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1. Background

The synopsis of Pakistan's education statistics and system depicts bleak situation despite the fact that investment in education has been increasing over the past few years by the respective provincial governments. In light of evidence from extensive literature review, desk research and primary research, it becomes evident that there is a dire need to approach the issue through gender responsive education financing lense in the country. The literature review suggests that effective education financing for girls ought to address major themes that include (i) addressing out of school girls issues, (ii) addressing the provision of girls government schools, and (iii) provision of basic physical facilities (infrastructure) in schools. For these themes to be addressed, the need is to have in place robust education financing with a specific gender agenda that brings to fore, the value of girls' education and drives policy towards greater gender sensitization in matters of budgetary allocations, and spending.

As a starting point, we note that there are over 22 million children out of school in Pakistan. Majority of these out of school children are girls (over 12 million). However, the provision of government schools for girls is much lower compared to boys. This disparity in provision of schools for a marginalized social group (girls) by the state is the fundamental data point of entry for any meaningful agenda for equitable, gender responsive education financing, planning, and advocacy agenda in the country.

Punjab and Sindh have the highest number of out of school children among all provinces with 10.5 million and 6.4 million children out of school respectively. While this is largely due to the overall population numbers that are highest in these two provinces, the absolute magnitude of children out of school in the two provinces presents an enormous challenge for the state.

There is no other argument that to improve upon the current situation it is essential to intervene at service delivery level. District education administration is the unit directly responsible for improvement of access to and quality of education at this level. This devolved set-up is directly linked to the schools in their jurisdiction, however, they lack two most important mechanisms which could have meaningful impact upon the state of education at this level. Firstly, the proper communication mechanisms which includes information systems and databases which are by and large not gender disaggregated, to convey the needs of individual girls schools in a timely manner to the decision makers at the provincial level and secondly, lack of participation from the citizens in budget making makes the allocation just one sided affair. As a result of these missing links between needs and targets, and non-participatory budgeting the challenges faced at district level remain partially or completely unaddressed despite planning and budgeting over several years.

In the above context, Human Development Foundation (HDF) and Oxfam work together around the core contours to i) advance gender equality; ii) improve financing for Girls Education; iii) strengthen social accountability; iv) promote gender sensitive school structures; v) generate evidence on domestic resource mobilization; and vi) launch citizen-led campaigns to break barriers obstructing young girls to access to education.

Objectives of the Assignment:

Critical to reducing gender inequalities and addressing gender-based discrimination is to reinforce the provincial machinery and ensure effective coordination and develop a gender mainstreaming strategy that includes domestic resource mobilization and gender responsive education sector planning that can be applied in all policies/programs at all levels to address various aspects of women's lives. At the grassroots level, civil servants lack comprehensive training on both accounts. In addition, the existing instruments for participatory local governance and participatory community needs assessment have not been systematically applied and women, especially the most vulnerable, have rarely participated in local decision making.

The projects aims at strengthening the capacities of the public sector officials both at district level and provincial level fromfrom the departments of education, finance, planning and development and translating the identified needs and priorities of women and men in the communities into policy and budget interventions.

In order to achieve these objectives, HDF intends to select a consultant with professional knowledge and experience in conducting capacity building workshops on domestic resource mobilization and gender responsive education sector plans. Target Districts for these workshops are District Muzaffargarh (MG) in Punjab and District Tando Mohammad Khan (TMK) in Sindh. At the provincial level it is intended to engage the same departments in Karachi and Lahore respectively.

Summary of key deliverables:

1. Identify relevant participants to be trained.
2. Develop interactive and detailed training modules/training session plan and all accompanying background material for the delivery of training workshops on capacity building of relevant participants.
3. The training workshop shall but not limited to include identification of opportunities relevant from the select districts on resource mobilization and how those can be utilized in effective budgetary allocations and in preparing gender responsive education planning.
4. The training workshop shall also include detrimental effects of gender disparity on women, short and long term consequences (educational achievements, productivity, mental and psychological health) and gender sensitivity.
5. Develop a detailed evaluation of the modules/workshop(s) by the participants so that the workshop/training materials can be improved according to the participant feedback.
6. As part of the training, deliver the training guidelines in addition to content and tools.
7. Develop training workshop report.
8. Develop a report (max. 10 pages) highlighting content of the sessions, participation level of the participants, discussion points, followed by an outline of opportunities, challenges,

remaining needs and suggested way forward.

Training and workshop

The consultant will be responsible for the planning, development of modules and conduct of the workshop for officials from education, finance and planning & development departments as mentioned below:

	<p>4 capacity building workshops for the public sector officials from the departments of education, finance, planning and development.</p> <p>Capacitate 75 government officials at provincial and district levels on domestic resource mobilization and gender responsive education sector plans.</p> <ul style="list-style-type: none">• Capacity Building Workshop at District MG• Capacity Building Workshop at District TMK• Capacity Building Workshop at Provincial Level (Lahore)• Capacity Building Workshop at Provincial Level (Karachi)
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Schedule

The precise dates of the assignment will be agreed with the consultant prior to signature of the agreement. However, the assignment intends to be closed before April 30, 2019.

Remuneration and Expenses

HDF shall pay the consultancy fee to the consultant as agreed between both the parties by contract agreement. All travel and local expenses shall also be included in the contract agreement. Initial payment of 50% will be made upon the submission and approval of the detailed workshop plan and background materials, with the remainder being paid upon the delivery of the training and completion of all previously outlined activities.

Applicants may opt to bid for complete logistic arrangements including TA/DA of the participants.

Qualifications and Experience

The international expert with the following experience are welcome to apply:

- a) Advanced University Degree in economics, gender, development studies, international relations or other related disciplines.

- b) Minimum 5 years of progressively responsible relevant experience, preferably in the promotion of women's access to resources, knowledge of domestic resource mobilization and education sector planning.
- c) At least 5 years of experience in program design, implementation, reporting, and monitoring, preferably in the field of Access to resources and GRB.
- d) Sound knowledge of the socio economic situation, educational data, statistics of the selected districts.
- e) Good experience in engaging public sector officials, conducting capacity building workshops and knowledge on participatory training approaches;
- f) Excellent writing and oral communication skills in English

Evaluation

The criteria which shall serve as basis for evaluating offers will be:

- Technical Qualification/proposal weight [70%]
- Financial/Price Proposal weight [30%]

A two-stage procedure is utilized in evaluating the proposals, with evaluation of the technical proposal being completed prior to any price proposal being compared.

Send your proposals on the following address:

Address: 19-A, Pak Plaza, Mezzanine Floor, A.K. Fazl-ul-Haq Road, Islamabad Pakistan