**Terms of Reference (ToR)**

Develop and adapt context specific gender and crisis sensitive education planning, management and coordination Guidebook and training packages for education planners, managers and officials to ensure optimal responses to the challenges faced in emergencies and reconstruction, and provide orientation and training at national, district and local levels, including representatives from the Rohingya camps and host communities in Cox’s Bazar, to strengthen national capacities and better respond to children’s education needs.

**1. Background**

**Plan International**

Founded over 80 years ago, Plan International is one of the oldest and largest children's development organizations in the world. Plan International plays an important role in mobilising children, communities and civil society organisations to claim the rights of children and achieve agreed upon local development priorities, towards a commitment to ensuring the wellbeing of children in support of the United Nations Convention on the Rights of the Child (UNCRC). Plan International Bangladesh as partner of UNESCO started working to ensure quality learning of host community and Rohingya learners through parenting education as well as will contribute in the areas of capacity building on crisis sensitive planning in Cox’s bazar. Plan’s work cover emergency response areas across the globe.

**Crisis Context in Cox’s Bazar**

In August 2017, the Myanmar army responded with large-scale operations to insurgent attacks in Rakhine State, Myanmar, resulting in widespread violence, mass displacement of civilians and the suspension of most aid activities. Since this large-scale outbreak of violence, over 738,000 Rohingya refugees, 55% children, have crossed the border into Bangladesh to find safety. They have suffered extreme violence, sexual abuse and rape, as well as the loss of family members, relatives and property following the violence in Rakhine state. Combined with the pre-existing Rohingya refugees in the country, the total refugee population that remains displaced (in formal and informal camps around Cox’s Bazar) amounts to approximately 907,199 (52% women and girls). The concentration of refugees in Cox’s Bazar is amongst the densest in the world and refugees are living in camps and settlements that are highly vulnerable to cyclones, rain and fire. The large-scale influx of refugees has also placed significant pressure on host communities in Cox’s Bazar further compounding existing vulnerabilities. The delivery of assistance remains uneven and ad hoc, and access to basic services, particularly in more remote areas such as Teknaf, is insufficient. Serious safety concerns prevail due to the congestion and conditions in the camps and urban areas, while restrictions on movement, limited access to education, clean water, hygiene facilities and healthcare, camp conditions, food insecurity and fear of violence continue to impact acutely on adolescent girls.

Around one in every three crisis affected girls and boys aged 3-14 in Cox’s Bazar are not accessing any learning opportunities, while over 90 per cent of youth aged 15-24 are in need immediate educational support. In addition, 52 per cent of the displaced population are women and girls and 67 per cent of the estimated 58,700 pregnant women will need support to ensure their children are given the best possible start in life. Education can be both lifesaving and life-sustaining when it is inclusive and responsive to the specific needs of different groups among affected populations. It is therefore important to strengthen capacities in gender and crisis-sensitive education planning, management and coordination at the national, district and local levels to prepare for emergencies, build resilience and enhance the sustainability of development processes.

In response to this need, a joint UN programme titled “Cox’s Bazar Education Support Programme” has been prepared by three UN Agencies (UNESCO, UNHCR and UNICEF) to contribute to overall JRP for strengthen the capacity of education actors in order to support equitable access and quality learning in both the Rohingya and host communities in Cox’s Bazar. Plan International Bangladesh is the Implementing Partner (IP) of UNESCO for implementation of “Community Engagement through parenting education” and “system strengthening” components. Plan International Bangladesh, as a key player in the educator sector, will contribute to this effort through its experience, skills and expertise of global and country level. Plan International Bangladesh has longstanding experience of working with government at primary and secondary level education including technical partnerships with relevant organisations for system strengthening. It has national level experience of working with the ministries and central level education offices.

**2. Project overview**

Plan International Bangladesh’s education in emergencies programme is aligned with the education objectives of the 2019 Joint Response Plan (JRP) aimed at improving equitable access, the quality of teaching and learning and increasing community participation and engagement in education. Plan is actively participating in and contributing to the JRP process in 2019. The proposed action under “Cox’s Bazar Education Support Programme” is in line with the priorities and objectives of the 2019 JRP, specifically objective 3: Increase refugee and host community participation and engagement in the education of children and youth.

The proposed action is focused on strengthening the capacity of community stakeholders and education providers on gender and crisis sensitive education planning, management and coordination and is in consideration of the specific needs of Rohingya and host community children and youth, particularly adolescent girls and children with disabilities. Through the review of tools and resources with especial emphasis on IIEP Guidebook for Planning Education in Emergencies and Reconstruction (relevant sections), the development of a context specific gender and crisis sensitive education planning, management and coordination Guidebook and training packages and the delivery of training and orientations, the consultant/consultancy firm will support the capacities of education planners, managers and officials, including representatives from the Rohingya and host communities, to better plan for and respond to children’s development and learning needs in crisis situation.

The draft gender and crisis sensitive education planning, management and coordination Guidebook and training packages will be shared with and validated by the main education stakeholders including relevant UN agencies, governmental education authorities and the Education Sector before the delivery of trainings and orientations. Targeted stakeholders (including community and religious leaders) from the Rohingya and host communities will be consulted, and their participation and involvement will be ensured throughout the implementation.

