Leader and the proposed members of the team
- List of previously implemented projects including reference letters

3.3 Price Proposal

Please give your price proposal in denars, VAT excluded. Applicants are asked to provide detailed budget that indicates prices in order given under scope of work above.

Remarks:

- One NGO can apply for one, two or all three municipalities
- Local travel in the municipality or travel for attending trainings and meetings- to be defined at later stage
- Programme Area and specific project involved:
  ECD/Education Programme, Enhancing inter-ethnic dialogue and communication Project
- UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/outputs is incomplete, not delivered or for failure to meet deadlines.