

Terms of Reference (TORs)

Education Sector Contingency Planning Guidelines (as per INEE Minimum Standards 2010)

Project Title: “A Safer Tomorrow- Disaster Preparedness in Pakistan (STDP 4)”

City, province and country: Islamabad (Federal Capital), District Swat & Peshawar, Khyber Pakhtunkhwa (KPK), Pakistan

1. Background

The UN Office for Disaster Reduction (UNISDR) informs that globally more than one billion children are enrolled in primary and secondary schools. Of these, 875 million¹ children are living in areas which are vulnerable to high intensity earthquakes while millions of children are residing in areas that are vulnerable to floods, windstorms, landslides and fire. The school buildings which are constructed or maintained without taking into account the safety from disasters pose serious risks to the lives of students, teachers and other school staff. Due to unsafe school buildings millions of children enrolled and people working in schools can die or get permanently disabled. This can cause irreparable losses to their families, societies and countries

Pakistan’s extreme vulnerability to climate induced disasters and complex emergencies have time and again exposed vulnerability and underdevelopment of disaster hit communities. The unprecedented earthquake of 2005 and monsoon floods of 2010 are the examples which not only jolted Pakistan's economy but also exposed the vulnerability and underdevelopment of disaster hit communities. According to government statistics compiled by National, Provincial and Regional Disaster Management Authorities in Pakistan, for instance, due to Kashmir earthquake of 2005, 17,000¹ children died due to collapsing of school buildings. The catastrophic floods of 2010 damaged more than 10,000² school buildings while the education of 3.5 million students was affected directly or indirectly. The floods of 2011 affected more than 3,000 school buildings in Sindh and Balochistan and education of 400,000 children was directly affected.

Where these disaster events have taken thousands of precious human lives, destroyed hundreds and thousands of houses, ruined livelihoods of millions of families, and caused economic losses worth billions of dollars; have also affected thousands of school buildings and education of millions of children.

Education in Pakistan has been the centre point of debate for those concerned with country’s low progress on Human Development Index (HDI). The consecutive disasters in a decade and a half have complicated the education challenge in the country. Over the years, the increment of

¹ UNISDR, Guidance Notes on Safer School Construction, 2009

affected children, places an even greater strain on Pakistan's already weak education system. Physical damages to school buildings, lack of trained human capital, and the lack of strategically planned inputs across affected areas places an additional fiscal strain on the country. It has been estimated that over 5,600 schools² were used as IDP shelters during the 2010 floods, and as many as 10,000 schools suffered physical damage. As yet even in 2016, many of these schools have not been reopened or have been reopened with damaged conditions.

Education in Pakistan suffers from a variety of problems including teacher absenteeism, absence or poor state of school buildings, low quality of education being imparted and lack of ability among students to read and write; to name but a few. In such a scenario the damages caused to educational facilities by natural and human-made disasters further complicate the educational crisis in Pakistan. School Safety is thus a serious issue which needs serious and immediate attention of government and nongovernment institutions having school education as their mandate.

In such a scenario Pakistan severely lacks frameworks, policies, and institutions to provide and ensure continuity of education in disasters and emergencies. The National Education policy of 2016 references the idea of education in emergencies; more effort is needed in terms of presenting clear and concise policies to address the large number of diverse peoples in diverse contexts, affected by various forms of emergencies.

In terms of policy, it is critical to recognize that the central focus for the preparation of education provision during emergencies should be on the development of a valuable knowledge base. Research at AKU-IED (Alam, 2011; Begum, 2011, and Khan, 2013)³ has highlighted the urgency of educational provision for the uplift of the communities in the disaster affected regions.

As of today, a number of global or international declarations, commitments and covenants have been framed that either deal with school safety exclusively or take it as an important component of disaster risk reduction. However only few of the instruments have starting to spell out the needs of education continuity even in complex emergencies, conflicts and disasters. To name but a few includes recent Sendai Framework of Disaster Risk Reduction, UNISDR global platform, Children charter for Disaster Risk Reduction, Bangkok Declaration and Universal Declaration of Human rights.

