CARIBBEAN DISASTER EMERGENCY MANAGEMENT AGENCY

CONSULTANCY TO DEVELOP AND IMPLEMENT A REGIONAL MODEL SAFE EDUCATION SECTOR PLAN AND NATIONAL ADAPTATION GUIDE

REQUEST FOR EXPRESSIONS OF INTEREST

The Caribbean Disaster Emergency Management Agency (CDEMA) received financing toward the cost of implementation for the Development and Implementation of a Regional Model Safe Education Sector Plan and National Adaptation Guide and seeks to develop a regional model safe education sector plan, national adaptation guide and to adapt the plan in six (6) CDEMA Participating States.

The purpose of the assignment is to facilitate the process of mainstreaming disaster risk reduction by educational planners and managers into existing or new education plans and other education planning processes in the Caribbean context. The object of the consultancy is detailed in Section 4 of the Terms of Reference provided in Appendix 1 below.

CDEMA now invites interested eligible Consulting Firms to submit Expressions of Interest indicating qualifications and experience required to provide these consultancy services. The Terms of Reference for this consultancy is included in Appendix 1. The duration of the assignment is expected to be for a period of two hundred and fifty (250) professional days over a period of 30 months.

In the assessment of submissions, consideration will be given to technical competence, qualifications and experience on similar assignments, financial capability and existing commitments. All information must be submitted in English. CDEMA’s policy requires that consultants provide professional, objective, and impartial advice and always hold its interest paramount, without any consideration for future work.

Request for clarification may be submitted in writing to procurement@cdema.org between 8:30 and 16:30 hours Monday to Friday on or before 12th February 2021.

Electronic copies of the Expressions of Interest (in PDF format) must be received at the email address procurement@cdema.org no later than 19th February 2021. Please address Expressions of Interest to the address below:

Attention: Consultancy Services to Develop and Implement a Regional Model Safe Education Sector Plan and National Adaptation Guide
Caribbean Disaster Emergency Management Agency
Resilience Way, Lower Estate
St. Michael
BARBADOS, W.I.
Tel: + (246) 434-4880
Fax: + (246) 271-3660
Email: procurement@cdema.org
Following the assessment of submissions, a short-list of not less than three and not more than six applicants will be invited to submit technical and financial proposals to undertake the assignment.

CDEMA reserves the right to accept or reject late applications or to cancel the present invitation partially or in its entirety. It will not be bound to assign any reason for not short-listing any applicant and will not defray any costs incurred by any applicant in the preparation and submission of Expressions of Interest.
1. BACKGROUND

1.01 The education sector in the Caribbean Community (CARICOM) Member States is one of the most vulnerable sectors to the impacts of hazards. Ensuring school safety has therefore emerged as a key public policy issue for governments, given the critical role that the education sector plays in achieving the wider development objective of inclusive economic growth and social development. Moreover, many schools serve as emergency shelters as well as spaces for community activities.

1.02 Regional and Global Context: The Comprehensive Disaster Management (CDM) Strategy 2014-2024 coordinated by the Caribbean Disaster Emergency Management Agency (CDEMA) provides the regional framework for building a safer, more resilient Caribbean through strengthening institutional arrangements, increasing and sustaining knowledge management and learning, improving effectiveness of CDM at sectoral levels, and building and sustaining capacity for a culture of safety and community resilience. Under the CDM, CDEMA has identified the education sector as a priority for advancing DRM in the region. At the sub regional level, strengthening disaster risk reduction (DRR) and management measures is one of the cross-cutting themes of the Organisation of Eastern Caribbean States (OECS) Education Sector Strategy (2012-2021).

1.03 Efforts at the regional level serve to operationalize the concept of safe schools globally. The concept, which has been recognised as a priority, has been incorporated in the Sendai Framework for Disaster Risk Reduction 2015–2030. The strategy places emphasis on integrating school safety in national DRR plans and strategies by 2020. As a complement to the Sendai Framework, the United Nations Office for DRR (UNDRR) coordinates a Worldwide Initiative for Safe Schools (WISS), a government-led global partnership for advancing safe schools. WISS was developed in collaboration with the Global Alliance on DRR Education and Resilience in the Education Sector (GADRRRES). Implementation of WISS at the national level is based on three core pillars for a safe school: Safe Learning Facilities (disaster-resilient infrastructure), School Disaster Management, and DRR and Resilience Education.

