

## **TERMS OF REFERENCE (TOR) FOR DEVELOPING PUNTLAND SCHOOL CODE OF CONDUCT**

### 1.0. Background

#### **1.1. 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 6 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 Increased equitable access to education for all crisis-affected and to support to children in need of protection services strengthened.

#### **1.2. Background of the Project**

SIDRA'S Strengthening Equitable Access to Education in Crisis Affected Communities is a three-year (November 2019-2022) initiative funded by Education Cannot Wait MultiYear 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 MultiYear 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. The project supports the delivery of inclusive quality education in schools affected by the crisis by providing supports and services to all students regardless of their physical, intellectual, social, economic, emotional or other conditions. One of the key project objective is to ensure that schools and other learning spaces are safe and protective from all physical, intellectual, social and academic abuses. The project emphasizes to ensure access, equity and quality in education and that education is available, accessible, acceptable and adaptable to all learners.

The project also supports the capacity of Ministry of Education and Higher Education to enable to set and implement several policies, education standards and guidelines that promotes the values of responsibility, respect, civility, academic excellence in a safe, learning and teaching environment, as well as promote equity, justice and fairness. These capacity building supports include the Development of Puntland School Code of Conduct which address the concepts, principles, standards of behavior, responsibilities, student and staff expectations, roles of school personnel, consequences for violation as well as prevention and intervention strategies.

It is from that background that SIDRA in close coordination with MOEHE is planning to develop Puntland school Code of Conduct that sets the ethical standards of education personnel and provides framework for the development and implementation of state and school level discipline policies with reference to guidelines, regulations under the Education Act, education policies, so that schools and learning spaces are safe and maintained high standards of academic integrity and the sustainability of the educational process.

### **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

This consultancy work for developing Puntland School Code of Conduct has the following key objectives:

1. To strengthen school and human safety in MOE/HE policy documents, legal framework and working guidelines.
2. To promote a protective teaching and learning environment conducive to all children and education staff.

## 3.0. Scope of Work

SIDRA wishes to support MoEHE in developing the Puntland School Code of Conduct. The consultant will develop and produce final document of School Code of Conduct that promotes safe and inclusive learning environment, sets values/ethics in education profession and standard behavior for students and education personnel. The school code of conduct is designed to support access to quality education, conducive and safe environment, inclusive education, participation and involvement, maintenance of high standards of academic integrity and the sustainability of the educational process. It also outlines accountability and sets standards of behavior, responsibilities, student and staff expectations, roles of school personnel, consequences for violation as well as prevention and intervention strategies.

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;

- Detailed work plan for the assignment including methodology, targeted institution and individuals to be engaged
- A narrative report detailing the process, experience and challenges encountered while carrying out the assignment.
- Draft School Code of Conduct for review and approval by SIDRA and MoE&HE
- Conduct consultation/ validation workshop for seeking inputs and endorsement from education stakeholders.
- Submit final and validated School Code of Conduct to SIDRA & MoE&HE

## 5.0. Responsibilities of the Consultant



- Conduct extensive literature review in the existing documents related to Puntland Education Act and Policy paper and working guidelines on how school and human safety, teaching and learning ethics, and academic integrity are addressed in these policy documents.
- Work closely with Gender, Policy and Planning Department of formal education and NFE departments for MoEHE.
- Collect data from relevant learning institutions in Puntland and relevant bodies to develop school code of conduct and engage more education actors in the process.
- Propose set of school safety, academic integrity and ethical standards, and appropriate regulations/ mechanism to prevent and mitigate violations which threaten a suitable and secure learning environment.
- Develop a comprehensive narrative report on the development of school code of conduct with the comments from the task technical experts and stakeholders.
- Present and submit finalized draft for Puntland School Code of Conduct for validation and approval

## **6.0. Duration of Assignment**

This assignment will take 30 working days in Garowe inclusive of any travels as well as consultative and validation workshops effective from the date of signing the contract.

## **7.0. Responsibilities of SIDRA**

SIDRA has the following specific responsibilities;

- Facilitate agreements with the consultants through the SIDRA Human Resource Development
- Follow up the whole process of the reviewing and incorporation of MoEHE Gender Policy
- 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;

- University degree in the areas of Education, public administration, policy development, Educational Psychology, Curriculum Development, Educational Administration and Management and related fields (advanced degrees such as Master and PhD are preferred).
- At least seven (7) years of experience in development, policy design and development, assessment and evaluation of curriculum, school development, teaching and learning resources planning and management.
- Good understanding of education policies and quality assurance and standards
- Understanding of the key issues involved in school safety, school disciplines, child protection and gender in education
- Evidence of CVs and passports of subject panel experts
- Show evidence of having successfully completed at least two similar assignments
- Outstanding communication and analytical skills with excellent command of spoken and written English
- Computer literate

### 10.0 Selection criteria

1--Education (CV of lead consultant) -15 Marks (Degree-5, MBA-10, PHD-15)

2-Experience (1 contract -10, 2 contract-20, contract-30)

3-proposal (methodology -5, technical, 5 and financial-5).

2-the process should be two stages (1-preliminary documentation 60 Marks, 2-interview stage 40 marks)

3-Those applicants who receive 50% or above (30 Marks) of docs evaluation will proceed to the next stage interview.

### 11.0 How to apply

SIDRA invites interested individual consultants/firm who meets the above criteria should submit the following documents to [hr@sidrainstitute.org](mailto:hr@sidrainstitute.org) latest on 22<sup>nd</sup> April 2021 before 12:00 Noon:

- A technical proposal, outlining the methodologies and detailed work plan for the assignment
- A financial proposal giving a detailed budget Summary
- A curriculum vitae including three references
- At least 3 proven contracts of previous work related to this assignment in education