To name but a few polices of national level highlighting school safety includes National Education Policy of 2009 which suggested to mainstream DRR into school curriculum. For School Safety to be comprehensive, this is one of the primary requisites. Besides the Education Policy 2009, various other policies also contain provisions in this regard. For instance please see National DRR Policy, National Disaster Management Plan, National Climate Change Policy, National Environment Policy and National Sustainable Development Strategy. However despite accepting

² Alexander, J. (2011). Education Cluster in Pakistan, Lessons Learned: Flood Response. Islamabad: Global Education Cluster

School safety as a major pre-requisite of education continuity only little emphasis have been put on Education in Emergencies which is yet to be fulfilled.

2. Project Details:

The project is co-funded by the European Commission Humanitarian Aid for Civil Protection (ECHO), Austrian Development Cooperation (ADC) & HOPE'87. HOPE'87 is directly implementing the project in District Swat and Peshawar of KPK Province in close coordination at Federal level with NDMA. The project duration is of 18 months (1st of June, 2017 till 30th November, 2018).

3. Objectives of the assignment

Obj-1 Develop education sector Contingency Planning Guidelines to ensure education continuity in case of emergency at national level for NDMA and ministry/directorate of education

Obj-2 Sector gap analysis hampering and affecting education in emergencies

Obj-3 Validation and Sharing of guideline developed with the relevant sector stakeholders.

4. Suggested Methodology

- 4.1. Consultation with children to take their point for continuity of education in emergency.
- 4.2. During the 02 consultation workshops at national level, present the draft guidelines and incorporate recommended changes. Incorporate changes suggested during 02 consultation workshops and prepare the final document for pre-testing.
- 4.3. Develop a brief gap-analysis of key stakeholders, institutional structures, mechanisms and policy environment hampering and affecting education in emergencies and or disasters. This should be presented in the findings report as separate chapter.
- 4.4. Facilitate in formation of pre-testing teams of the documents that shall consist of INGOs and government departments' specialist in education and DRR and pretesting in schools
- 4.5. The consultant will be responsible to present most significant findings to the HOPE'87 Management and key stakeholders govt [MoE, NDMA, PDMA, DDMA] and non-govt orgs [NGOs/INGOs and UNICEF etc.] to validate the guidelines to get their feedback on critical areas.
- 4.6. The process must reflect inclusive and participatory approach

5. Key considerations for the Assignment

5.1. These guidelines should act as a planning document for policymakers and planners of local, provincial and national levels and all other organizations interested or engaged in disaster response in education sector to ensure the continuity of education for children affected by

emergencies. These guidelines can be used to guide discussion, planning and design, implementation, monitoring and evaluation of education continuity and should be utilized to strengthen Education Sector Plans and to develop education component for National Action Plan for responding to emergencies.

6. Deliverable of the Assignment

- 6.1. Review relevant global, regional and countries frameworks and successful models of Education in Emergency. The consultant will submit INCEPTION report based on this desk review with a detailed work plan based on secondary data review findings
- 6.2. Desk review report covering global, regional and countries frameworks and successful models of Education in Emergency (in Pakistan and globally) including best learnings & practices and case studies preferably at local level. Collect and include case studies of good and replicable practices around EiE or any failures which may guide future course of action.
- 6.3. Secondary data review, trends, gaps, opportunities and identify areas need to research further.
- 6.4. Identify the key stakeholders including Ministry of Federal Education & Professional Training (MoFE&PT), NDMA, PDMA (KPK), National and Provincial Education Foundations, Relevant line agencies, NGOs/INGOs, UN Agencies & CSOs to establish apex body for the formulation and of guidelines, formally notified by NDMA.
- 6.5. Sector gap analysis report.
- 6.6. Draft Education Sector Contingency Planning Guidelines at national level in consultation with relevant stakeholders and submit for review.
- 6.7. Prepare the two reports based on the 1st & 2nd national consultative workshops by incorporating feedback received from the stakeholders.
- 6.8. Develop Pretesting report. Education sector Contingency Planning Guidelines and tools.
- 6.9. Facilitate the stakeholder review and incorporate it in the main document.

NOTE: The consultant/firm shall submit the financial quote ONLY for the development of Education Sector Contingency Planning Guidelines as per the defined deliverables. The arrangements and expenses for the 2 Consultations workshops will be managed by HOPE'87.

However, Consultant/firm are required to facilitate and prepare the report of the events.

