Save the Children

Request for Proposal:

Impact Evaluation, Education Safe From Disasters, Philippines

1.Introduction

1.1 Overview of Save the Children

Save the Children is the world's leading independent organisation for children, comprised of 29 international member organisations operating in over 68 countries. Save the Children UK (SCUK) is one of the member organisations.

We save children's lives. We fight for their rights. We help them fulfil their potential.

Our vision

Our vision is a world in which every child attains the right to survival, protection, development and participation.

Our mission

Our mission is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

Our values

- ➢ **Accountability**
  We take personal responsibility for using our resources efficiently, achieving measurable results, and being accountable to supporters, partners and, most of all, children.
- ➢ **Ambition**
  We are demanding of ourselves and our colleagues, set high goals and are committed to improving the quality of everything we do for children.
- ➢ **Collaboration**
  We respect and value each other, thrive on our diversity, and work with partners to leverage our global strength in making a difference for children.
- ➢ **Creativity**
  We are open to new ideas, embrace change, and take disciplined risks to develop sustainable solutions for and with children.
- ➢ **Integrity**
  We aspire to live to the highest standards of personal honesty and behaviour; we never compromise our reputation and always act in the best interests of children.

We are committed to ensuring our resources are used as efficiently as possible, in order that we can focus them on achieving maximum impact for children.

1.2 Scope of Contract Opportunity

Save the Children is seeking proposals from suppliers to conduct an impact evaluation on our Education Safe From Disasters programme in the Philippines.

More information on Save the Children's requirements can be found in **Section 3 and Annex**1 of this document.

2. Instructions for bidding

2.1 Timescales

The consultancy is expected to start in September/October 2020 and be completed by December 2021, a total of 14 months. Participation in further dissemination activities may be required following the completion of the programmes.

Bidders are requested to respond to **sections 4-5** then return this document with the relevant sections completed via email (no hard copies required) to **Kirsten Mucyo at k.mucyo@savethechildren.org.uk**

Deadline for submission:

26th August 2020

2.2 Qualifications & Experience

Essential:

- Advanced degree in relevant disciplines, including education, information and communication technology, international development, public administration, sociology or other related fields

- Demonstrated leadership in the implementation and/or evaluation of information and communication technology projects for development with diverse stakeholders (experience with government management information systems and public participation preferred).

- Research methods relevant to information and communication technologies for development and principles for digital development

- Strong verbal communication and relationship-building skills conducting and/or guiding field data collection, especially with government officials, solutions users, and project beneficiaries

- Excellent writing skills and track record of publishing peer-reviewed research publications as well knowledge products for lay audiences.

- Agreement to comply with Save the Children's child safeguarding policy, research ethics and data privacy

Shortlisted bidders will then be invited to an interview with the selection panel after the closing date. If you have any questions in the meantime, please contact Kirsten Mucyo at k.mucyo@savethechildren.org.uk

2.3   SCUK not bound

This Request for Proposal does not constitute an offer and Save the Children UK (SCUK) does not bind itself to accept the lowest price, or any, proposal. SCUK reserves the right to accept a proposal in part, rather than in full.

2.4   Confidentiality

Documentation in relation to this Request for Proposal and any proposals received by SCUK in response to it shall be treated as private and confidential save where the disclosure is required by law.

Bidders shall not:

- Release any information relating to the RFP and the proposal that they intend to make; other than with professional advisers who need to be consulted with regards to the preparation of the proposal;
- Canvass directly or indirectly with any other bidder concerning the award of a contract;
- Canvass directly or indirectly with a member of SCUK staff (including its consultants and contractors) concerning the award of the contract.

2.5   Contract

The formal contract agreement will be in a form prepared by SCUK.

3. Terms of reference

3.1 SCUK requirement

Save the Children, Prudence Foundation, and the Philippines Department of Education (DepEd) have engaged in an ambitious 3-year partnership that will save children's lives, transform national systems, and galvanize the private sector to do more to reduce the risks of disasters in Asia.

The project introduces an information and communication technology ecosystems approach to bring about social change to promote the sustainable development of school safety in the Philippines.

The Education Safe from Disasters project endeavours to address the challenges and barriers that have been perceived to prevent the scale up of school safety in the Philippines. The strategy aims to bring about

transformational change for children's lives, supporting the improvement of systems, mechanisms and capacity for Comprehensive School Safety (CSS) at all levels of DepEd, thereby reducing children's vulnerability from all hazards and threats.

