

TERMS OF REFERENCE FOR AN INDIVIDUAL CONSULTANT/CONTRACTOR

SECTION	Education
CONSULTANCY TITLE	Support to strengthening education sector Disaster Risk Reduction and Resiliency plan with focus on school-based interventions.
TYPE OF ENGAGEMENT	<input checked="" type="checkbox"/> Individual Consultant <input type="checkbox"/> Individual Contractor
PURPOSE OF THE ASSIGNMENT: The purpose of this consultancy is to support Ministry of Primary and Secondary Education (MoPSE) in Zimbabwe to develop training materials and conduct trainings on the national Disaster Risk Reduction and Resiliency Plan that would guide the education sector in preparing and responding to disasters at provincial, district and school level while building resiliency and capacity of national, sub-national and local authorities to manage and sustain the results for education sector and in particular the school-based DRR and resiliency.	
BACKGROUND <p>The education sector in nearly all African countries face a multiplicity of challenges in regard to providing quality education for all including preparing for and mitigating the impacts of natural hazards and climate change. In the past and present, Zimbabwe has experienced an increase in hazardous events which have included disease outbreaks and epidemics (cholera and endemic typhoid), localized floods (in low-lying areas), droughts, wind, and rainstorms (including lightning strikes) and potential influx of refugees from neighboring countries. Since the beginning of 2020, the country has been affected by the COVID-19 pandemic, resulting in school closures that have affected more than 4.6 million learners. These events have often led to complex emergencies which have had severe impacts on an already vulnerable population. Like any other institution that is affected by the disasters, schools have also not been spared from these disasters and can become unsafe environments for learners.</p> <p>Schools often get closed during an emergency leading to loss of instructional time and even drop out of children. Under the UN Convention on the Rights of the Child (CRC) children have inalienable rights in all circumstances - including disasters, especially when they are at their most vulnerable. Moreover, they have the right to participate in decisions that ultimately affect them. Vulnerability has increased due to the increase in the rural/urban migration, environmental degradation and lack of planning and preparedness. The CRC and disaster risk reduction are mutually reinforcing. While schools might be greatly affected by disaster, the education system is also key to reducing risk and strengthening disaster resilience. It is the critical thread connecting humanitarian assistance and development programmes to enable children to realise their rights to education. Disaster risk reduction and resiliency helps build long term resilience of the education system, as encompassed in the Education Sector Strategic Plan (ESSP).</p> <p>While some disaster risk reduction measures and training have taken place led by the Ministry of Primary and Secondary Education (MoPSE), together with the Civil Protection Unit (CPU), the overall lack of a national strategy and plan on how to address any emergency within the education sector with detailed roles and responsibilities outlined has made the approach patchy and unsustainable. Zimbabwe needs to develop a national DRR frame that incorporates the Comprehensive School Safety standards with a clear and unified focus for education sector partners to work more effectively, as well as to link with similar efforts in all other sectors. Education plays a vital role in providing safe and stable environment for children in humanitarian context and clear plan and guide on preparedness planning to respond to emergencies will help the national, provincial, district and school community more prepared and resilient to the shock of any disaster.</p> <p>The recent experience from Cyclone Idai that hit Zimbabwe in March 2019 showed the need for a coordinated mechanism to address the emergency with clarity of action in terms of who should be doing what and how especially when lines of communication are affected. The harmonized action based on a</p>	

sound plan will reduce duplication of work and increase efficiency in response. While the CPU has a national disaster management plan, it is not specific to education sector and school communities with much less focus on building resiliency of the sector and its beneficiaries: children and communities to cope with and address disasters. The key gap areas are need for capacity building on disaster Management arrangement and governance structure, education cluster leadership and coordination especially at sub-national level, understanding of comprehensive School Safety Framework, damage assessment and analysis, and risk informed planning.

