CARIBBEAN DISASTER EMERGENCY MANAGEMENT AGENCY

CONSULTANCY TO DEVELOP AND IMPLEMENT A SAFE SCHOOL RECOGNITION PROGRAMME FOR SCHOOLS IN THE CARIBBEAN REGION

REQUEST FOR EXPRESSIONS OF INTEREST

The Caribbean Disaster Emergency Management Agency (CDEMA) received financing toward the cost of implementation for the development and roll-out a safe school recognition programme for schools in six (6) CDEMA Participating States.

The objective of the consultancy is to develop and implement a Safe School Recognition Programme that recognizes commitment, innovation and leadership of schools in the Education Sector of the Caribbean region. The duration of the assignment is expected to be for a period of eighty (80) professional days over a period of 10 months.

CDEMA now invites interested eligible individual consultants 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.

In the assessment of submissions, consideration will be given to qualifications and experience on similar assignments. 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 1st 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 8th February 2021. Please address Expressions of Interest to the address below:

Attention: Consultancy Services to Develop and Implement a Safe School Recognition Programme for Schools in the Caribbean Region
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, the most technically capable and appropriately experienced applicant will be invited to negotiate a contract to provide the consultancy services.

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.
Appendix 1

TERMS OF REFERENCE FOR DEVELOPMENT AND IMPLEMENTATION OF A SAFE SCHOOL RECOGNITION PROGRAMME FOR SCHOOLS IN THE CARIBBEAN REGION

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 schools), Barbados and St. Vincent and the Grenadines. 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...
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 institutionalize institutional 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 The National Safe Schools Policy Guide of the MSSP toolkit urges the integration of a school safety recognition programme within the national safe and green strategy being developed for implementation in the Education Sector. A school safety recognition programme offers a modality of recognising commitment, innovation and leadership in the Education Sector. A recognition programme can also support the compilation and promote good practices for safe schools standards, which a key imperative of the Regional Roadmap for School Safety.
2.02 There exists no known recognition programme that is being implemented throughout the region. The development of a recognition programme that can be implemented throughout the region is therefore needed.

3. PURPOSE

3.01 The purpose of this assignment is to develop a programme geared toward incentivizing the Model Safe School Programme and elicit friendly competition between schools in the Caribbean region.

4. OBJECTIVE

4.01 To develop and implement a Safe School Recognition Programme that recognizes commitment, innovation and leadership of schools in the Education Sector of the Caribbean region.

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). The draft TOR will be finalised based on discussions between Caribbean Disaster Emergency Management Agency (CDEMA) and the selected individual. A participatory and consultative approach is encouraged in carrying out the services. The individual will work in collaboration with CDEMA, representatives of governments in the Eastern Caribbean area of UNICEF\(^1\), and other key relevant in-country stakeholders. Specifically, the individual 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 individual 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 individual include, but are not limited to:

**PHASE 1: DEVELOP A SAFE SCHOOL RECOGNITION PROGRAMME**

a. **Desk Review**: Undertaking literature review on good practices in the target countries, in the Caribbean region, and from other parts of the world. This includes review of the Model Safe School Programme Toolkit, which details the assessment standards and checklists.

b. **Interviews**: Conduct interviews with key informants at national, sub-national and regional levels to identify the ideal award mechanism.

c. **Design Programme**: Based on the findings of (a) and (b), design the award and recognition programme for excellence on school safety. Generally, the ideal award mechanism will allow for recognition of schools that have excelled in the areas of safety compliance and green practices. The mechanism will evaluate schools in a way that is equitable and that normalizes for variations in school endowment. The mechanism will recognize the highest achievers, but also offer a tiered system that will recognize schools that demonstrate notable improvement regardless of performance against the established assessment criteria. Finally, the programme will respect cultural norms for fairness.

d. **Stakeholder Consultation**: Holding consultation with stakeholders at sub-national, national and regional levels on key elements of the programme design. Stakeholders at the sub-national level include school students and staff. At the national levels stakeholders include central ministries, i.e. Ministries of Education, Planning and Health. Where a National Safe School Programme

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\(^1\) 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.
Committee exists, the committee can be consulted. At the regional level, stakeholders may comprise the membership of the Safe School Working Group of the Education Sector Sub-Committee of the CDM Coordination and Harmonization Council, as well as membership of the antecedent Education Sector Sub-Committee.

e. **Development Manual**: Write up design document and manual for implementation.

f. **Draft Documents**: Submit draft design and draft manual for review by CDEMA, Safe Schools Working Group and the Ministry of Education.

g. **Finalize Documents**: Based on comments received, finalize and submit final draft design document and manual to CDEMA.