We seek to make the objectives of all pillars of the Comprehensive School Safety Framework (CSSF) a reality. The three core outcomes of this project are:

OUTCOME 1: An institutionalized and operationalized system and tools for continuous improvement of knowledge and capacity in CSS across all levels (national, regional, division, school, community) are established.

OUTCOME 2: Stakeholders are empowered to effectively use (access and take action on) quality EMIS information for efficient CSS planning, implementation and decision-making

OUTCOME 3: Research on CSS is generated and utilized in practice. The purposes of Outcome 3 are:

a. To support our overall Project Goal in the Philippines of an institutionalised CSS ecosystem

b. To establish an evidence-based model for scale-up across Southeast Asia

Outcome 3 consists of four related research outputs. Outputs 1-3, should be considered as inputs into the subject of this consultancy engagement's TOR and are further described in Annex 1. This consultancy engagement's Terms of Reference (ToR) will focus on Output 4 which is an independent impact evaluation:

3.2   PURPOSE AND SCOPE OF THE CONSULTANCY

The successful bidder will be contracted to deliver Outcome 4: *Independent Impact Evaluation of the Education Safe from Disasters CSS Ecosystems Project in the Philippines*

The purpose of this output will be to assess the success of the project and produce evaluative guidance and recommendations. The Impact Evaluation will include a distinct process evaluation. These recommendations will be used to:

- o Strengthen the institutionalization of CSS in the Philippines

- o Provide the solid foundation for moving beyond abstract or proforma 'lessons learned', to the expansion of implementation to countries in Southeast Asia and beyond.

- o Strengthen Save the Children's work regionally and globally through contributions to best practices in our "common approaches" to Safe Schools and to Child Rights Governance, globally.

It has been noted in ICT for Development circles that we have little evidence of what works and what doesn't, how well particular solutions work in relation to other options (e.g. lower tech, paper-based tools or the absence of tools), and whether or not our solutions are sustainable, and most importantly whether our solutions are delivering the goals that they are trying to impact.

The research questions for the consultant to address for this impact evaluation are:

1. What has the Education Safe from Disasters – CSS Ecosystems Project in the Philippines accomplished in relation to the goals of the CSS Framework, social impact and accountability and what gap remains?

2. What are the key enabling factors (active ingredients) and barriers to its success?

3. How effectively, efficiently, and sustainably do each of the key technologies contribute to the goals of comprehensive school safety?
   - o The School Watching App digital toolset
   - o The School Safety Monitoring toolset
   - o The RADAR digital toolset
   - o The E-learning self-study training materials

   (It is expected that initial research can be conducted during the pilot testing phase of these materials, providing valuable inputs in the process – and with follow-up data gathered during the roll-out phase.)
   Specific questions about key technologies contribution to the goals of CSS may include the following:

- *Did it support improvement in the use of DRRM data and analysis in planning by key decision makers within DepEd (Division, Region, Central DRRMS, etc.)? If so, How?*

- *Did it support improvement in the efficiency at division level in the gathering and consolidation of data relating to DRRM? If so, How?*

- *Did it improve understanding and use of DRRM data among school staff and division DepEd staff for the management of schools to realise the goals of CSS? If so, How?*

- *Did it improve awareness of DRRM data and plans by children and the community? If so, How*

- *Did it support improvement in the use of data by children and the community to hold schools and Local Government to account for DRRM? If so, How?*

4. How successful was the project at implementing activities as intended and adhering to the programme strategy/logframe (Process evaluation) (sub questions to be agreed during preparation work)

5. How effective was the adherence to the Principles of Digital Development?

6. How useful is the Catalogue of Guidance Tools and Templates for replication in other contexts?

7. What recommendations can be made to support replication and scaling-up, in other countries (including any specific gender and inclusion considerations for replication)?

3.3 DELIVERABLES

The successful consultant(s) will be responsible for engagement with implementing partners through Save the Children Philippines, DepEd, Education Resilience Working Group, Education Cluster, and other relevant national or sub-national government agencies. Save the Children and Dep Ed will provide technical expertise and facilitation to accomplish this effectively and efficiently.

The deliverables of this consultancy engagement will be:

1) Co-facilitate a workshop to define IMPACT of the project, what to measure and data-sets needed (qualitative/quantitative data)

2) Inception report – desk review, guidance and recommendations for research outputs 1-3, identification of gaps, design of independent evaluation activities and methods, timeline for implementation.