1.04 Achievements: A number of achievements have been realized at the regional level. The MSSP was piloted in four schools in three CARICOM Member States during 2014 –2015: Anguilla (two

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1 Terms of Reference prepared following the Guidance Notes for Educational Planning: Integrating Conflict and Disaster Risk Reduction into Education Sector Planning (2011), published by International Institute for Educational Planning.
During 2018-2019, the Caribbean Development Bank (CDB) granted a total of EUR 746,000 to CDEMA to implement a project titled *Implementation of the Model Safe School Programme in the Caribbean*. Under the initiative, the development of policies was advanced in four CDEMA Participating States: Antigua and Barbuda, Dominica, St Lucia and St Kitts and Nevis. An electronic application was developed under the project to support the systematic assessment of the safety and greenness of schools throughout the Caribbean. The initiative also saw the assessment of 33 schools across six CDEMA Participating States, including the ones previously mentioned as well as in St Vincent and the Grenadines and Barbados. For each of the targeted schools, costed action plans were developed and USD 20,000 has been mobilized by the CDEMA Coordinating Unit (CDEMA-CU) to implement actions towards enhancing school safety, with the support of the Government of Norway. The school safety assessments provide the Ministries of Education with data to inform future decisions about maintenance, retrofitting; and disaster preparedness and response actions.

1.05 The CDEMA-CU also supported the establishment of National Safe School Programme Committees in 2018, which function as the national-level governance mechanism overseeing the work on school safety in the respective countries of Antigua and Barbuda, Dominica, St Lucia, and St Vincent and the Grenadines. Finally, under the CDB-Funded project, the Model Safe School Programme tool for assessing the safety and greenness of schools was further enhanced to allow for more rigorous assessment of the building condition of schools.

1.06 The Caribbean Safe School Initiative: As part of its continuing efforts to build resilience in the education sector, CDEMA in collaboration with UNDRR, OECS Commission and other regional partners have joined forces to implement the Caribbean Safe School Initiative (CSSI). The CSSI provides the framework under which the Caribbean will implement WISS, with funding from the Austrian Development Agency. A UNDRR-led project “Strengthening Regional DRR Strategies and Capacities for Resilience in the Caribbean” commenced in 2016 and has supported a range of promotional activities, including the First Caribbean Safe School Ministerial Forum. In April 2017, as part of this initiative, authorities from 12 Ministries of Education, including 10 CARICOM Member States, signed the Antigua and Barbuda Declaration on School Safety in the Caribbean and drafted a Regional Roadmap for School Safety. The Declaration embraces the MSSP as a recognised approach to reducing a range of risks including natural hazards in the education sector.

1.07 During the Second Safe School Ministerial Forum, which was held during April 29-30, 2019, six (6) additional countries and overseas territories adhered to the Antigua and Barbuda Declaration: Curacao, Jamaica, Grenada, Haiti, Suriname and St Maarten.

1.08 Building upon the momentum of institutional collaboration around the first Ministerial Forum in 2017, the CDEMA Coordinating Unit convened a Safe Schools Programming Consultation in April 2018. The meeting participants agreed on the need to regularize partner collaboration in support of the CSSI and recommended that a formal arrangement be established under the umbrella of the Education Sector Sub-Committee.

1.09 Governance Arrangements- The Safe School Working Group: The Thirteenth Meeting of the Education Sector Sub-Committee, convened in August 2018, supported the recommendation that the governance mechanism for sustained coordination of the Caribbean Safe Schools Initiative should take place under the umbrella of the ESSC. The Sub-Committee agreed that the group would be titled the Safe Schools Working Group of the Education Sector Sub-Committee (ESSC). The meeting further requested
the CDEMA Coordinating Unit to formally establish the Safe Schools Working Group (SSWG) of the ESSC and this was actioned in July 2019.

2. **RATIONALE**

2.01 A review of Education Sector Plans of Eastern Caribbean States (OECS Commission & UNICEF, 2013) has revealed that while disaster risk reduction has been mentioned in the sector plans of some states, its integration was limited. Sector plans\(^2\) that have since been updated still reflect limited integration of and budgeting for disaster risk reduction for the education sector. As it pertains to the broader matter of school safety, a number of critical areas obtain: physical plant, protection of the person, security, emergency management, disaster planning, medical emergencies, hazardous chemicals and materials, food safety and sustainability management. The sector plans developed by Eastern Caribbean states place considerable emphasis on the improvement of the quality of physical infrastructure (physical plant) of schools in compliance with standards. However, the sector plans – with a few notable exceptions – have not addressed the other critical aspects of school safety.