UNICEF through support from the Government of Germany made a commitment to support Zimbabwe to strengthen education in emergency, disaster preparedness and disaster risk reduction and resiliency at national, provincial, district and school levels so that they can be better prepared for natural disasters while building resiliency to address disasters and maintain community cohesiveness. To that end, UNICEF provided technical and operational support to the MoPSE to develop a Disaster Risk Management (DRM) and Resilience Plan for the Education Sector (2021-2023) and the Disaster Risk Management and Resilience in Schools Manual. While the DRM and Resilience Plan will help to guide the education sector in preparing and responding to disasters at provincial, district and school level, the Disaster Risk Management and Resilience in Schools Manual provides a Step-by-Step Guide to ensuring all schools are safe and resilient in Zimbabwe. The DRM and Resilience Plan for the Education Sector (2021-2023) and the Disaster Risk Management and Resilience in Schools Manual have been endorsed by senior management in the MoPSE, following reviews and inputs. There is a need to build the capacities of staff at national and sub-national levels, on the national disaster risk and resiliency preparedness plan and strategy for the education sector, to equip them with the knowledge, skills and attitudes necessary to institutionalize the culture of preparedness, safety and resilience as well as manage and sustain the results for education sector.

UNICEF Zimbabwe is looking for an DRRM Plan Training and Institutionalization Consultant, for the Education Sector. Under the direction of the Chief of Education, and in close coordination with the responsible Education Specialists, the DRRM Plan Training and Institutionalization Consultant will play a vital role in disseminating the key elements of endorsed plan to key education stakeholders and collating inputs from stakeholders to inform the development of training materials based on the plans. Ultimately, the consultant is expected to help build resiliency and capacity of national, sub-national and local authorities and all school communities on disaster and climate change.

ASSIGNMENTS:

Under the supervision of the MoPSE's focal point for emergencies and UNICEF Zimbabwe Chief of Education with support from the Education Specialist based in Harare, the consultant will support Zimbabwe MoPSE to:

- I. Develop a presentation of the key elements of the national Disaster Risk Management (DRM) and Resilience Plan for the Education Sector (2021-2023) and capacity building needs, and propose the design of a national, provincial, district and school level trainings (face-to-face and virtual) on DRR and Resilience preparedness and management for Zimbabwe, highlighting the importance of gender responsiveness and inclusion during emergency planning and response.
- II. Facilitate national, provincial and district workshops (face-to-face or virtual) on the national Disaster Risk Management (DRM) and Resilience Plan for the Education Sector (2021-2023) and solicit inputs from participants to inform the institutionalization of the education sector (DRM) and Resilience Plan. The training workshops should also build capacity of MoPSE Officers to understand key processes involved in humanitarian situations, including how to conduct regular participatory monitoring and evaluation on school preparedness and safety activities, including simulation exercises, and rapid assessments after emergencies.
- III. Develop virtual trainings to build the capacity of MoPSE HQ Officers, Provincial and District Education

Officers to train teachers and school committees on school based DRR and Resiliency planning, including with a simulation exercise, using the practical handbooks, training guides and monitoring tools developed through the consultancy.

- IV. Conduct national/provincial ToTs in Zimbabwe to build the capacity of MoPSE HQ Officers, Provincial and District Education Officers to train teachers and school committees on school based DRR and Resiliency planning, including with a simulation exercise, using the practical handbooks, training guides and monitoring tools developed through the consultancy. The training should also build capacity of MoPSE Officers to identify how gender-responsive and inclusive school-based DRR preparedness and management plans can form part of national and regional standard operating systems for DRR and education, and how local education authorities can train and support school-based DRR planning and implementation, and to conduct regular participatory monitoring and evaluation on school preparedness and safety activities, including simulation exercises. Engage participants in delivering training material to build their capacity as trainers. Take note of and integrate any final revisions to the materials that emerge from this process.
- V. Complete **final report** documenting the full process of development, revision and implementation, including national/provincial trainings in Zimbabwe, as well as challenges, lessons learnt, key achievements and recommendations for better strengthening the 3 pillars of DRR for all schoolchildren and communities in the future. Submit **final sets of materials Zimbabwe**. Complete final debriefing with UNICEF Zimbabwe.

