

Terms of Reference
Disaster Risk Reduction in Schools

1. Introduction:

The majority of children in Somalia do not access basic education, where life-saving messages are transmitted and life-sustaining knowledge and skills are developed. The gross enrolment rate in primary education is 22% in South Central, 40% in Puntland and 44% in Somaliland (UNDP 2007). Education in rural areas, IDP settlements and areas with high IDP influx are particularly challenged. Rural and displaced boys and girls are often left behind; education services are few, discontinuous, too far away from households or too expensive for poor families. The top reason children do not attend school in Somalia is due to the financial burden on families (HDR 2012).

Retention and completion rates for primary schools are also extremely low, especially for girls. Only 14% of children in South Central who enter grade one reach the last grade of primary school. The primary school completion rate is 3% for South Central and 6% in Puntland and Somaliland (UNDP 2007). Amongst the 50 primary schools CISP currently supports in Banadir, Galgaduud and Mudug regions, 67% of the total enrolment is concentrated in grades 1-3 and only 20% in grades 7-8. Girls have higher drop-out rates than boys and constitute only 37% of learners in Somalia (UNICEF 2005/6). Girls drop out for a number of reasons including: limited family resources and the prioritization of boys' education, the need to complete work at home as well as the lack of safe and equally accessible gender sensitive learning spaces, facilities, supplies and support.

The quality and relevance of education contributes to low enrolment and retention rates. Teachers, especially in rural areas, are underpaid and often unqualified. There is a shortage of qualified female teachers throughout the country, especially in rural areas. The 73 teachers (19% female) in Ceel Dheer, Dhusamareeb and Guriceel currently supported by CISP have an average of 5.8 years of teaching experience. 16% of them (all male teachers) have completed formal teacher training programs and 51% (of whom 61 were men and 6 were female) have completed secondary school. Especially for rural areas without formal teacher training institutes, ongoing teacher training and mentorship with experienced teachers is needed to improve the quality of the teaching and learning environments.

To address these needs, CISP focuses on:

1. Increasing access to life-saving and life-sustaining primary education for boys and girls by rehabilitating schools and WASH facilities, providing scholarships for girls and vulnerable boys and facilitating community awareness programs;
2. Improving the quality of education by training and supporting teachers, youth leaders, CEC members, education authorities and other education personnel to gain required skills;
3. Supporting the establishment and strengthening of education systems and structures.

CISP Somalia is currently implementing the education project, *Increased and improved access to primary education in Galgaduud, South Mudug and Banadir* with the objective to contribute to improved access and quality of primary education in emergency contexts. One of the specific project objectives is to:

- Improve the capacity of school staff (teachers and CECs) to provide education and to include life skills and disaster preparedness in the program

In the light of the above, CISP seeks to engage **an experienced professional** to develop a guide and training materials for DRR in Schools workshops to be held in Somalia.

2. Objectives:

- To build the capacity of teachers, CECs and school administration to implement DRR plans within schools and to pass on important DRR messages to children
- To create a DRR guide in English and Somali for use in schools in South Central Somalia
- To create a training package for DRR in Schools workshops for Somali primary schools

3. Methodologies:

Detailed methodologies to be defined with the consultant; a general guide is described below in this document.

4. Scope of Work:

The scope of work will be to:

- Conduct a desk review of DRR resources and materials for schools
- Develop draft DRR Guidelines for Somali primary schools
- Prepare a DRR training package, including an outline for training workshops, powerpoint presentations and training handouts and materials
- Instruct and guide facilitation of DRR workshops in Somalia
- Conduct validation of Guidelines with school admin, teachers, CECs, etc in Somalia
- Revise and finalize Guidelines based on recommendations from the validation exercises

5. Deliverables:

- DRR in Schools Guidelines (for Somali context)
- DRR training package (outline for training workshops, powerpoint presentations and training handouts and materials)
- Report on DRR workshops (compiled from facilitators) and validation of Guidelines

6. Duration of the Consultancy:

It is anticipated that the consultancy will take 15 days as follows:

- Conduct a desk review of DRR resources and materials for schools (2 days)
- Develop draft DRR Guidelines for Somali primary schools (5 days)
- Prepare a DRR training package, including an outline for training workshops, powerpoint presentations and training handouts and materials (4 days)
- Instruct and guide facilitation of DRR workshops in Somalia (2 days)
- Conduct validation of Guidelines with school admin, teachers, CECs, etc in Somalia (1 day)

- Revise and finalize Guidelines based on recommendations from the validation exercises (1 day)

7. **Qualifications**

- Post-graduate degree in Social Sciences or Education planning/Management
- Experience of designing and running education training workshops (with specific experience in DRR)
- Experience of working in similar fields and knowledge of Somalia context
- Good understanding of education programme
- Excellent analytical and conceptual skills to think and plan strategically
- Ability to lead and manage a complex and demanding workload
- Excellent report writing skills
- Excellent written and spoken English; Proficiency in Somali language is a plus

8. **Technical and Financial Proposal:**

a) Technical proposal should include:

- CV detailing key qualifications of the professional as outlined above.
- A detailed activity plan to be undertaken to fulfil the tasks mentioned in this TOR

b) Financial Proposal:

The professional to submit to CISP both the technical and financial proposal with breakdown of the tasks to be carried out, and the payment to be made

9. **Contacts:**

The applicants who meet the aforementioned qualifications should submit their technical and financial proposal for undertaking the tasks described in this TOR to the following email address: connor@cisp-nairobi.org

The deadline for submission of a comprehensive technical and financial proposal: 10 January 2013