2.02 The observation of limitations of planning and budgeting for safety matters within the Education Sector necessitates the development of a Model Education Sector Plan and a guide to Ministries of Education to adapt the model plan to their national context.

3. **PURPOSE**

3.01 The purpose of this assignment is to facilitate the process of mainstreaming disaster risk reduction by educational planners and managers into existing or new education plans and other education planning processes in the Caribbean context. The Model Safe Education Sector Plan will contain all the required elements to guide ministries of education in preparing all-new plans with disaster risk reduction considerations already integrated. The Adaptation Guide will offer a path for education planners and managers of countries with existing education sector plans to ensure that disaster risk reduction considerations are thoroughly integrated. Six (6) CDEMA Participating States will benefit from the adaption of the Sector Plans to the national context.

4. **OBJECTIVES**

4.01 To develop a Model Safe Education Sector Plan that ensures education continuity in the case of emergency at the national level that is tailored to the Caribbean context. The Sector Plan will comprise an Education Sector Strategic Plan and an Annual Plan.

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\(^2\) Education Sector Plans that were reviewed are listed as follows:
1. Anguilla: Draft Five year Education Development Plan, 2015 to 2020;
2. Antigua and Barbuda: Education Sector Plan 2013-2018;
3. Barbados: Education Strategic Plan, 2002 to 2012;
6. St Kitts and Nevis: 2017-2021 Education Sector Plan;
7. St Lucia: Education Sector Development Plan, 2015-2020;
8. St Vincent and the Grenadines: Education Sector Development Plan, 2102 to 2017;
9. Trinidad and Tobago: Education Sector Strategic Plan: 2011 to 2015;
4.02 To develop an Adaptation Guide which ensures that considerations for education continuity in the case of emergency at the national level, are rigorously integrated into existing plans.

4.03 To develop capacities in plan preparation and integration of disaster risk reduction into education sector plans.

4.04 To adapt the Model Safe Education Sector plan in six (6) CDEMA Participating States.

4.05 To develop a training programme to support the development of education sector contingency plans for specific hazards.

5. **SCOPE OF WORKS**

5.01 The scope of services is understood to cover all activities necessary to accomplish the objectives, whether or not a specific activity is cited in these Terms of Reference (TOR). A participatory and consultative approach is encouraged in carrying out the services. The CF will work in collaboration with CDEMA, representatives of governments in the Eastern Caribbean area of UNICEF, and other key relevant in-country stakeholders. Specifically, the CF will be expected to work closely with the established National Safe School Programme Committee (NSSPC) in each respective country, and to honour the multi-partner arrangements in place within each target state. In the fulfilment of the tasks specified below, the CF shall ensure that criteria for gender and social inclusiveness are considered and that the needs of vulnerable population groups are sufficiently taken into account.

5.02 Specific duties and responsibilities of the CF will be carried out in three phases. They include, but are not limited to:

**PHASE 1: DEVELOP DRAFT MODEL SAFE EDUCATION SECTOR PLAN AND ADAPTATION GUIDE**

(a) Conducting a regional Education Sector Diagnosis (ESD) that integrates disaster risk reduction by means of an impact analysis. The ESD will target the countries and territories of the Eastern Caribbean area of UNICEF.

(b) Developing a Draft Model Education Sector Plan. The development of the model plan should be informed by the following key activities:
   i. Conduct consultation with key stakeholders.
   ii. Develop broad policy goals that address the identified challenges related to conflict and disaster risk reduction.
   iii. Define priority programmes and objectives.

(c) Developing a Monitoring and Evaluation Framework for the Model Education Sector Plan.

(d) Developing Costing Guidelines for the Model Sector Plan, including unit cost guidelines.

(e) Developing an Adaptation Guide to complement the Model Sector Plan.

