

ANNEX 1 – Terms of Reference (TOR)

Background and Justification

Lack of access to education for girls is part of a broader landscape of gender inequality in Pakistan. Presently, 22.84 million out of school children with over 50% girls possess a serious challenge for the country. Massive drop out of girls during transition from primary to lower secondary education pushes the net enrolment ratio (adjusted) down to 45%. The survival rate of girls to grade eight (8) stands at 52%, which further goes down to 45% at grade ten (10). A range of demand and supply side issues are responsible for inadequate access of girls to lower secondary education, which merits attention.

In order to address the issue of low girls' transition from primary to lower secondary education, UNESCO Islamabad Office designed a programme, "Girls' Lower Secondary Education Programme (GLSEP) in Pakistan" with funding support from Norway. The programme sets a stage for strategic investment in education to improve girls' access to lower secondary/ middle level education with better learning opportunities through a holistic approach to quality education. Spanning over a period of two years, the programme is being implemented in District Mohmand in Khyber Pakhtunkhwa, district Muzaffargarh in South Punjab and District Tharparkar in Sindh¹.

- a. Create a demand for continuation of girls' education beyond primary to lower secondary level through working with local communities in the target districts.
- b. Improve access to and retention of adolescent girls in lower secondary education through improving school physical environment and providing support to girls and teachers in the target districts.
- c. Provide optimum learning opportunities to learners through a focused approach to teachers' training, pedagogical contents and classroom strategies in the target districts.

Objective of the Call for Partnership (CFP)

The objective of this Call for Partnership (CFP) is to hire services of a civil society organization (not for profit) having strong local presence in the target district to undertake activities contributing towards the achievement of programme objectives in **25 target schools in district Mohmand Khyber-Pakhtunkhwa.**

Proposed Activities

The organization will undertake the following activities in the **25 selected schools** in consultation with Head of Education, UNESCO and the designated staff coordinating the programme implementation in the target district.

1. Undertake rapid assessment of the primary and lower secondary schools in Tehsil Safi, Ghallanai, Ekka, Ghund, Pandiali, Ambar, PranGhar and Khwazai for prioritization of activities. The assessment should include:
 - i. Identification of required facilities in schools such as needs for construction/renovation of classroom/ washroom, provision of drinking water and sanitation facilities, availability of teaching learning materials including basic science equipment, reading materials, and sport items, etc.;
 - ii. Details about the number of teachers currently working in the target schools and the additional teachers required together with their qualification and professional trainings;

¹ UNESCO is working in these districts for promotion of girls primary education under its flagship programme, "Girls' Right to Education Programme (GREP) in Pakistan"

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- iii. Identification of teachers' training needs with special focus to their content knowledge and pedagogical skills;
 - iv. Assessment of School Management Committee functioning and training needs;
 - v. Analysis of girls' primary schools (in case where there is no lower secondary schools) and lower secondary schools for conducting second shift and identify needs for additional space;
 - vi. Exploration of needs for community mobilization and advocacy based on consultation with parents, teachers and community members;
 - vii. Identification of needs for financial/ in-kind support/ incentives to girls base on consultation with school/SMCs;
 - viii. Assess/ identify the challenges faced by girls and teachers, especially female teachers that constraint their regular presence in schools;
 - ix. Assess the situation of vacant posts in the district at lower secondary level and identify needs and feasibility for the appointment of new teachers against the vacant posts.
2. Develop context specific community mobilization and advocacy strategy on girls' lower secondary education;
 - i. Organize sessions with parents, communities to create awareness about COVID-19 and support for girls' lower secondary education in the target schools;
 - ii. Develop and disseminate context specific advocacy materials on both COVID-19 and girls' lower secondary education;
 - iii. Undertake awareness and psychosocial support sessions about basic health hygiene, prevention of COVID-19 and personal safety procedures using the local channel of communication specially radio and local cable TV;
 - iv. Form advocacy groups: mothers, girls, youth or other local volunteers to support girls' lower secondary education;
 - v. Establish partnership and networks with local community organizations/groups and religious to support girls' lower secondary education
 - vi. Organize enrolment campaigns in collaboration with district education departments in the target district
 - vii. Organize exposure visit for SMC, community leaders and teachers
3. Operationalize School Management Committees (SMCs) in each target school and build their capacity through two-day cluster-based training workshops on: (a) SMCs roles and responsibilities, (b) community mobilization, (c) preparation of School Development Plans (SDPs), record keeping and financial management.
4. Based on the rapid assessment, develop a mechanism to provide required facilities in the prioritized schools in consultation with district education officials and engagement of SMCs
 - i. Construct/repair classrooms in prioritized schools
 - ii. Contract /repair washroom in prioritized schools
 - iii. Construction/repair, water and hand washing facilities
 - iv. Provision of furniture for students
5. Based on the rapid assessment, develop a system for provision of need based support/ incentives to teachers and students through consultation with district official and SMCs
 - i. Establishment of transportation facilities to teachers/ girls
 - ii. Incentives to girls including monthly stipends, uniform, shoes