A series of training and orientations will be conducted with key education stakeholders at national, district and local levels, including representatives from Rohingya and host communities. The outcome of these trainings and orientations will be to increase knowledge, skills and awareness on gender and crisis sensitive education planning, management and coordination that takes into account the specific needs of displaced populations and of girls and boys, as well as children with disabilities, affected by crisis in Cox’s Bazar. The provision of real-time support will be provided during implementation through follow-up workshops, learning sharing and feedback mechanisms. Gender equality will be ensured through participation of women and girls in capacity building on gender and crisis-sensitive planning and coordination trainings.

The action will ensure innovative and multilevel monitoring and evaluation through regular real-time data collection and responsive, child-friendly feedback and accountability mechanisms.

**3. Purpose and Objectives**

**The purpose of this assignment is to develop and adapt context specific gender and crisis sensitive education planning, management and coordination Guidebook and training packages** for education planners, managers and officials from the camps and host communities, including teachers, heads of education institutes and community leaders.

Specific objectives of this assignment are:

* to collect and review the relevant global, regional, national and local level documents as agreed in the project (Annex 1) and review the existing gender and crisis-sensitive education planning, management and coordination guides to contextualise to the crisis context in Cox’s Bazar district;
* to develop and adapt context specific gender and crisis-sensitive education planning, management and coordination Guidebook and training packages for education planners, managers and officials including representatives from Rohingya and host communities, with a specific focus on the provision of inclusive and quality learning opportunities for children, adolescents and youth, particularly adolescent girls and children with disabilities;
* to orient and train education planners, managers and officials including representatives from Rohingya and host communities, on gender and crisis sensitive planning, management and coordination as per programme requirements;
* to provide learning sharing sessions with local and central level education officials responsible for Rohingya and host communities and other representatives and community stakeholders.

**4. Scope of work**

The assignment will preferably include, but is not limited to the following activities:

* Collect and review relevant global, regional, national and local level documents (as per Annex 1);
* Draft and adapt context specific gender and crisis sensitive Guidebook and training packages for education planners, managers and officials, including representatives from Rohingya and host communities, informed by the collection and review of relevant materials and with a specific focus on the provision of inclusive and quality learning opportunities for children, adolescents and youth, especially girls, young women and children with disabilities;
* Facilitate adaptation workshop in Cox’s Bazar and validation workshop in Dhaka using the draft gender and crisis sensitive education planning, management and coordination Guidebook and training packages;
* Conduct stakeholder consultations and gather feedback from teachers, head teachers, Cox’s Bazar Education Sector, other education personnel and community leaders (including Majhis) from both Rohingya and host communities;
* Finalize the Guidebook and training packages (including schedule, guidelines and training materials) based on the feedback from two workshops and feedback from teachers, head teachers, Cox’s Bazar Education Sector, other education personnel and community leaders (including Majhis) from both Rohingya and host communities;
* Provide separate orientations and trainings for the following groups:
	1. Education administrators and experts at central level (MoPME, MoE, DPE, DSHE, BNFE, DME, DTE, NAEM, NAPE, NCTB & others);
	2. Education administrators and experts at district level (DC, DPEO, DEO, UEO, AUEO, URC, Upazila Nirbahi Officer (UNOS) officials and Union parishad);
	3. Teachers, heads of education institutions and other education personnel from host communities;
	4. Camp level officials (RRRC, DC and CIC officials);
	5. Education sector officials and representatives including media and focal persons from organisations delivering education to the Rohingya and host community;
	6. Rohingya community representatives including Majhis, other leaders and education personnel;
* Hold a follow up seminar for learning and knowledge sharing at the national level. This will include discussions on good practices, challenges and the way forward for strengthening gender and crisis sensitive planning, management and coordination;
* Produce separate reports for each activity outlined in the proposal, including workshop evaluation reports analysing stakeholder presence and involvement in the development, adaptation, contextualisation and rollout of training packages.

Strong coordination mechanisms will be established between consultant/consultancy firm, UNESCO and Plan International Bangladesh who will work together closely to implement the programme. Strong collaboration is expected from all parties especially while conducting workshops, orientations, trainings and material development. Activities will be organised jointly. with respective government department.

**5. Expected competency**

Expected competency of the consultant/consulting firm includes:

* Advanced degree (Master’s) in education/education planning and management/international and comparative education/social science;
* Strong experience in training manual development, materials development and managing education programmes;
* Experience working with Rohingya and host communities in Cox’s Bazar District;
* Ability to manage their own human resources as required to achieve set-out objectives;
* Capacity to start this assignment at the end of April and deliver on the objectives within the required timeframe.

**6. Deliverables and timeframe**

Major deliverables of the assignment are:

* Review report of relevant documents;
* 1st draft in English of the gender and crisis sensitive education planning, management and coordination training packages;
* Facilitate adaptation and validation workshops with separate reports on the workshops;
* Report on stakeholder consultations with teachers, head teachers, other education personnel and community leaders (including Majhis) from both Rohingya and host communities;
* Finalised Guidebook and training packages for specific groups in Bangla and English;
* Conduct orientations and trainings with separate reports for each activity;
* Final reports.