**PHASE 2: ADAPT THE MODEL SAFE EDUCATION SECTOR PLAN IN SIX (6) CDEMA PARTICIPATING STATES**

3 The Eastern Caribbean area of UNICEF includes the following countries and territories: Anguilla, Antigua and Barbuda, Barbados, Virgin Islands (UK), Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago and the Turks and Caicos Islands.
(f) Adapting the Model Safe Education Sector Plan to Develop Safe Education Sector Plans for each of the following six (6) CDEMA Participating States:
   a. Antigua and Barbuda
   b. Barbados
   c. Dominica
   d. St Lucia
   e. St Kitts and Nevis
   f. St Vincent and the Grenadines
   The development of the adapted plans should be informed by the staging of a national consultation with key stakeholders.

(g) Developing Costed Education Sector Continuity of Operations Plans.

(h) Developing Costed Education Sector Contingency Plans that ensures education continuity in the case of hazard-specific emergencies at the national level and that can be tailored to the national context.

(i) Developing Education Sector Contingency Plan Guidelines and Templates for adaptation to CDEMA Participating States not targeted under the assignment.

(j) Finalizing the Model Safe Education Sector Plan and Adaptation Guide based on application of the draft model plan.

(k) Developing a multi-media self-paced online course intended to train key personnel of beneficiary states to develop an education sector plan.

PHASE 3: DEVELOP AN ONLINE/BLENDED TRAINING PROGRAMME TO SUPPORT THE DEVELOPMENT OF EDUCATION SECTOR CONTINGENCY PLANS FOR SPECIFIC HAZARDS

(l) Conduct analyses to inform the design of the training programme inclusive of consultations with stakeholders.

(m) Design an online/blended training programme.

(n) Develop, pilot and refine programme of courses.

(o) Deliver training programme inclusive of training course mentioned at (k) to target beneficiaries.

(p) Further refine and finalise the training programme.

6. INPUTS

6.01 The services of the CF will be required over a thirty (30) month period to undertake the various activities outlined at Section 5 of the TOR. The CF will provide the personnel, equipment and software required to carry out the assignment and be responsible for obtaining all additional information for the execution of the services necessary for the Project. The services shall be carried out in accordance with generally accepted standards of professional practice. It is understood that it will cover all activities necessary to accomplish the stated objectives of these services while adhering to the aforementioned principles and practices, whether or not a specific activity is cited in these TOR. The CF will be required to demonstrate the capacity to ensure that in-country consultations can be carried out without need for overseas travel, and while ensuring the maintenance of COVID-19 physical distancing protocols.

7. REPORTING REQUIREMENTS
The CF shall meet the requirements of the assignment within the timeframes outlined in the table below.

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Requirement</th>
<th>Timeframe or Frequency</th>
<th>Level of Effort (Estimated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Project Inception Report</td>
<td>Six weeks after contract signing</td>
<td>5 days</td>
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<tr>
<td>2</td>
<td>Education Sector Diagnosis Report</td>
<td>Ten weeks after acceptance of inception report</td>
<td>25 days</td>
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<td>3</td>
<td>Draft Model Education Sector Plan and Adaptation Guide</td>
<td>Seven months after contract signing</td>
<td>30 days</td>
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<td>4</td>
<td>Phase 1 Progress Reports and fortnightly monitoring (x 5)</td>
<td>Every eight weeks after the acceptance of the inception report, until the completion of Phase 1. Fortnightly monitoring engagements after the submission of each progress report.</td>
<td>5 days (1 day per report)</td>
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**PHASE 2: ADAPT THE MODEL SAFE EDUCATION SECTOR PLAN IN SIX (6) CDEMA PARTICIPATING STATES**