3) Draft report – for review by programme stakeholders

4) Evaluation report of both impact and process (using agreed template)

5) A GADRRRES research-into-practice brief of 2,000 words summarizing the relevant guiding literature, findings of the evaluation, for an audience of practitioners, policymakers and donors.[1] (And a 200-word summary of the research-into-practice brief for an audience of practitioners, policymakers and donors.)

6) A PowerPoint presentation and webinar for an audience of practitioners, policymakers, and donors.

7) Optional 6,000-8,000 word journal article for an audience of researchers and technical experts, for submission to an open-access peer-reviewed journal[2], or special issue on children and disasters, school safety, or ICT for development[3].

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[1] The R2A Brief template is provided by the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector. GADRRRES's review process involves review peer review by two researchers and two practitioners.

[2] For example: International Journal of Education and Development Using Information and Communication Technology, International Journal of Management, Knowledge and Learning.

[3] The article may be jointly authored with support from 2-3 Save the Children staff, and will be submitted to an appropriate journal to be jointly selected by the authors and Save the Children.

The consultant will be expected to liaise with Save the Children staff throughout.

3.4 METHODOLOGY

Research methods are expected to:

- o Evaluate the process and impact of the project as a whole, and its key elements
- o Apply the Principles of Digital Development as an Evaluative Methodology (see e.g. Digital Investment Tool (USAID) and SC's
- o Draw upon, as appropriate, other complementary methods (e.g. contribution analysis to strengthen a theory of change, collaborative outcomes reporting, appreciative inquiry, value for money or cost-effectiveness analysis. See e.g. betterevaluation.org)

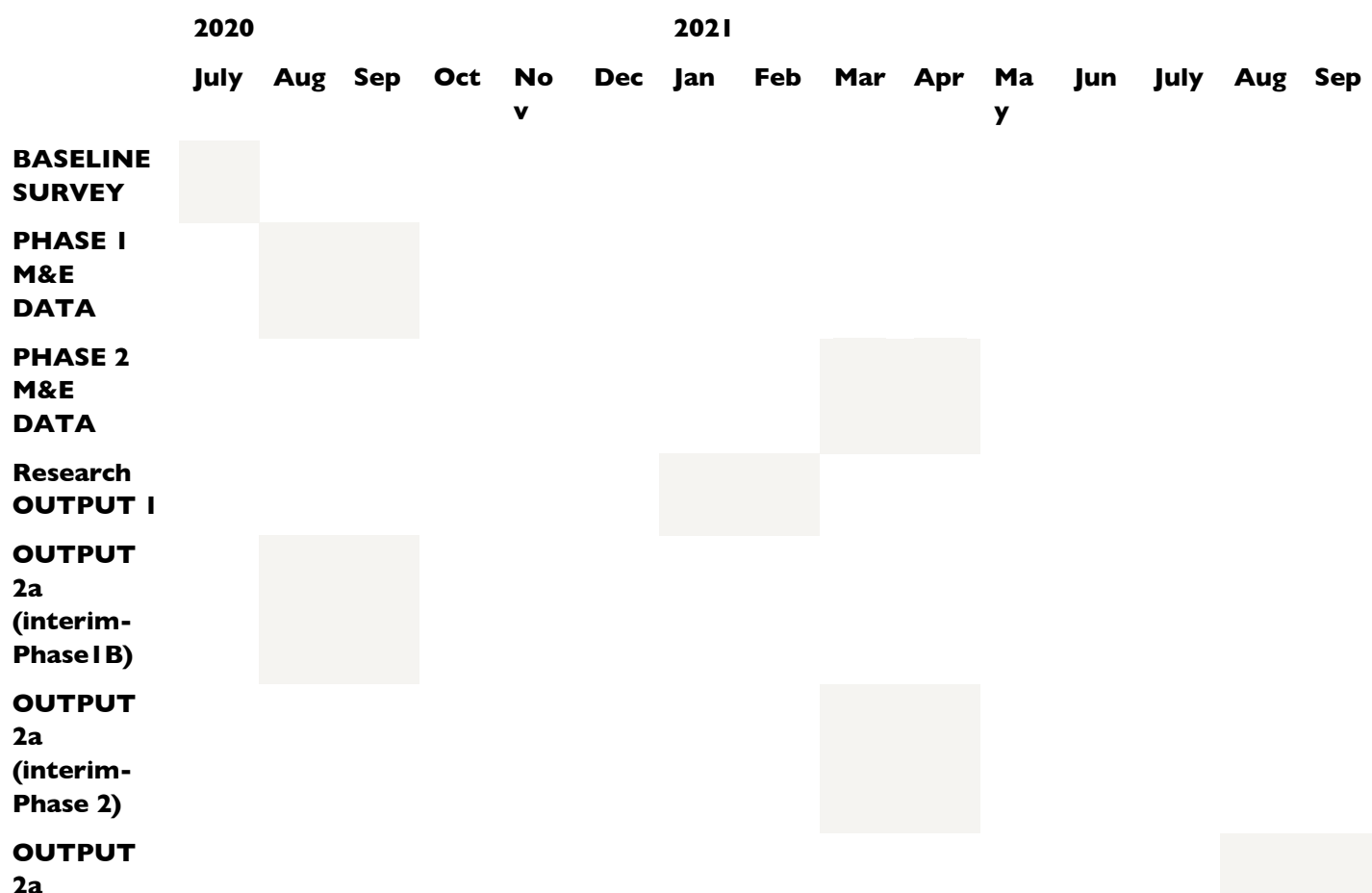**The researcher(s) will have access to the following documentation for desk review purposes:**

