Assessment of Gender Sensitivity in Basic Education Textbooks

ABOUT SCA

Swedish Committee for Afghanistan (SCA) is an aid organization that has been working in Afghanistan since 1982. We carry out development projects in the areas of education, healthcare, rural development and rehabilitation of persons with disabilities. SCA has about 5,500 employees, 99 per cent of whom are Afghans. Our operations are especially directed to the most vulnerable groups in the society and are always carried out in close cooperation with the local communities.

We mainly work in the poor rural areas of Afghanistan with a special focus on women, children and persons with disabilities. The work with human rights and gender issues is central to SCA and permeates the entire organization.

In Sweden, SCA has about 8,000 members and monthly sponsors, as well as an office in Stockholm with about 20 employees.

SCA is a political and religiously independent aid organization that is funded by thousands of individuals, SIDA, EC and the World Bank. The member-based organization was established in 1980.

OVERVIEW OF THE ASSIGNMENT

The philosophy of gender sensitivity particularly in the curriculum framework is to provide all groups of students including girls and boys, irrespective of educational setting, with access to a wide and empowering range of knowledge, skills and values.

Since 2002, Afghanistan has been going through a nationwide rebuilding process, and despite some setbacks due to the ongoing Taliban insurgency, the education sector is improving gradually. As part of the trend the new curriculum was developed in 2004 based on which new Basic Education textbooks in both primary and secondary levels were developed by Ministry of Education (MoE). The textbooks were printed and distributed to millions of students across the country. The 2004 curriculum was revised after six years in 2011. The revised curriculum as a national document clearly focuses on promoting morals, tolerance, devotedness and sacrifice in social relationships. The curriculum prioritizes collective benefits as opposed to personal benefits thus reflecting society cohesiveness. To accomplish these goals, the textbooks which are the main educational resource for students need to be inclusive in order to play a positive role in socialization of children in school and outside school settings. The 12 categories of children identified in the new MoE’s Inclusive and Child Friendly Education Policy (I&CFE) as marginalized and underserved (including girls, children with disabilities, nomadic children and children from ethnic minorities) need to be sufficiently and appropriately represented in school textbooks. Inclusion of these children, especially girls in the contents of school textbooks
including the texts and illustrations is meant to foster their integration in the education system, promote other fellow children’s level of understanding and acceptance in the society.

Taking into account the traditionally practiced “male stereotyping” in every aspect of Afghans’ life, this study is, particularly, intended to assess to what extent the school textbooks are sensitized from gender perspective – how the roles of boys and girls as well as women and men, within the family environment as well as in the society, are reflected in the Afghan school textbooks.

The scope of the study is to cover the national languages (Dari and Pashto), Maths and Social Studies (History) textbooks of basic education in primary and lower secondary (Grades 1-9) schools. The study must integrate gender equity as a cross-cutting theme throughout its methodology in all deliverables including the final report. The study is expected to start from 1st Aug 2016 and complete on 5th Sept 2016.

**ADMINISTRATIVE CONDITIONS**

The procuring organization is Swedish Committee for Afghanistan, identity number 802010-4850 in Sweden and registration number 118 in Afghanistan. Address: Paktia Kot, Jalalabad-Kabul road, Kabul, Afghanistan, info@sca.org.af.

*Questions regarding the procurement/tender process*

Please direct question regarding this consultancy to Aminulhaq Mayel (+93) 799 623334, <amin.mayel@sca.org.af>.

All questions and queries regarding the ToR or tender procedures should be made in writing and will be answered in writing; questions and queries together with the response of SCA will be answered on the same websites where the ToR for this assignment were published.

**Announcement**

The invitation to tender has been made public through announcement on our website www.sak.se or www.swedishcommittee.org as well as through inquiry to known actors in the market.

**Procurement rules**

This procurement is a price comparison that is carried out with a simplified tender process with open tenders. Tenders should be submitted to SCA at the latest June 30, 2016 at 16:00. Tenders may be submitted through regular mail directed to Swedish Committee for Afghanistan, evaluations@sca.org.af.

Please be aware that tenderers may not be allowed to make any corrections or additions to the tender after the deadline for submission has passed. Although the tenderer may correct obvious misstatements or miscalculations. SCA may in certain cases ask that the tender is clarified even after the deadline of submission has passed if it may be done without risking special treatment.
The tenderer has no right for compensation for the tender or cost associated with the tender process.

ASSIGNMENT – Assessment of Gender Sensitivity in Basis Education Textbooks

Profile of the consultant required

The consultant should be independent and meet the following requirements:

- Master’s Degree or PhD in Inclusive Education and/or methods/or social studies.
- Evidence of conducting such a study/assessment/evaluation related to education or similar studies in developing countries preferably in a war or post conflict contexts.
- Experience of consultancy works with Governments, INGOs, UN agencies and diverse cultures.
- Refined research, statistical analysis, data interpretation and communication skills.
- In-depth knowledge in textbooks’ assessment practices and developing of tools for that.
- Knowledge and understanding of education in conflict and post conflict contexts.
- Knowledge and understanding of Inclusive Education particularly the teachers’ support to all children including children with special needs in the classroom.
- Profound knowledge in gender analysis in a developing country.
- Full command of English language and familiarity in one of the Afghan official languages Pashto and/or Dari is preferable.
- Excellent communication skills.