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<thead>
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<th>Level of Effort (Estimated)</th>
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<tbody>
<tr>
<td>5</td>
<td>National Safe Education Sector Plan #1</td>
<td>Nine (9) months after contract signing</td>
<td>7 days</td>
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<td>6</td>
<td>National Safe Education Sector Plan #2</td>
<td>10 months after contract signing</td>
<td>7 days</td>
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<td>7</td>
<td>National Safe Education Sector Plan #3</td>
<td>11 months after contract signing</td>
<td>7 days</td>
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<tr>
<td>8</td>
<td>National Safe Education Sector Plan #4</td>
<td>12 months after contract signing</td>
<td>7 days</td>
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<td>9</td>
<td>National Safe Education Sector Plan #5</td>
<td>13 months after contract signing</td>
<td>7 days</td>
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<tr>
<td>10</td>
<td>National Safe Education Sector Plan #6</td>
<td>14 months after contract signing</td>
<td>7 days</td>
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<tr>
<td>11</td>
<td>Finalized National Safe Education Sector Plans (x6)</td>
<td>Up to 16 months after contract signing</td>
<td>7 days</td>
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<td>12</td>
<td>Draft Education Sector Contingency Planning Guidelines and Templates</td>
<td>18 months after contract signing</td>
<td>15 days</td>
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<tr>
<td>13</td>
<td>Self-Paced Online Multi-Media Course</td>
<td>Six weeks after revisions made to draft Contingency Planning Guidelines and Templates</td>
<td>20 days</td>
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<tr>
<td>14</td>
<td>Finalized deliverables:</td>
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<tr>
<td></td>
<td>i. Model Education Sector Plan, inclusive of: Education Sector Strategic Plan; Model Annual Plan; Costing Guidelines; Monitoring and Evaluation Plan;</td>
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<td></td>
<td>ii. Adaptation Guide;</td>
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<td></td>
<td>iii. Education Sector Contingency Planning Guidelines and Templates</td>
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<td></td>
<td>iv. Self-Paced Online Multi-Media Course</td>
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<td></td>
<td>21 months after contract signing</td>
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<td>10 days</td>
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<tr>
<td>15</td>
<td>Phase 2 Progress Reports (x 4)</td>
<td>Every eight weeks after the commencement of Phase 2, until the submission of the Final Report. Fortnightly monitoring engagements after the submission of each progress report.</td>
<td>4 days (1 day per report)</td>
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**PHASE 3: DEVELOP AN ONLINE/BLENDED TRAINING PROGRAMME TO SUPPORT THE**
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<thead>
<tr>
<th>Item no.</th>
<th>Requirement</th>
<th>Timeframe or Frequency</th>
<th>Level of Effort (Estimated)</th>
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<tbody>
<tr>
<td>16</td>
<td>Draft 1 - Online/blended training programme design</td>
<td>24 months after contract signing</td>
<td>30 days</td>
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<tr>
<td>17</td>
<td>Draft 2 - Online/blended training programme design</td>
<td>2 weeks after receiving comments on Draft 1</td>
<td>7 days</td>
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<td>18</td>
<td>Programme of courses including <em>inter alia</em> content, learning materials and assessments.</td>
<td>2 months after submitting Draft 2 training programme design</td>
<td>25 days</td>
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<tr>
<td>19</td>
<td>Course evaluation report</td>
<td>1 month after programme designed</td>
<td>15 days</td>
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<tr>
<td>20</td>
<td>Finalized Programme of Courses</td>
<td>1 month after programme designed</td>
<td>5 days</td>
</tr>
<tr>
<td>21</td>
<td>Final Report</td>
<td>29 months after contract signing</td>
<td>5 days</td>
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**Total Estimated Level of Effort: 250 days**

7.02 The deliverables to be provided by the Consulting Firm are described below:

(a) **Project Inception Report**: An Inception Report will include, but not be limited to: initial findings; detailed work schedule and methodology, initial annotated outline of the content of each deliverables with timelines indicated for providing updated outlines; and lists of documents received, information requested, persons consulted and plan for engagement and consultation with stakeholders. The work schedule(s) should be prepared and presented using Microsoft Project or in a compatible format.

(b) **Education Sector Diagnosis Report**: An Education Sector Diagnosis Report will integrate considerations for the operational environment of the education system, including its political, economic, environmental, technological, legal and social contexts. Therefore, an analysis of the impact of disasters including pandemics on the education system is expected. The ESD will target the countries and territories of the Eastern Caribbean area of UNICEF. The report should be accompanied by a detailed stakeholder consultation listing. The listing must be as comprehensive as possible, and should include those likely to be affected by the plan, including teaching and auxiliary staff, children, adolescents and adult students, etc.

(c) **Progress and Final Reports**: The Progress Report should be submitted to CDEMA and shall concisely summarise activities and progress for the previous reporting period. The problems encountered and/or anticipated, together with steps taken or recommendations for their correction/mitigation along with possibilities/suggestions for enhancing outcomes should also be captured. The report should also indicate the work to be performed during the upcoming period, and projections for completion date. Each Progress Report should provide details on any stakeholder consultative process undertaken during the reporting period, including methodology, participation, findings and recommendations for the development of the Draft Model Education Sector Plan, Adaptation Guide and Contingency Plan as well as the National Safe Education Sector Plan for the six (6) CDEMA Participating States. The final report should be reflective and...
capture all aspects of the entirety of the assignment detail lessons learnt and offer recommendations for implementation. Each report will be shared with the Safe School Working Group of the Education Sector Sub-Committee of the CDM Coordination and Harmonization Council for their review and feedback.