### PHASE 2: IMPLEMENT SAFE SCHOOL RECOGNITION PROGRAMME IN SIX (6) CDEMA PARTICIPATING STATES

a. Applying the Safe School Recognition Programme 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 application of the programme should be informed by the staging of a national consultation with key stakeholders.

b. **Capacity Development Workshop**: Holding workshops with stakeholders at sub-national, national and regional levels on key elements of the programme design. Stakeholders at the sub-national level include school students and staff. At the national levels stakeholders include central ministries, i.e. Ministries of Education, Planning and Health. Where a National Safe School Programme Committee exists, the committee can be trained. At the regional level, stakeholders may comprise the membership of the Safe School Working Group of the Education Sector Sub-Committee of the CDM Coordination and Harmonization Council, as well as membership of the antecedent Education Sector Sub-Committee.

6. **INPUTS**

6.01 The services of the individual will be required over a ten (10) month period to undertake the various activities outlined at Section 5 of the TOR. The individual will provide the 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 the individual 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.

7. **REPORTING REQUIREMENTS**

7.01 The individual shall meet the requirements of the assignment in within the timeframes outlined in the table below.
### PHASE 1: DEVELOP A SAFE SCHOOL RECOGNITION PROGRAMME

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Timeframe or Frequency</th>
<th>Level of Effort (Estimated)</th>
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</thead>
<tbody>
<tr>
<td>Project Inception Report</td>
<td>Four weeks after contract signing</td>
<td>9 days</td>
</tr>
<tr>
<td>Consultation Report</td>
<td>Ten weeks after acceptance of inception report</td>
<td>30 days</td>
</tr>
<tr>
<td>Draft Safe School Recognition Programme Design Document and Draft Manual for Implementation</td>
<td>Four months after contract signing</td>
<td>20 days</td>
</tr>
<tr>
<td>Final Recognition Programme Design Document and Draft Manual for Implementation</td>
<td>Six months after contract signing</td>
<td>10 days</td>
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<tr>
<td>Phase 1 Progress Reports and fortnightly monitoring (x 3)</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>3 days (1 day per report)</td>
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### PHASE 2: IMPLEMENT A SAFE SCHOOL RECOGNITION PROGRAMME

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Timeframe or Frequency</th>
<th>Level of Effort (Estimated)</th>
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<tbody>
<tr>
<td>Phase 2 Progress Reports and fortnightly monitoring (x 2)</td>
<td>Every eight weeks after the acceptance of the inception report, until the completion of Phase 2. Fortnightly monitoring engagements after the submission of each progress report.</td>
<td>2 days (1 day per report)</td>
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<tr>
<td>Workshop Report (x 6)</td>
<td>Ten months after contract signing</td>
<td>6 days (1 day per country)</td>
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**Total Estimated Level of Effort:** 80 days

7.02 The deliverables to be provided by the individual are described below.

a. **Project Inception Report**: An Inception Report shall include, but will not be limited to: initial findings; detailed work schedule and methodology; 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. A **Consultation Report** that documents the stakeholder consultation process, the findings of the consultations, and the recommended award mechanism for the recognition programme.


d. **Final Recognition Programme Design Document and Draft Manual for Implementation**.

e. **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 Safe School Recognition Programme as well as its implementation. 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.

8. **QUALIFICATIONS AND EXPERIENCE**

8.01 Qualifying individuals are expected to possess:
   a. Post-graduate qualifications (Master’s degree or equivalent, or PhD) in Disaster Risk Management, Environmental Studies, Environmental Sciences, International Development or related field;
   b. Minimum of 7 years professional experience in disaster risk management, resilience in education or education in emergencies.
   c. Experience in the design of award and recognition programmes for local Governments.
   d. Experience in training and development of personnel.
   e. Strong verbal and written English communication skills and organizing/leading of consultative workshops.

9. **DURATION**

9.01 The assignment will be carried out over a period of 10 months.