Expected outputs

By making an analysis of the contents of Grade 1-9 Basic Education textbooks; national languages (Dari and Pashto), Maths and Social Studies (History) the consultant is to:

- Assess how the gender roles have been depicted in content and illustrations of the (Grade 1 to 9) school textbooks, and how they portray gender sensitivity without stereotyping.
- Identify if there are gaps between intended curriculum (Curriculum Framework) and implemented curriculum (textbooks)
- Recommend new approaches in the development of inclusive primary school textbooks that go in line with the National Curriculum Framework and Inclusive and Child Friendly Education Policy to ensure promotion of good practices that will enhance social cohesion.

Deliveries and due dates

For the purpose of laying a firm background to the study as well as bringing the study to its conclusive end, it is important that the consultant acknowledges that the following deliverables
will be expected.

**Inception Report:** The consultant will submit an inception report before arrival in Afghanistan. The inception report should cover the consultant’s understanding of the terms of reference, the methodology to be used for assessment of gender sensitivity in textbooks, a work plan/schedule coverage and criteria for field visits, stakeholder analysis, agreement with the ministry of education, reference document to be used and major deadlines. Following is a further breakdown of the work plan.

- Review of the relevant literature, set criteria for the assessment of schools and meetings with key stakeholders (5 days)
- Assessment and analysis of the textbooks and national curriculum (20 days)
- Presentation on key findings (1 day)
- Report writing (4 days)

**Stakeholders Debriefing Workshop(s):** The consultant will present the findings to a panel (assigned by SCA) and receive the feedback within a week. The preliminary findings will be discussed to inform decision making.

**Draft Study Report:** The consultant will submit a draft report for discussions before the study comes to an end (the format of the report will be provided by the SCA’s Monitoring and Evaluation Unit).

**Final Report with Executive Summary (latest by 5th Sep 2016):** A well analyzed report depicting agreed points, recommendations and conclusion – the report will analyze findings of the assessment and recommend ways for improvement in light of national curriculum. (The template for the final report will be provided by the Monitoring and Evaluation Unit)

**INTELLECTUAL PROPERTY RIGHTS**

SCA shall have a non-time-limited, free and exclusive right to use, reproduce, modify and process the results, in processed and unprocessed form, of the ordered assignment. The ownership and copyright of the results and material compiled in connection with the performance of the assignment belongs unrestrictedly to SCA, regardless of the medium/channel. The same applies to the original and working materials that form the basis of the assignment. Furthermore, the supplier guarantees that SCA by the use of the product does not infringe on any intellectual property rights held exclusively by a third-party. SCA is entitled to submit original and working materials to another supplier for processing and production. The supplier shall, subject to SCA rights under the Intellectual Property Rights, make this a mandatory demand towards subcontractors (if applicable) and employees. The above still applies even if the agreement between SCA and the supplier has expired.
THE TENDER

The full documentation, – excluding CVs – is not to exceed three pages. The assignment is subject to a tender procedure according to SCA’s standard procurement regulations. SCA reserves the right not to accept any or all of the tenders submitted. In addition, SCA reserves the right to take references on the proposed candidate. Note that tenders shall remain valid for a period of 60 days.

Possible use of subcontractors should be specified in the tender. If applicable, the subcontractor should be presented in the same way as the tenderer according to the above requirements. Price for the performance of the assignment should be presented with VAT included (if applicable) and the percentage of VAT specified. The tender should specify time and price for all components included in the processes of the assignment. Possible applicable general conditions that are mandatory from the supplier side to be attached to the agreement should be presented in the tender. For suppliers registered in Sweden, the tax authority’s form SKV 4820 should be included in the tender. Taxation law of the government of Afghanistan will be applicable.

DEMANDS ON THE SERVICE/PRODUCT PROCURED

Interested consultants are required to submit the following:

- Technical Proposal that include a description of the methodology to be applied, tentative work plan on how he/she plan to conduct the assignment.
- In addition, the consultant should add a summary on financial offer including:
  - The consultancy fee,
  - Travel costs to Afghanistan (if travelling from another country).
  - Proposed payment schedule, based on achievements and milestones

Accommodation and food for time in Afghanistan (for international consultant) will be arranged and paid for by SCA.

GROUND FOR EVALUATION

The tenders that have been submitted correctly and on time, and which fulfil the requirements of the supplier, will be included in the evaluation phase. SCA will accept the tender that is most favourable with regards to the following aspects:

- CV(s) of the consultant(s), showing relevant experience and educational background for the assignment;
- That the general conditions or other legal demands from the supplier’s side are included in the tender.
SCA may chose not to collaborate with suppliers that violates human rights. Changes to the proposed candidates can be made only with prior approval from SCA; substitute candidates must have the same or better qualifications.