7. Expert/Consultant/Firm:

The lead Consultant/Firm is expected to have:

- 7.1. Proven experience of developing successful policies/guidelines related to Education, DRR and especially for Education in Emergency.
- 7.2. In-depth knowledge and understanding of the National and provincial Governments current decision-making structures, Education department systems and structure (National and Provincial including formal, non-formal and private sector) procedures and functionaries for realization of above mentioned deliverables
- 7.3. Have proven record of at least 5 to 7 years of experiences in the development field with focus on Education, (ideally with research experience as well) and Disaster Preparedness/Disaster Risk Reduction/Climate Change out of which at least 2 years in independent consultancy.
- 7.4. Knowledge and working experience of national and provincial education departments will be considered as a competitive edge.
- 7.5. Strong verbal and written English communication skills and organizing/leading of consultative workshops.
- 7.6. Have experienced to work with government preferably with NDMA & PDMA(s) and education departments.

8. Time frame

The relevant personnel of HOPE'87 will assist the Consultant/Firm in the development of exact timetable. The period for the consultancy should not exceed 5 months and starting from **1st March, 2018 till 31st August, 2018.**

9. Payment

The consultant/Firm's quote should be covering the entire scope of work as listed above, inclusive of **ALL APPLICABLE TAXES (income, sales tax etc.)**, his/her consultancy fee, travel, boarding, lodging costs.

10. Ethical Standards

The consultant/ firm will make clear to all participating stakeholders that they are under no obligation to participate in the consultant study. All participants will be assured that there will be no negative consequences if they choose not to participate. Consultant/ firm will obtain informed consent from the participants. In case if consultant/ firm does not understand the participants' first language, they will be taking interpreter/s along. The team will have to receive prior permission for taking and use of visual still/ moving images for specific purposes, i.e., for the report and presentations. The consultant/ firm will assure the participants' anonymity and confidentiality and will ensure the visual data is protected and used for agreed purpose only.

11. Evaluation Criteria:

The profiles of the consultant/firm shall be evaluated based on the aforementioned scope of work & deliverables.

- 11.1.** Award will be made on the technical capacity (70% aggregate score) for past experience, capacity and quality of firm/team as per scoring table (attached as **annexure A**) and along with competitive financial quote/price (30% aggregate score).
- 11.2.** Only short-listed applicants will be contacted. NDMA and HOPE'87 reserves the right to reject any or all proposals and is not bound to any legal claim in this regard.

We invite interested candidates to submit the following application documents:

- a) Expression of **interest addressing** expertise and track record (especially highlighting work related to "Education and Education in Emergencies" – max 2 pages;
- b) Proposed methodology and rationale, financial proposal and timeline;
- c) CV(s); and
- d) One example of previous similar work.

The financial proposal must be submitted **in Pak Rupees** with a detailed break up of all activities budgeted for, showing unit, unit cost and duration.

12. Intellectual Property Rights

NDMA and HOPE'87 along with the donors ECHO and ADC will retain all intellectual property rights for any and all material produced, in any media format, for this consultancy assignment.

13. Proposal application process

The interested Consultants/Firms will submit technical and financial proposals through email at the following email ID: **saba@hope87.org**

The proposal should reach HOPE'87 Country office no later than **20th February, 2018 by COB 5:00 PM.**

The HOPE'87 anti-fraud policy and the HOPE'87 complaints procedures governing this consultancy can be obtained by emailing at **saba@hope87.org** from HOPE'87 any time before the submission date of proposals.

NOTE: Any complaints/queries in regard to this consultancy can be sent to **ahmed@hope87.org** **at least two working days before the proposal submission deadline. The responses to the queries will be shared and uploaded to HOPE'87 websites to provide equal opportunity to all bidders.**

ANNEXURE A – Scoring Table

Quantitative Marking											
S.No	Organization /Individual Consultant	Related past 2 years' experience of the firm OR Individual Consultant	Understanding of the study as described in the TORs and how robust is the proposed methodology			Relevance of the proposed team/staffing with the study			Proposed Timeline (please refer to TORs)		TOTAL
			Proposed Sampling Methodology	Proposed sample size both qualitative & quantitate	Study Methodology	Research related experience of team lead	Research related experience of subject specialist	Relevance of rest of the team with the study	Within expected timeline	Exceed expected timeline	
		0 - 15	0 – 18	0 – 18	0 – 18	0 - 15	0 – 18	0 - 15	3	0	120
1	Party 1										
2	Party 2										
3	Party 3										