- o The project Monitoring, Evaluation, Learning and Accountability Plan
- o Baseline (and some endline) results
- o All of the research inputs and outputs described above
- o Our research dissemination strategy

The researcher(s) is/are expected to supplement this by

- o Conducting KIIs, FGDs, brief surveys, with end-users and other stakeholders.

The researcher(s) may also guide project staff in collection of additional data, as is feasible.

Timeline for availability of research outputs

	2020					**2021**									
	July	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**July**	**Aug**	**Sep**
BASELINE SURVEY	▓														
PHASE 1 M&E DATA		▓													
PHASE 2 M&E DATA									▓						
Research OUTPUT 1							▓								
OUTPUT 2a (interim-Phase1B)		▓													
OUTPUT 2a (interim-Phase 2)									▓						
OUTPUT 2a															▓

(interim-Phase 3)
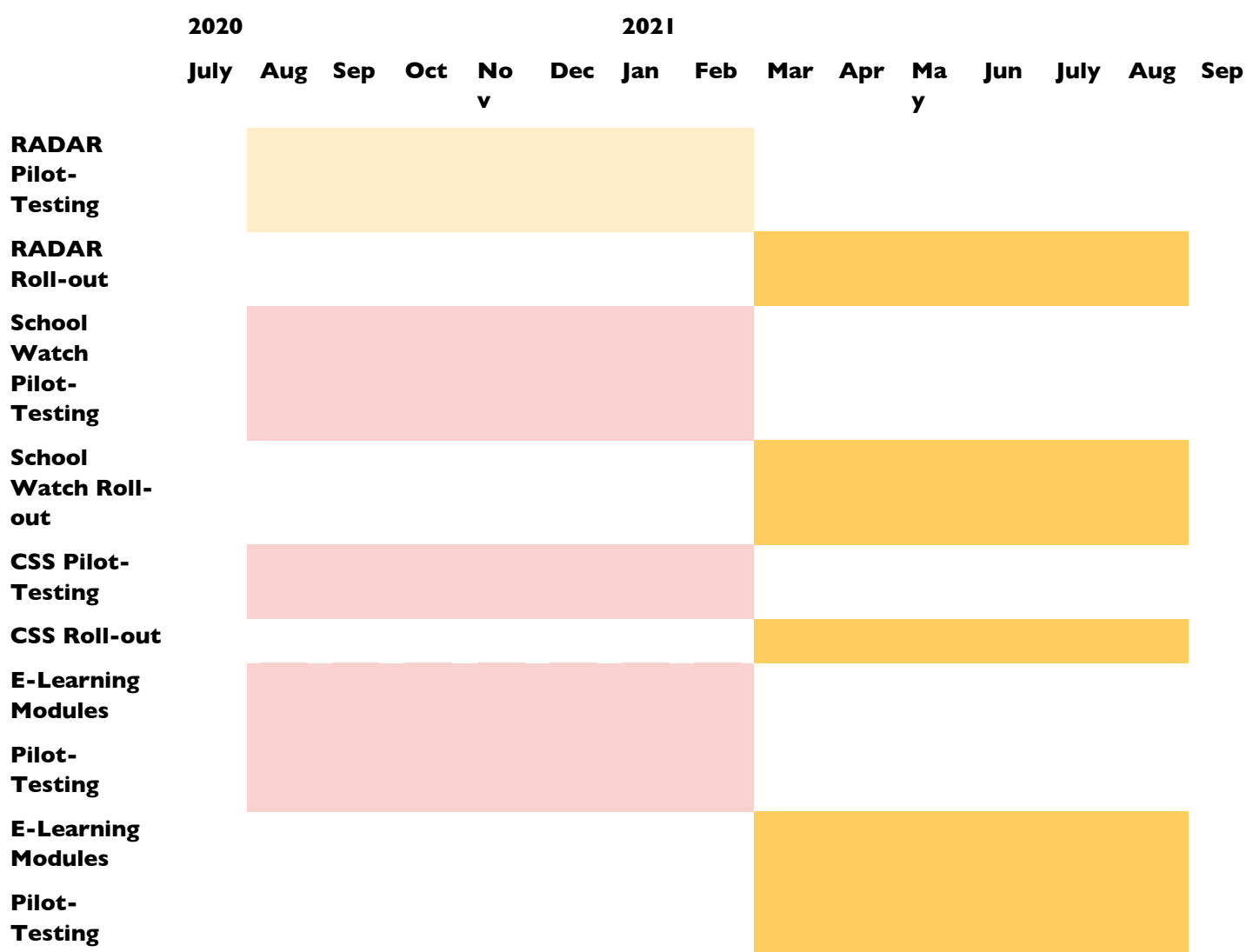
OUTPUT 2a (Final Sep 2020)

