**Terms of Reference (ToR)**

Develop and adapt context specific parenting education guidebook and facilitator’s handbook for community-based parenting facilitators, school teachers and parents from both the Rohingya and host communities in Cox’s Bazar to enable learning opportunities for parents and caregivers (particularly adolescents and youth) who, in turn, support children’s development and learning.

**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 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. Parents and caregivers need to be supported to increase their awareness on child development, the nutritional value of local foods, good hygiene practices and how to support their children’s learning through every day play activities. In response to this, by the end of 2019, a joint programme of three UN agencies titled “Cox’s Bazar Education Support Programme” is being implemented by UNESCO, UNHCR and UNICEF. The components of UNESCO under this joint UN programme aim to support and expand equitable access to quality learning opportunities and will work to strengthen community-based parenting education for 1,000 parents and caregivers including adolescents and youth in Rohingya and host communities. Plan International Bangladesh, as a key player in the education sector, will contribute to this effort as an Implementing Partner (IP) of UNESCO and utilise its experience, skills and expertise of global and country level on community-based and inclusive parenting education models in the crisis-affected areas.

**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. Furthermore, Plan is the Implementation Partner of UNESCO for implementation of “Community Engagement through parenting education” and “System Strengthening” components of “Cox’s Bazar Education Support Programme”. The proposed action 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 in the provision of parenting education sessions 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 UNESCO Parenting Education documents, the development of context specific facilitator’s handbook and parenting education guidebook and the training of master trainers, the consultant/consultancy firm will support the capacities of officials, community-based parenting facilitators and school teachers to better respond to children’s development and learning needs.

The draft parenting education training package (including facilitator’s handbook and parenting education guidebook) will be shared with and validated by the main education stakeholders including relevant UN agencies, government education authorities and the Education Sector before the delivery of the training of master trainers. Targeted stakeholders (including community leaders, religious leaders and parents) from the Rohingya and host communities will be consulted, and their participation and involvement will be ensured throughout the implementation.

Selected adolescents and youth facilitators from Plan International Bangladesh, facilitators from other key organizations of the education sector and school teachers will be trained through a Training of Trainers (ToT) process. The trained adolescent and youth facilitators, many embedded in Plan International Bangladesh’s existing education programme in Cox’s Bazar, and school teachers will deliver training for parents/caregivers (adolescents, youth, parents/caregivers and pregnant mothers) through regular home visits and group sessions using Plan’s innovative, community-based and integrated parenting and Shishu Bikash Kendra (SBK) approach. Facilitators and school teachers will support parents/caregivers from Rohingya and host communities to better respond to children’s development and learning needs. Gender equality will be ensured through delivering community-based parenting education, fathers’ roles in child rearing and in taking care of pregnant mothers etc.

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 objective**

**The purpose of this assignment is to develop** and adapt **context specific facilitator’s handbook and parenting education guidebook** for community-based parenting facilitators and school teachers from both Rohingya and host communities to enable learning opportunities for parents and caregivers (particularly adolescents and youth) that, in turn, support the development and learning of girls and boys and children with disabilities.

Specific objectives of this assignment are:

* to collect and review the relevant global, regional, national and local documents as agreed in the project (Annex 1) and review existing training manuals to contextualise to the crisis context in Cox’s Bazar district;
* to develop and adapt context specific facilitator’s handbook and parenting education guidebook for both Rohingya and host communities, with a specific focus on the provision of inclusive and quality learning opportunities to adolescent and youth parents and caregivers, particularly adolescent girls and children with disabilities;
* to train master trainers for both Rohingya and host communities;
* to provide awareness raising 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 parenting education materials (as per Annex 1)
* Draft and adapt context specific and separate facilitator’s handbook and parenting education guidebook for both Rohingya and host communities, informed by the collection and review of relevant materials and with a specific focus on the provision of inclusive, peace, sustainable development (these two may add as to ensure UNDAF input under Prevention of Violent Extremism (PVE)) and quality learning opportunities for adolescent and youth parents and caregivers that in turn, support the development and learning of girls and boys and children with disabilities;
* Facilitate adaptation workshop in Cox’s Bazar and validation workshop in Dhaka using the draft facilitator’s handbook and parenting education guidebook;
* Conduct stakeholder consultations and gather feedback from parents, facilitators and teachers from both the Rohingya and host community, government education authorities and Cox’s Bazar Education Sector;
* Finalize the parenting education guidebook packages (facilitator’s handbook and parenting education guidebook) based on the feedback from two workshops and feedback from parents, teacher and facilitators from both the Rohingya and host community, government education authorities and Cox’s Bazar Education Sector;
* Produce facilitator’s handbook and parenting education guidebook in English, as well as a Bangla version for the host community. Translate the facilitator’s handbook and parenting education guidebook for Rohingya into Myanmar language;
* Develop training package for master trainer trainings (including schedule, guidelines and training materials including pre-test and post-test questionnaire);
* Conduct 2 master trainer trainings to ensure support to the Rohingya and host community including ensuring pre-test and post-test of the ToT participants;
* Produce separate reports for each activity outlined in the proposal, including workshop evaluation reports analysing stakeholder presence and involvement in the development and contextualisation of facilitator’s handbooks and parenting education guidebook and rollout of trainings.