(d) **Draft Model Education Sector Plan and Adaptation Guide**: The Model Plan should reflect broad policy goals that address the identified challenges related to conflict and disaster risk reduction. It should also define priority programmes and objectives. The Model Sector Plan will comprise a Model Education Sector Strategic Plan and an Annual Plan. The Model Plan should include Costing Guidelines and a Monitoring and Evaluation Framework with common indicators to be adopted by target states. The Adaptation Guide should provide clear guidance on how to adapt the Model Plan to the national context. In developing the plan and adaptation guide, reference should be made to the CDM Strategy, Sendai Framework and SDGs. Emphasis should be placed on sustainability of the plan and ensuring human capacity. The Model Plan should address environmental sustainability.

(e) **National Safe Education Sector Plans (x 6)**: Each Plan should represent an application of the adaptation guide of the Model Sector Plan described at (d) for each of the CDEMA Participating States listed at 5.02 Phase 2 (a). Any challenges observed during the process of adaptation should be reported on and adjustment made to the Model Sector Plan and/or Adaptation Guide, if necessary, and at no further cost to the Client. The carrying out of a national stakeholder consultation process that is separate to the one rolled-out prior to the development of the Model Safe Education Sector Plan is compulsory. Each Sector Plan should have annexed detailed contingency plans for priority hazards for the respective state, along with generalized procedures and best practices for all other hazards.

(f) **Model Education Sector Contingency Planning Guidelines and Templates**: The Guidelines and Templates should offer detailed guidance on the development of contingencies for the range of hazards deemed as priority across the target states. Detailed templates should accompany each set of guidelines for each hazard. Where a hazard was not deemed to be priority by any of the target state, a template of generalized procedures and best practices for all other hazards should be developed. Detailed plan guidance and templates should address: both the closure and reopening of schools; supply needs; expanded considerations for remote/distance learning where applicable; specific activities for reaching the most vulnerable children (children on the move, with disabilities, minorities); specific activities for non-formal education settings; any challenges with regards to gender differences or for children with disabilities; challenges in accessing home-based learning; how teachers may stay engaged with their classes and students to monitor progress, assign new lessons and to give required psycho-social support - or share information on referral services; identification of the mechanism to support learning that will reach the most children; identifying locations for small groups of children to meet with their teacher on a regular basis, if it is safe to do so; enabling equitable access to virtual learning tools; and cross-sectoral partnerships. The document should be user-friendly.
(g) **Self-Paced Online Multi-Media Course:** In developing a self-paced, online multi-media course to guide Education Ministry personnel on the development of a Safe Education Sector Plan, the following should be carried out by the Consulting Firm -

i. Set measurable knowledge, skills and attitude related training objectives which will facilitate successful planning, development and evaluation of the training.

ii. Prepare and organize training content linked directly to the training objectives, inclusive of learning activities, course materials (PowerPoint presentations, reading materials or videos), exercises and tests. Milestones of achievement should be identified to support automated monitoring, where possible.

iii. Develop the course within the DigitalChalk (https://www.digitalchalk.com) LMS platform consisting of draft training module materials and present to the CDEMA Coordinating Unit (CU) and other stakeholders for review and piloting.

iv. Finalize online course based on the pilot.

v. Prepare a detailed strategy plan and implementation approach for the training material and its delivery, monitoring and evaluation.

The course should be developed in such a manner that where possible, controls are integrated to automatically notify course participants if they do not meet pre-determined milestones in the course.