OUTPUT 2b

OUTPUT 3

ENDLINE STUDY

Timeline for pilot-testing and rollout of tools and system

	2020						2021								
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep
RADAR Pilot-Testing		■	■	■	■	■	■	■							
RADAR Roll-out									■	■	■	■	■	■	■
School Watch Pilot-Testing		■	■	■	■	■	■	■							
School Watch Roll-out									■	■	■	■	■	■	■
CSS Pilot-Testing		■	■	■	■	■	■	■							
CSS Roll-out									■	■	■	■	■	■	■
E-Learning Modules Pilot-Testing		■	■	■	■	■	■	■							
E-Learning Modules Pilot-Testing									■	■	■	■	■	■	■

The responsibilities of the consulting researcher(s) are the following tasks and outputs with target timeline:

Top-line Activities	Outputs	Timeline
Workshop activity to define impact, Initial desk review, research design, and data gathering tools, recommendations and guidance in other research outputs	Inception report with workplan and timeline	October-December 2020 (will commence earlier if possible)

Ethical Review Board approval as may be required based on methods	Ethical Review Board submission[4]	December 2020
Data collection and analysis, and completion of desk review based on approved design	Research findings and recommendations	January 2021 – September 2021
Submission of draft evaluation report to Save the Children, Prudence Foundation and DepEd	Draft evaluation report for feedback and inputs	October 2021
Submission of Final Evaluation Report	Final Evaluation Report	October 2021
Research-into-Practice Brief draft	Draft submitted to GADRRRES for peer review	September 2021
Research-into-practice Brief final and summary	Submitted to GADRRRES for publication	October 2021
Presentation to stakeholders	PowerPoint presentation and Webinar to share findings	November 2021
Submission of peer-reviewed journal article to selected journal	Peer-reviewed article revised as needed for acceptance	October-November 2021 Until accepted
OPTIONAL	Conference presentation(s)	As feasible

3.5   Child Safeguarding Policy

Any employee, consultant, contractor, or supplier undertaking an activity on behalf of Save the Children must sign the Child Safeguarding - Declaration of Acceptance Form and comply with the Save the Children's Child Safeguarding Policy which is a statement of Save the Children's commitment to preventing abuse and protecting children with whom it comes into contact. This extends not only to children with whom Save the Children and its partners work directly, but also includes children whom staff are responsible for. Save the Children believes that the situation of children must be improved through the promotion of their rights supported and demonstrated by all members of staff.

4. Bidder's proposal

4.1 Company Information

4.1.1 Please provide the following information:

1 Basic Details Of Your Organisation	
1.1	Name of the organisation submitting the tender:
1.2	Address: Post Code:
1.3	Telephone number:
1.4	E-mail address:
1.5	Website:

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[4] ERB approval may be obtained from researcher's academic institution or from Save the Children's Ethical Review Board. Study Protocol submission template will be provided.

