

# **REQUEST FOR PROPOSAL FOR DEVELOPMENT OF A GIRLS EDUCATION TECHNICAL PACKAGE**

**OCTOBER 2019**

# SECTION 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.

Save the Children believes every child deserves a future. In the UK and around the world, we work every day to give children a healthy start in life, the opportunity to learn and protection from harm. When crisis strikes, and children are most vulnerable, we are always among the first to respond and the last to leave. We ensure children's unique needs are met and their voices are heard. We deliver lasting results for millions of children, including those hardest to reach.

We do whatever it takes for children – every day and in times of crisis – transforming their lives and the future we share.

**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.

# SECTION 2: REQUIREMENTS

## 2.1 Background

Girls are largely left behind in education. Worldwide, 130 million girls are out of school; girls in school are at higher risk of dropping out early as their education is not prioritised by their family and community, and in many countries, those who stay are not learning as their needs are not met. Compared to boys, girls face multiple, complex and intersecting barriers to education access, transition, completion and learning outcomes. Gender, economic, social, cultural, religious, environmental, ethnic and racial barriers intersect to deepen girls' exclusion and education marginalisation.

We need to realise our breakthroughs that aim at all children learning, surviving and being protected by 2030. Education is one of five Save the Children thematic areas of focus<sup>1</sup>. In 2018, Save the Children reached 7,983,904 children directly and 14,956,668 children reached indirectly with our education programs.

In line with the Leave No One Behind agenda, Save the Children is committed to making a conscious and deliberate effort to address the root causes of gender inequality, girls' exclusion and marginalisation. Education is essential for girls to be empowered, achieve their full potential and become actors of change in society.

Save the Children is implementing education programs across the world, using gender transformative approaches enabling girls to equally realise their rights to education, to live a life free from violence and freedom to decision making. Save the Children is also an emerging Girls' Education advocate, providing thought leadership through research and evaluations as well as leading national, regional and global forums.

The Theory of Change of Save the Children's approach to Girls' Education focuses on providing girls with the resources and abilities to navigate their environment, claim for and exercise their rights and at the same time on creating an enabling environment for girls' empowerment at micro- and macro-levels.

To improve the education and life opportunities of girls, Save the Children is targeting three specific areas of change:

- *Gender sensitive teachers and teaching*
- *Safe and quality learning environments*
- *Peer and community support for quality girls' education*

The corresponding expected outcomes for these areas of change are improved learning outcomes and higher retention, transition and completion in schools for girls, but also positive changes of attitudes by girls themselves as well as boys and towards girls' rights to education by families and communities.

All of these are expected to culminate into girls reaching their full potential in formal and non-formal education, which in turn, will embody as well as contribute to women and girls' empowerment and gender equality. All this provides very strong rationale and justification to build a strong focus on a stand-alone girls' education strand of work, whilst applying gender and inclusion lenses to effectively address the core causes.

In order to make a transformative impact and significantly contribute to the achievement of the 17 Sustainable Development Goals (SDGs), which are all reliant on the success of SDG 4 and SDG 5, Save the Children will need a robust technical resource pack on girls' education to guide programming.

In October 2018, members of the Girls' Education Task Team in Save the Children decided to develop a technical package for girls' education programming. The package will focus specifically on promoting girls' education as a contribution to Save the Children's gender equality policy and will include:

- a) Girls Education evidence-based approach
- b) Girls' Education Theory of Change
- b) A selection of recommended tools for specific outcomes for Girls' Education
- c) Links to tools from other common approaches and technical packages with, recommendations for adapting these tools and packages to girls' unique needs – given that many tools are not clearly gender transformative and might not be addressing girls' needs.

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<sup>1</sup> The other Thematic areas are: Child Protection, Health and Nutrition, Child Poverty, and Child Rights Governance



(NB: A volunteer has conducted a broad mapping of girls' education programming, advocacy and policy influencing tools against the Girls' Education pillars). These will later be taken through an assessment, testing, selection & prioritisation process by the Task Team in the next stage).

## 2.2 Service requirements

Save the Children wishes to engage a Consultant to contribute a Save the Children Girls' Education Technical Package for guiding our quality programming, policy and advocacy.

The Consultant will only deliver this specific MEAL & research agenda component that will contribute to the package

The Consultant will be required to review all Girls' Education project evaluations as well as documents identified in the tools mapping of Girls' Education programming, advocacy and policy influencing, and based on the information gathered the Consultant shall:

1. Develop a comprehensive research agenda & a MEAL framework for Girls' Education approach with links to other approved and pipeline common approaches and technical packages (safe schools, Inclusive Education, enabling teachers, child protection/ governance/ safeguarding etc).
2. Document four case studies of existing projects which can support the proposed Girls Education approach
3. Draft a 'how to' guidance-note to guide country offices to effectively utilize evidence being generated from their Girls' Education programming MEAL, to inform their advocacy and policy influencing work as well as link this to the international advocacy agenda

The Save the Children Girls' Education Task Team co-chairs & members will work closely with the Consultant. This will entail an initial consultation via a virtual meeting, ongoing reviews and final sign off of the Deliverables. The Consultant's services will be provided remotely to SCUUK.