(h) **Online/Blended Training Programme:** A suite of online courses to support the development of education sector contingency plans for specific hazards (3-5 courses). The following should be carried out by the Consulting Firm:

i. Design Training Programme: Set learning outcomes, elaborate training modalities and programme structure, and make recommendations for post-training coaching/mentoring, accreditation/recognition of the programme and sustainability.

ii. Develop Training Programme: Prepare and organize training content linked directly to the training objectives, inclusive of learning activities, course materials (PowerPoint presentations, reading materials or videos) and learning assessments. Milestones of achievement should be identified to support automated monitoring, where possible.

iii. Develop the courses within the DigitalChalk (https://www.digitalchalk.com) LMS platform consisting of draft training module materials and present to the CDEMA Coordinating Unit (CU) and other stakeholders for review and piloting.

iv. Finalize training programme on the pilot.

v. Prepare a detailed strategy plan and implementation approach for the training material and its delivery, monitoring and evaluation.

(i) **Finalized documents, which are to be obtained through an iterative process of review and revision, and should be deemed acceptable by CDEMA and other key stakeholders:**

i. Model Education Sector Plan:
Education Sector Strategic Plan
Model Annual Plan
Costing Guidelines
Monitoring and Evaluation Plan
ii. Adaptation Guide
iii. Education Sector Contingency Plans for each target state
iv. National Safe Education Sector Plans (x6)
v. Education Sector Contingency Plan Guidelines and Templates
vi. Self-Paced Online Multi-Media Course on the development of a Safe Education Sector Plan
vii. Online/Blended Training Programme on the development of education sector contingency plans for specific hazards Programme of courses.

8. QUALIFICATIONS AND EXPERIENCE

The minimum required qualifications and experience of the consulting firm are as follows:

8.01 (a) Experience in developing Education Sector Plans, with at least two similar assignments successfully completed within the last five (5) years.
(b) at least three (3) years prior experience delivering projects in Eastern Caribbean States.
(c) Experience with regional inter-governmental organizations and national governments

8.02 The key experts required for the Consulting Firm’s team and their minimum qualifications and experience are as follows:

<table>
<thead>
<tr>
<th>Key Expert</th>
<th>Qualifications</th>
<th>Experience</th>
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</thead>
<tbody>
<tr>
<td>Project Manager/Team Leader</td>
<td>Recognized credentials (Master’s degree and five years’ experience, or Bachelor’s degree and seven years’ experience) in Education Management or related field</td>
<td>Five to seven years of experience in a combination of the following: (i) education sector analysis, policy and plan formulation, including sub-sector and multi-sectoral components (ii) Education Management Information Systems (EMIS) (iii) planning for priority sub-sectors (e.g. ECCE) and targeted issues (equity, inclusion) (iv) gathering information from and conducting training with the National and sub-national Governments of the target states (v) familiarity with the target governments’ current decision-making structures, education department systems and structure procedures and functions. Excellent oral and written communication skills. Good research and analytical skills.</td>
</tr>
<tr>
<td>School Safety Specialist</td>
<td>Recognized credentials (Master’s degree and five years’ experience, or Bachelor’s degree and seven years’ experience) in Disaster Risk Management, Environmental Studies, Environmental</td>
<td>Five to seven years of experience in a combination of the following: (i) assessment of a range of hazards (ii) vulnerability assessment at the sector level (iii) experience in developing and delivering training in on online environment would be an asset. Excellent oral and written communication skills. Good research and analytical skills.</td>
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<tr>
<td>Key Expert</td>
<td>Qualifications</td>
<td>Experience</td>
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<tr>
<td>Strategic Planning and Costing</td>
<td>Recognized credentials (Master’s degree and five years’ experience, or Bachelor’s degree and seven years’ experience) in Business Administration, Monitoring and Evaluation, or related field</td>
<td>Five to seven years of experience in a combination of the following: (i) sector analysis, policy and plan formulation, including sub-sector and multi-sectoral components (ii) monitoring &amp; evaluation (iii) sector financing, economics and costing; (iv) data collection, analysis and visualization (v) capacity building. Excellent oral and written communication skills. Good research and analytical skills.</td>
</tr>
<tr>
<td>Training and Development Specialist</td>
<td>Recognized credentials (Master’s degree and five years’ experience, or Bachelor’s degree and seven years’ experience) in Training and Development, or related field</td>
<td>Five to seven years of experience in a combination of the following: (i) training facilitation in an online or blended learning environment (ii) need assessments (iii) developing training modules (iii) curriculum development. Excellent oral and written communication skills. Good research and analytical skills.</td>
</tr>
</tbody>
</table>

9. **DURATION**

9.01 It is expected that the assignment will be carried out over a period of thirty (30) months.