



TERMS OF REFERENCE (TOR)
FOR REVIEW AND INCORPORATION OF MOEHE GENDER POLICY

1. Background

i. Somali Institute for Development Research and Analysis (SIDRA)

The Somali Institute for Development Research and Analysis (SIDRA) provides quality research and development services to public and private entities in Somalia. SIDRA offers technical innovative solutions through knowledge-based policy researches, policy briefings, capacity building and policy change and informing projects. We generate new knowledge that contributes to addressing the obstacles to the development of Somalia. Our studies, Policy Briefs and Projects mainly focus on Gender and Women's Empowerment, Good Governance and Democracy and Socio-economic Development of Somalia. SIDRA since 2015 has been a fully registered and licensed non-governmental research and policy support organization within Puntland State and Federal Government of Somalia.

SIDRA has more than 5 years of experience in successfully managing institutional grants. Gender Policy in Education in Emergency is one of the areas that SIDRA works in to deliver child-focused programming in Puntland to ensure Gender mainstreaming in Ministry of Education and Higher Education (MoEHE) Policy documents and legal frameworks.

i. Strengthening Equitable Access to Education in Crisis Affected Communities

SIDRA'S Strengthening Equitable Access to Education in Crisis Affected Communities is a three-year (November 2019-2022) initiative funded by Education Cannot Wait Multi-Year Resilience Program through Save the Children International as Grant Management Agent. The project is aimed at contributing to achieving improved learning outcomes for school-aged children who are affected by emergencies through increased access to quality, inclusive, gender-sensitive, child-friendly and sustainable education.

To address the existed challenges, consortium comprising of Save the Children, CARE and SIDRA was formed to implement the three-year ECW-funded Education facilitated Multi-Year Resilience Program to improve learning and wellbeing of 400,000 children and youth affected by crises in Puntland. It will extend education opportunities to primary school children from the most disadvantaged & socially excluded children from urban poor host communities, IDP communities and returnees through primary education, Accelerated Education Programmes (AEP) and alternative basic education (ABE). The project also targets duty bearers as a means of fulfilling the education related child rights of the primary target group. Duty bearers include the MoEHE and local education authorities, community education committees, parents, guardians, community members and teachers.



The Project is being implemented through existing government systems and community structures/groups to systematically build capacity and responsiveness within permanent service delivery structures in the Education sector targeted for support under the Federal Government of Somalia's National Development Plan (NDP) and Puntland Ministry of Education and Higher Education Policy and Program. Gender balancing, equity and affirmative action is emphasized at all levels of the project. In all activities and interventions, women and girls are included fairly and where already the men and boys are found to be greatly benefiting, women and girls is given higher priority. To address the gender imbalances and respond to the challenges faced by women and girls in the target project communities. This allows for leveraging of resources and promotes sustainability by strengthening Gender mainstreaming in MOEHE Policy documents and legal frameworks.

It is from that background that SIDRA in close coordination with MOEHE is planning to undertake review and incorporate MoE&HE Gender Policy to ensure gender mainstreaming in all educational institutions from foundation level to higher education level.

ii. Multi-Year Resilience Program (MYRP) Outcomes

Schools and learning spaces are safe and inclusive environments that promote the protection and well-being of learners improve and their resilience and ability to learn and develop their full potential and finally achieve the below-mentioned outcomes;

Outcome 1: Increased equitable access to education for all crisis-affected children and youth, including children and youth with disabilities.

Outcome 2: Learning outcomes for crisis-affected children and youth are improved.

Outcome 3: Safe and protective learning environments are provided for crisis-affected children.

Outcome 4: Increased continuity of education is ensured for crisis-affected children and youth.

Outcome 5: Education management systems are strengthened.

Outcome 6: Improved gender equity and equality in education access and attainment by taking affirmative action and increasing girls' enrolment.

2.0. Objective of the Assignment

The Review and incorporation of MoE&HE Gender Policy has the following key objectives:

- i. To strengthen Gender mainstreaming in MoEHE Policy documents and legal frameworks
- ii. To improve gender equity and equality in education access and attainment by taking affirmative action and increasing girls' enrolment



3.0. Scope of Work

SIDRA wishes to support MoEHE in reviewing the Puntland Gender Policy Framework. The consultant will review, incorporate, and produce final document of Gender Policy in-depth focusing specific areas related to communities attitude towards girls education so that MoE&HE can mainstream gender equity and equality in the policy document and frameworks to address the needs of girl-child equally to that of boy-child in education, access to quality and relevant education, conducive and safe environment, inclusive education, curriculum development, capacity building and development, participation and involvement, advocacy and awareness creation, partnership and collaboration, gender mainstreaming, research and documentation and resource mobilization for the enforcement of gender policy and addressing girl-child across all levels of education-Pre-Primary to Post-university education.