Child Safeguarding

Is this project/assignment considered as “[Elevated Risk Role](#)” from a child safeguarding perspective?

☐ YES ☒ NO If YES, check all that apply:

Direct contact role ☐ YES ☒ NO

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:

Child data role ☐ YES ☒ NO

If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):

More information is available in the [Child Safeguarding SharePoint](#) and [Child Safeguarding FAQs and Updates](#)

Tasks/Milestone:	Deliverables/Outputs:	Timeline
Develop a presentation of the key elements of the national Disaster Risk Management (DRM) and Resilience Plan for the Education Sector (2021-2023) and capacity building needs, and propose the design of a national, provincial, district and school level trainings (face-to-face and virtual) on DRR and Resilience preparedness and management	Draft Presentation of the Disaster Risk Management (DRM) and Resilience Plan for the Education Sector (2021-2023) and Training Plan.	3 days
Conduct at least 3 trainings (1 National, 2 Northern and Southern regional provinces, including the districts) on the plan and its implementation	Workshop reports and Revised Training Plan that incorporates inputs from participants.	9 days

Develop Virtual Trainings and simple training handbook on school-based DRR for teachers & Head teachers to guide implementation of the school-based DRR plan	Videos and Scripts of Trainings Handbook prepared	13 days
TOT on the training guidebook for District level authorities	TOT training workshop report	3 days
Prepare final consultancy report with recommendations	End of contract report with way forward and recommendations	2 days
Minimum Qualification required: <input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other Enter Disciplines: An advanced university degree in Social Sciences or Education with focus on Disaster Risk Reduction and Resilience	Knowledge/Expertise/Skills required: <ul style="list-style-type: none"> • At least 5 years of experience in DRR and Resilience development; • Knowledge of the Disaster Risk Management (DRM) and Resilience Plan for the Education Sector (2021-2023); • Knowledge of the Education in Emergencies Cluster functions; • Experience in developing materials on DRR in education systems; • Experience in developing Monitoring and Evaluation Frameworks; • Proven ability to conceptualize, innovate, plan and execute ideas in national contexts; • Good facilitation and communication skills; • Good versatility, judgment and maturity skills; • Computer skills, including internet navigation and various office applications; • Previous working experience with MoE and UNICEF education programmes will be an asset. 	
Supervisor: Dominic Muntanga, Education Specialist	Start Date: 20 September 2021	End date: 30 November 2021 Total Working Days: 30 days
Consultant Sourcing: <input type="checkbox"/> National <input type="checkbox"/> International <input checked="" type="checkbox"/> Both	Consultant Selection Method: <input type="checkbox"/> Competitive Selection (Roster) <input checked="" type="checkbox"/> Competitive Selection (Advertisement/ Desk Review/Interview)	
Payment	¹Lumpsum or monthly: The payment of the fees will be made as follows: <ul style="list-style-type: none"> • 50% upon completion of three trainings on the DRM & Resilience Plan and workshop reports & revised training plan submitted. • 50% upon completion of the TOT on the training guidebook for District level authorities, TOT training workshop report and end of contract report submitted. 	
Travel International (if applicable)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Travel Local (please include locations)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
DSA (if applicable) Approximate number of days: N/A	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

¹ Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant

Administrative details: Visa assistance required: <input type="checkbox"/> Transportation arranged by the office: <input type="checkbox"/> (for field trips)	<input checked="" type="checkbox"/> Home Based <input type="checkbox"/> Office Based: If office based, seating arrangement identified: <input type="checkbox"/> IT and Communication equipment required: <input type="checkbox"/> Internet access required: <input type="checkbox"/>
Application requirement	<input checked="" type="checkbox"/> Technical Proposal <input checked="" type="checkbox"/> Financial Proposal

Remarks:

Individuals engaged under a consultancy or individual contract will not be considered "staff members" under the Staff Regulations and Rules of the United Nations and UNICEF's policies and procedures and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.