Strong coordination mechanisms will be established between consultant/consulting firm, Plan International Bangladesh, UNESCO and Education Sector for successful implementation of the task. UNESCO and Plan International who will work together closely to implement the project for time to time sharing and feedback. Strong collaboration is expected from all parties especially while conducting workshops, orientations, trainings and material development and adaptation. Activities will be organised jointly with concerned government department.

**5. Expected competency**

Expected competency of the consultant/consulting firm includes:

* Advanced degree (Master’s) in ECD;
* Strong experience in ECD parenting manual development, materials development;
* Experience developing learning/communications materials on gender, disability inclusion, ECD, protection or other related topics;
* 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 4th week of May 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 facilitator’s handbook and parenting education guidebook;
* Facilitate adaptation and validation workshops with separate reports on the workshops;
* Report on stakeholder consultations (parents, teacher and facilitators, government education officials);
* Print ready version of two finalised parenting education sets including facilitator’s handbook and parenting education guidebook. One set for Rohingya and other one set for host community. The facilitator’s handbook and parenting education guidebook for the host community will be in both English and Bangla language and the facilitator’s handbook and parenting education guidebook for Rohingya will be in English. The facilitator’s handbook and parenting education guidebook for Rohingya will be translated in Myanmar language;
* Print ready version of training package for master trainer trainings (including training schedule, guidelines and materials, and pre-test & post-test questionnaires) in English, Bangla and Myanmar Languages;
* Conduct two master trainer trainings with separate reports for each training;
* 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 facilitator’s handbook and parenting education guidebook in English and Bangla 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 “**Education System Strengthening 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/consulting firm is expected to collect and review the following documents, among others, and develop and adapt context specific and separate facilitator’s handbook and parenting education guidebook for both Rohingya and host communities and training packages:

* UNESCO Parenting Education Guidebook and Facilitator’s Handbook (English and Bangla versions)
* IIEP Guidebook for Planning Education in Emergencies and Reconstruction (relevant sections)
* PIB’s Parenting Manual (Pto3, SBK etc), PIB’s IE project has strong components of community involvement to deliver ECD services in the community, transform primary school in to an accessible quality primary school, Male engagement manual for ECD
* Parenting Guide of Shishu Academy
* IRC’s Families Make the Difference Toolkit, Social, Emotional Learning Manual and Girl Shine Toolkit (GBV)
* INEE Guidance Note on PSS
* MHM in Emergencies Toolkit

It is also expected that the consultant/consulting firm will facilitate the adaptation and validation workshops in Cox’s Bazar and Dhaka level and gather feedback from parents/caregivers and facilitators and teachers, and government education officials and finalize the parenting packages for both Rohingya and host communities, and finalise the training packages. S/he/it will also support in training the master trainers.

The action will target the following groups:

Camp settings

* Government officials and education sector organisations working in camps
* 30 Rohingya parenting facilitators
* 500 parents/caregivers (particularly adolescents, youth and pregnant mothers and including 100 males) with children both in or out of education and children with disability.

Host communities

* District Primary Education Officer, District Education Officer, Upazila Primary Education Officer, Assistant Upazila Education Officers, Upazila Resource Center Instructors and representatives from the organisations supporting education in host community among others
* 35 Primary School Teachers
* 500 marginalized parents/caregivers (particularly adolescents, youth, pregnant mothers and including 100 males) with children both in or out of school and children with disability.