The consultant will closely work with the MoE&HE and will report to SIDRA for contractual, technical aspects and guidance.

4.0. Deliverables of the Assignment

The following deliverables/outputs are expected of the consultant;

- An Inception Report including methodology, work plan and financial plan for the assignment
- A review report of the existing gender policy and possible changes and recommendations to be made
- A narrative report detailing the process, experience and challenges encountered while carrying out the assignment and way forwards
- Draft Gender Policy for review and approval by SIDRA and MoE&HE
- Final and validated MoE&HE Gender Policy both in soft and hard copy incorporating comments from SIDRA & MoE&HE
- Translation of English version into Somali language

5.0. Responsibilities of the Consultant

Specifically, the consultant will;

- (i) Conduct extensive literature review in the existing documents related to Puntland Gender Policy in Education;
- (ii) Work closely with Gender Department and Policy and Planning Department of MoEHE.
- (iii) Carry out to review on how inclusive education Gender equity and equality and gender mainstreaming should integrate in the following sub-sectors of early Childhood Education, Basic Education (Primary, Formal, Non-Formal, Informal) Secondary Education, Higher and Tertiary Education, Technical and Vocational Training, Teacher Education, designing and implementing initiatives which aimed at



increasing enrolment and improving retention of children especially girl-child education ;

- (iv) Identify the existing gaps and suggest possible measures to change the current practices of Gender Mainstreaming in education programmes;
- (v) Assess the existing and needs in both inclusive and exclusive schools in terms of gender mainstreaming;
- (vi) Assess and prescribe the relevant equipment to inclusive education and the appropriate mechanisms to ensure they are safe and adapt in use;
- (vii) Collect data from relevant learning institutions in Puntland and relevant bodies to enrich and capacitate in the existing Gender Policy;
- (viii) Develop a comprehensive narrative report on the Gender Policy review with concrete suggestions on implementation of the revised policy;
- (ix) Incorporate comments from the task technical experts and stakeholders; and
- (x) Present finalized draft for Gender reviews for validation and approvals as per contract.

6.0. Duration of Assignment

This assignment will take 44 working days in Garowe inclusive of any travels and Fridays as well as consultative and validation workshops effective from the date of signing the contract. The consultant (s) will present in the technical proposal specifying the relevant actions to be performed.

7.0. Responsibilities of SIDRA

SIDRA has the following specific responsibilities;

- (i) Facilitate agreements with the consultants through the SIDRA Human Resource Development
- (ii) Follow up the whole process of the reviewing and incorporation of MoEHE Gender Policy
- (iii) Facilitate payments for the consultant as per the agreed and SIDRA logistics unit/HRD and Finance disbursement policy

8.0. Budget and Terms of Payment

Payment will be made in accordance to SIDRA payment rules and regulations and upon receipt of the deliverables stated in these terms of reference

9.0. Qualifications

To qualify for this assignment, the consultant must have the following mandatory professional experience and knowledge;



- (i) Advanced university degree in the areas Gender and Development, Educational Psychology, Curriculum Development, Educational Administration and Management and related fields.
- (ii) At least seven (7) years of experience in development, policy design and development, assessment and evaluation of curriculum, teaching and learning resources required for gender equity and equality and gender mainstreaming in education.
- (iii) Collaboration with policy and planning technical experts as resource of Gender mainstreaming related issues in education
- (iv) Good understanding of education policies and quality assurance and standards
- (v) Understanding of the key issues involved in gender mainstreaming needs and obstacles for girl-child to access quality and inclusive education in relation to communities' attitude towards girl-child education in the region particularly in Puntland
- (vi) Strong professional background in Gender and development in third world countries in education and another related field
- (vii) Evidence of CVs and passports of subject panel experts
- (viii) Show evidence of having successfully completed at least two similar assignments
- (ix) Outstanding communication and analytical skills with excellent command of spoken and written English
- (x) Computer literate

10.0. How to apply

SIDRA invites interested individual consultants/firm who meets the above criteria to the following to hr@sidrainstitute.org on Thursday, 31st May 2020 latest 12:00 Noon.

- (i) A technical proposal, outlining the methodologies and tools be used
- (ii) A financial proposal giving a detailed budget Summary
- (iii) A curriculum vitae including three references
- (iv) At least 2 proven samples of previous work related to this assignment (Gender policy formulation and mainstreaming)

NOTE: SIDRA is an equal opportunity employer and encourages women to apply. Only shortlisted candidates will be contacted and SIDRA reserves the right to accept or reject any proposal it may receive in response to this ToR.