Total duration of the assignment is 66 working days. The work plan will be reviewed and approved by Plan International Bangladesh.

**7. Mode of payment**

The payment will be made in three instalments:

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| --- | --- | --- |
| **Instalments** | **Percentage** | **Timeline** |
| First instalment | 30 | Agreement signed and acceptance of inception report |
| Second instalment | 30 | After submission of Guidebook and training packages based on agreed work plan |
| Final instalment | 40 | After full completion of activities based on agreed work plan |

**8. Criteria and scoring of evaluation**

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| --- | --- |
| **Criteria** | **Score**  |
| Appropriate methodology to complete the objectives  | 40 |
| Relevant competency of team leader and team composition | 40 |
| Amount of budget and justification  | 20  |

**9. Preparation of proposal**

The proposal will be divided into two parts and should be submitted in two separate folders (technical and financial). The technical part of the proposal should not exceed 10 pages and will contain the following:

* Detailed methodology of the assignment;
* Detailed timeframe (including dates for submission of first work-plan, dissemination of findings and final report);
* CVs of the team leader and key members of the team linked with this assignment;
* Copy of VAT registration certificate (for consulting firm);
* Copy of valid TIN certificate and bank account detail.

The financial proposal should clearly identify the item wise summary of the costs for the assignment with a detailed cost breakdown. The budget should not contain income tax as a separate heading; this should be combined with the other expenditures as it will be deducted from the source. Income tax and VAT can be included in the budget as per government regulation. The organisation will deduct VAT and Tax at source according to the GoB rules and deposit the said amount with the government treasury. The consultant/consulting firm is expected to provide a justified budget, which is consistent with the technical proposal.

**10. Submission of proposal**

The technical and financial proposal should be submitted electronically to the email address: Planbd.consultant.hiring@plan-international.org titled “**Parenting Education for the Crisis Context in Cox’s Bazar”** as subject line. Proposal submitted to any other email account and in hard copy will be disqualified. Submissions received after **15 May 2019** will be disqualified. Two different folders (technical and financial), with narrative documents saved in pdf format, should be submitted in one zip folder along with a covering letter.

**11. Penalty clause**

Plan International will deduct 1% of the total amount for each day of delay in completing the assignment beyond the agreement provided that the delay occurs solely due to factor (s) relating Consultant. If the quality of deliverable is not as mentioned the TOR Plan international Bangladesh can deduct 5% of the total agreement amount **and such decision of Plan shall be regarded as final.**

**12. Contact person**

For any technical issues related to the project and the assignment please contact Md. Shahidul Islam: shahidul.islam@plan-international.org.

**13.Ethical considerations**

There will be nothing in the study which may be harmful for respondents regarding legal or medical ground. No one would be forced to provide information for the study. The objectives will be clearly explained to all the respondents of the study before gathering data from them. The evaluators will be abstained from collecting data from those who will deny or show any kind of disinterest in providing information. Thus, verbal/written consent of the respondents should be taken before collecting data. Confidentiality of data should be maintained and in the report name of the respondents should not be revealed.

**14. Intended users of evaluation**

UNESCO and Plan International will use the study findings and learnings to ensure handbooks, guides, orientations and trainings are appropriately contextualized, education systems are strengthened through gender and crisis sensitive planning, management and coordination and inclusive and quality learning opportunities are expanded for Rohingya and host communities in Cox’s Bazar. It will also contribute to wider learning within the sector.

**15. Intellectual property**

All documents, papers and data produced during the assignment are to be treated as UNESCO and Plan International Bangladesh property and restricted for public use. The contracted consultant/consulting firm will submit all original documents, materials and data to Plan International Bangladesh.

**16. Award of contract**

The consultant/consulting firm are expected to commence the assignment within one week of signing the contract.

**17. Child Protection Policy**

The consultant/consulting firm shall comply with the child Protection Policy of Plan International Bangladesh. Any violation/deviation in complying with Plan’s child protection policy will not only result in termination of the agreement but Plan will also initiate appropriate action in order to make good the damages/losses caused due to non-compliance of Plan’s Child Protection Policy.

**Annex 1:**

The consultant/consultancy firm is expected to collect and review the following documents, among others, and develop and adapt context specific gender and crisis sensitive planning, management and coordination Guidebook and training packages:

* UNESCO’s Guidebook for Planning Education in Emergencies and Reconstruction
* UNESCO’s Integrating Conflict and DRR, and Incorporating Safety, Resilience, and Social cohesion in Education Sector Planning
* UNGEI’s Global Guidance on Addressing SRGBV
* Plan’s Disability Awareness Toolkit
* Comprehensive School Safety Framework
* INEE MS and Conflict Sensitive Education Guidance

It is also expected that the consultant/consultancy firm will facilitate the adaptation and validation workshops in Cox’s Bazar and Dhaka level and finalise the Guidebook and training package. S/he/it will also support the delivery of the training sessions in Bangla and in English.

Add inputs on the targeted training groups at national and local levels (as mentioned in the Parenting ToR).