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6. Based on rapid assessment, establish and operationalize 05 Non-formal Education (NFE) centers and provide operational support and facilitation to these centers for routine functioning, (i) Provision of additional teachers in existing schools (ii) establishment of second shift/ evening classes in primary schools/ community spaces;
7. Undertake 4-day cluster-based teachers training workshop followed by on the job facilitation to teachers in both formal schools and NFE centers. The training should focus on content and pedagogical skills required for delivery of different subjects taught at lower secondary level such as Mathematics, General science, English and Social studies etc.;
8. Provide classroom based support to teachers in each school/NFE center to ensure effective implementation of the training; and
9. Provide teaching and learning materials relevant to lower secondary education, (i) story books and reading materials (ii) necessary science equipment (iii) sport kits etc.

Expected Deliverables

The successful organization is required to complete the below mentioned tasks in the prioritized schools during course of the contract. Therefore, organizations are requested to keep in mind the list of activities while preparing their financial proposals against this Call for Proposal.

Proposed Activities	No./Frequency	Description
Rapid assessment	01	Rapid assessment of schools and associated factors to be conducted as per above mentioned details
Community awareness sessions with key stakeholders	40-50 sessions	At least 2 sessions (30-40 parents, community members/session) in each school/community during the course of the contract life
Formation of advocacy group in each school	25 groups	At least one group is formed in each school
Development and dissemination of IEC material	1000	Development and dissemination of IEC material as per the need/ required during the activities
Awareness sessions on COVID -19 in each schools	25-30 sessions	At least one session should be organized in each school
Exposure visit for the key stakeholders	01 visit	Exposure visit of stakeholders to other region
Training of SMCs in each schools	01 training	02-day school based or cluster based training can organized for SMCs
Training of teachers (formal and Non formal school) on content and pedagogy	2 teachers trained from each schools	03/04 day training for teachers
Classroom based follow-up support for teachers	04-06 visits in each school	At least 04-06 follow-up visits should be provided to each school to facilitate teachers
Construction of classrooms/ shelters	05	All the newly constructed/ renovated learning spaces should accommodate 40 students. The construction should be safe and disaster resistant.
Renovation of classrooms/ shelters	05	

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Construction of washrooms with WASH facility with water supply, drainage and sewerage system	05	Construction/ renovation of washroom in the selected schools must be calamity resistant
Rehabilitation of WASH facilities/ restoration of water supply, drainage and sewerage system	05	
Provision of furniture in schools	25 schools	Chairs and desk for 40 students per school
Provision of teaching and learning material	25 schools	Science equipment, reading material and sport kits in each school
Allowance for teachers of NFE center	15 teachers	Monthly allowance for at least 15 teachers who will be teaching in the second/ evening shifts
Incentives for girls	150 students	School based support (stipends/ uniform/ stationary) of PKR 12,000.00 per child for an year (12 months)
Mobility allowance for teachers	15-20 teachers (in total)	For those who are coming to schools from far-flung areas

Input of UNESCO and the Partner Organization

UNESCO and the partner organization will work closely to complete the assigned tasks as per following guidelines.

UNESCO will:

1. Provide programme background, orientation and information to support implementation of activities;
2. Introduce the organization to district and provincial education departments through official communication and meetings;
3. Undertake periodic due diligence to enhance organizational capacity and systems for implementation of activities;
4. Monitor progress and provide timely feedback to the organization for implementation of activities; and
5. Review reports and documents submitted by the organization and provide feedback and suggestions for improvement.