1.6	Company Registration number: Company DnB number:		
1.7	VAT Registration number:		
1.8	Is your organisation: (Please tick one)	i) a public limited company?	
		ii) a limited company?	
		iii) a partnership	
		iv) a sole trader	
		v) other (please specify)	
1.9	Name of (ultimate) parent company (if this applies):		
1.10	Companies House Registration number of parent company (if this applies):		
1.11	Insurance type:	Do you have this cover?	Value insured up to:
	Public liability	Y/N	
	Employer's liability	Y/N	
	Professional indemnity	Y/N	
1.12	Please declare any personal connections between you/your staff and staff or trustees of Save the Children that may pose a conflict of interest		
1.13	Please declare any contracts or connections with organisations at potential conflict of interest with Save the Children.		
1.14	Please declare any legal actions against you which are pending or underway.		
1.15	Please advise whether you have any links with the tobacco, pornography, arms or carbon intensive fossil fuels (thermal coal, oil shale and tar sands) industries.		
1.16	Please provide details of three reference clients for which you have provided services similar to our requirements. References will only be taken up for the successful bidder.		

4.2 Experience and Expertise

4.2.1   Letter of expression of interest and demonstration of capability

4.2.2   Curriculum vitae demonstrating experience in similar assignments

4.2.3   Provide 3 examples of recent work/publications detailing results and track record, in related field of study

4.3 Methodology

4.3.1 Please provide a narrative proposal with a clear methodology in how you would achieve each deliverable detailed in 3.3.

5. Cost Proposal

The price and rates quoted shall be the fully inclusive value of the services, excluding VAT, together with all general risks, liabilities and obligations, set out or implied, necessary to comply with the SCUK's conditions of contract and the Terms of Reference.

5.1 Please provide your proposed cost in the table below.

Work stage / deliverable	Daily* rate	Proposed number of hours/days	Total cost GBP
		TOTAL (GBP)	

* minimum of 7.5 hours per day

5.2 Other costs:

Please confirm whether VAT or any other tax is payable on your services.

If there are any further costs or expenses that you propose charging, please detail these. Save the Children will not be liable for any additional costs that are not set out in the Bidder's proposal.

5.3 Assumptions

Please set out any assumptions you have made in determining your proposed costs.

5.4 Every £ Counts for Children

SCUK's financial vision is that every £ counts for children. We are committed to reducing the charity's operating costs so that maximum resource can be spent on programmes which directly benefit children.

Should you be willing to provide any element of the products or services on a pro bono basis, offer a cost reduction, service enhancement or any other charitable support to the organisation, please set out your proposal.

Annex 1

Details on Outputs 1-3 (Background information on other research outputs)

Output 1: *Understanding Comprehensive School Safety in the Philippine Context*
This output developed and animated by the research priorities of the Philippines Department of Education, and their partners in delivering school safety. The purpose is to provide an updated School Safety Context Analysis report for the Philippines that will capture essential evidence to establish a shared understanding of the CSS context for *all* stakeholders. This is considered a strong foundation and starting point for an ongoing *collective impact* approach to school safety.

It is intended to provide the foundation for strategic planning, to inform DepEd and DRRMS' programmes and policies, supporting the project's sustainability. It can also be used as key reference for rapid joint appeal in case of major disasters. It is intended as a document to be owned by DepEd and its Education Resilience Working Group partners and updated every 2-3 years. This output will also serve as a model for other countries for grounding school safety policy and planning on a shared evidence-base for understanding the situation, context and needs for CSS Ecosystems implementation.

This output will address the following questions:

1. What is the policy and practice context for comprehensive school safety in the Philippines?

*2. H*ow do teaching and non-teaching personnel and learners perceive comprehensive school safety, climate change adaptation, and education in emergencies? (Including variables such as position, experience, training, gender, location)

3.What are the different natural and man-made hazards affecting the different geographical areas of the country?