The organization will:

1. **Obtain NOC from the government authorities, where required;**
2. Implement activities as per agreed work plan of the contract in consultation with UNESCO designated staff;
3. Maintain regular liaison and information sharing with UNESCO designated staff for implementation of activities;
4. Maintain professional standards and compliance with UNESCO's due diligence criteria; and
5. Prepare periodic reports and documents for sharing with UNESCO.

Timeframe

Duration for the partnership is one year effective from the signing date of the contract. UNESCO reserves the right to change the duration in the face of any unexpected situation occurred during the implementation period.

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Reporting

The partner organization is required to submit following reports during the project implementation period:

1. Inception report comprising of (a) implementation plan, (b) monitoring and evaluation plan, and (c) staff deployment plan;
2. Baseline assessment report with prioritized list of schools/ activities with work plan;
3. Community mobilization and advocacy strategy based on the elements highlighted under proposed activities, section 01, together with terms of references of different advocacy groups formed/ mobilized;
4. Deliverable/ activity reports;
5. Certified financial reports;
6. Adhoc monthly, quarterly reports including case studies and success stories ;
7. Terminal report; and
8. Any other report required by UNESCO and donor on demand.

Minimum Content of the Proposal

The proposal should include as a minimum the following:

1. Description of the institution or organization and its qualifications, including examples and references of previous work pertaining to education, teachers' training and working with communities;
2. Summary of the past experiences that are directly relevant to the required tasks under the CFP;
3. List of references of clients for whom similar work was carried out;
4. Detailed description of your proposed approach, methodology, and timing (implementation plan and timeline) for achieving the specified deliverables, demonstrating your understanding of the requirements of the TORs;
5. Details of the team that will work on the project and a description of its structure
6. Oversight and coordination mechanism (including CVs for all proposed staff members);
7. Financial and human resource management policies and procedure
8. Audited financial statements for 2018-19 or 2019-20;
9. Detailed itemized budget breakdown for services provided, including personnel and mission costs as given in the Annex 3.

Eligibility/ qualification/ experience requirement

The organization should meet the following criteria to qualify for this assignment:

1. 4-8 years prior experience in programme and project implementation in the education sector;
2. Solid experience of working for girls education specially for capacity building of teachers, school management committees, provision of school missing facilities and community mobilization preferably at lower secondary level;
3. Must have adequate experience of implementing donor funded similar interventions in the country and in the project area;
4. Evidence of close working relationship with provincial and district education departments and local stakeholders;
5. Ability to deliver quality results and meeting tight deadlines (*at least three reference letters received from clients attached*);
6. Detailed itemized budget breakdown in line with the work plan and services to be provided;
7. Ability to contribute financially or in-kind for completion of project activities (*contribution should be clearly reflected in technical and financial proposals*);

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8. Sound financial management system and internal control mechanism with evidences, i) Audited financial statements for 2018-19 or 2019-20, ii) HACT assessment report (*HACT is preferable, however, similar type certificate of assessment by other organizations and entities may be accepted*); and
9. Strong presence in the province/ district where the project will be implemented.

Proposed Methodology, Approach and implementation

1. Sound strategy and a technical approach for successful implementation for the project;
2. A well-defined work plan, which is relevant to the work assignment and timelines that carefully considers timelines required to obtain permission, prepare and implement activities in harmony with the academic year;
3. A clear project management structure with Terms of References (ToRs) for each position;
4. Identification of potential risks that may affect timely implementation of project activities and provide a risk mitigation plan;
5. Plan for engagement of all project stakeholders and a sound communication plan.

Management structure and Key personals

Senior team member should have

- Advanced university degree in social science and/or related areas;
- At least five years of working experience in development sector specially in education sector;
- At least three years of experience of programme management and supervision; and
- Good analytical and report writing skills.

Proposed team members should have

- Experience in community mobilization, local advocacy and communication
- Experience in training of SMCs, local communities and other partners;
- Strong analytical skills with sound written and oral communication in Urdu and English; and
- Proven multicultural experience, supported by at least one similar reference project.

Mandatory points for financial assessment

1. Proposed budget corresponds with work assignment and level of effort;
2. Detailed budget for direct cost and indirect cost;
3. Personnel cost does not exceed 25% of the total budget;
4. Costs are in line with national standards and market prices;
5. Organization has to provide financial and in kind contributions to total project funding.