4. How does climate change heighten natural and man-made hazards-affect the needs and priorities for school safety?

5. What are the best practices that enforce and/or strengthen school safety? (This includes best practices at the national, regional, district and school levels that enforce school safety in the areas of financing, governance, implementation of school safety initiatives, curriculum, and facilities. Criteria for identification best practices will be identified in the course of the research)

This report, to be produced by a consultant engaged in the Philippines, will consist of:

1. **School Safety Context Analysis in the Philippines – Main Report**
   This will consist of a revision to the previous Education Sector Snapshot for CSS and EiE in the Philippines (2018), aligned to the new global template. ([See Template](#)) The main tasks for completion will be a desk review of new policies and practice (esp. new section on child protection). key informant interviews, and validation consultation with DRRMS and Education Resilience Working Group partners.
2. **Supplement on differential impacts of hazards and climate change at Regional level in the Philippines, and their potential impacts on school safety**
   This will be based on desk review and Key Information Interviews as well as global research on children's survival and protection, (including differential impacts based on gender and disability), and educational continuity in the face of hazard and disaster impacts.
3. Supplement on DepEd staff and learners' knowledge and perceptions of CSS
   Two existing project inputs will be used: a) The Baseline study results[1] and b) The Survey of DRRMS focal points. Additional survey research and/or FGDs will fill the gaps.
4. **Supplement on Best Practices in CSS in the Philippines**
   Mixed methods research will uncover best practices currently found at national, sub-national and school levels in the Philippines.

Output 2
Output 2 consists of two parts, the first primarily for an audience in the Philippines and the second primarily for the audience outside of the Philippines.

a) The *CSS Ecosystem Process Documentation from the Philippines*

The purpose of output a) is to provide rigorous process documentation of the project and the application of the Principles of Digital Development to its development and implementation in the Philippines which may serve as an example to other sectors in the Philippines.

This output is being produced by the project implementation team. It draws from: the project design, minutes of the project governance committee, findings on challenges, and recommendations from periodic Lessons Learned Workshops with key stakeholders. It will also consider how different stakeholders have engaged and responded and what impact this has had.

The output report is expected to cover the following content:
Chapter 1: Project Implementation
- o   Program Implementation
- o   Key decision points and decisions take and why/what influenced these (considerations)
- o   Highlights per phase

- o Challenges and Key Success factors
- o Lessons Learned (Including any significant variables that may emerge that impact or inform approach, actions or decisions - e.g. location, telecommunications infrastructure, intervening hazard impacts, gender and other considerations)

Chapter 2: Implementation of Principles for Digital Development
- o Application and Implementation of PDD from Project Team point of view

Chapter 3: Partnerships
- o Case Stories
- o Experiences of Partners

Chapter 4: Content Documentation (see also Output 2b, Part 10)
- o Tools (questions / response choices)
- o IT requirements
- o Modules /user guidance template
- o Report templates (and algorithms)

b) *CSS Ecosystem Catalogue of Guidance Tools and Templates for Scaling Up*

The purpose of output b) is to provide a comprehensive catalogue of guidance tools and templates, based on best practices, for scaling up implementation of similar projects in other countries.

This output is being produced by project technical advisors and partners global and national levels, and will be made available for review by, and feedback from, school safety researchers and practitioners in the Philippines and globally. It will cover:

Part 1: Evidence Foundations for Comprehensive School Safety
- o Safe Schools Context Analysis Template
- o CSS Policy Survey& Country Profiles (2017)
- o Public Awareness & Public Education for DRR: Key Messages for Households and Schools.

Part 3: Enabling Policy Environment
- o CSS Framework / Targets and Indicators

Part 2: Non-Technical Digital Toolsets Comprehensive School Safety
- o CSS First Step
- o School Watch
- o School Safety Self-Assessment
- o Education Sector Rapid Post-Disaster Damage and Needs Assessment
- o Family Safety & Resilience Plan

Part 5: Information & Education Communications
Part 6: Introductory Presentations & Videos
Part 7: Customizable Surveys (for the apps listed in Part 2)
Part 8: Training & Implementation Presentations, Handouts & Videos
Part 9: E-Learning Curricula
Part 10: Content Documentation from the Philippines (see Output 2a, Chapter 4)

Output 3: *Child-Centred Social Accountability Report on School Safety*

This research output exists in order to develop a framework and embed a participatory process to engage children and youth in the process of holding duty-bearers accountable for the delivery of their rights to safety and protection, as well as educational continuity. The purpose of this output is to demonstrate the means to engage children as co-producers of knowledge and research inputs for school safety.

It will package a child-centred social accountability model, allowing children's voices to be heard for improved service design and delivery. This will reflect any differences in the voices and/or perspectives of different groups of children, including gender, disabilities, or minority status.