## 2.3 Timescales

Save the Children requires the services to be provided between 15 November to 15 December 2019, and we anticipate it will require 10-12 days of Consultancy resource.

## 2.4 Child safeguarding

The child safeguarding level for this engagement is Level 0. The Consultant will not be visiting SCUUK programmes, have access to SCUUK's network or premises, or any access to, or information relating to children. No safeguarding checks are required.

## 2.5 Contract

As a donor funded body SCUUK is committed to ensuring our resources are used as efficiently as possible, in order that we can focus them on achieving maximum impact for children and that our arrangements with third party suppliers represent value for money. We expect this approach to be demonstrated from any contractor it does business with. The successful bidder will be asked to sign Save the Children's consultancy agreement (attached as Appendix 1).

It is SCUUK policy to pay for work in arrears on 30-day payment terms.

## SECTION 3: BIDDER'S PROPOSAL

### 3.1 Service Delivery

Please provide information that demonstrates whether you have:

- 3.1.1 A Master's degree /PhD degree
- 3.1.2 Experience in developing Monitoring Evaluation, Accountability & Learning (MEAL) Frameworks
- 3.1.3 Experience in developing Girls' Education research agenda
- 3.1.4 Experience in Girl's Education programming as well as in developing Girl's Education approaches
- 3.1.5 An advanced understanding of gender sensitive & transformative programming
- 3.1.6 Delivered similar projects in the past
- 3.1.7 The ability to write concise and analytical documents, and a thorough understanding of how to tailor written content to fit internal and external audiences

### 3.2 Commercials

3.2.1 Please provide your proposed cost in the table below.

Deliverable	Hourly and/or daily* rate	Proposed number of hours/days	Total cost
Development of a comprehensive research agenda & a MEAL framework for the Save the Children Girls' Education approach			
Four case studies documented of existing projects which can support the Save the Children Girls Education approach			
Development of 'how to' guidance note' to guide country offices to effectively utilize evidence being generated from their Girls' Education programming MEAL to inform their advocacy and policy influencing work as well as link this to the international advocacy agenda			
TOTAL			

\* minimum of 7.5 hours per day

### 5.2 Other costs:

If there are any further costs or expenses that you propose charging, please detail these below together with an explanation.

Cost description	Value	Reason

- 3.2.3 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 service on a pro bono basis, offer a cost reduction, service enhancement or any other charitable support to the organisation, please set out your proposal.

### 3.3 General Due Diligence

3.3.1 Please provide the following information:

Registered name of the entity with which Save the Children would contract:	
Is the entity: (Please tick one)	i) a public limited company?
	ii) a limited company?
	iii) a partnership
	iv) a sole trader
	v) other (please specify)
Company Registration number, or if sole trader please confirm that you are registered with HMRC for Self Assessment:	
Contact name/job title for enquiries:	
Telephone number:	
E-mail address:	
Website:	

3.3.2 Please provide details of three reference clients for which you have provided services similar to our requirements. References will only be taken up for shortlisted suppliers.

3.3.3 Please declare any contracts or connections with companies at potential conflict of interest with Save the Children, or if you have any personal connections with Save the Children that could pose a conflict of interest.

3.3.4 Please declare any legal actions against you which are pending or underway.

3.3.5 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.

# SECTION 4: INSTRUCTIONS FOR BIDDING

## 4.1 Indicative Procurement Timetable

Task	Date
Request for Proposal issued	14 <sup>th</sup> October 2019
Deadline for submissions	25 <sup>th</sup> October 2019
Interviews with short listed bidders	29 <sup>th</sup> October 2019
Award of contract	4 <sup>th</sup> November 2019
Contract start date	25 <sup>th</sup> November 2019

Save the Children (SCUK) reserves the right to amend the procurement timetable.

## 4.2 General Bidding Information

- 4.2.1 This Request for Proposal does not constitute an offer and SCUK does not bind itself to accept any proposal. SCUK reserves the right to accept a proposal in part, rather than in full.
- 4.2.2 Agencies are requested to submit their responses to sections 3.1 and 3.2 to [e.echessa@savethechildren.org.uk](mailto:e.echessa@savethechildren.org.uk) no later than 25<sup>th</sup> October 2019
- 4.2.3 Save the Children's key contacts in this process are: Emily Echessa, Senior Education Adviser

## 4.3 Confidentiality

- 4.3.1 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.
- 4.3.2 Suppliers shall not:
- Release any information relating to the Request for Proposal 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 the contract or directly or indirectly obtain, or attempt to obtain information;
  - Canvass directly or indirectly with a member of SCUK or any other campaign coalition partners' staff or their trustees concerning the award of the contract or directly or indirectly obtain or attempt to obtain information from said individuals.
- 4.3.3 If a supplier does not observe paragraphs 4.3.1 and 4.3.2 above, SCUK will reject their proposal and may decide not to invite the agency to bid for future work.

## 4.4 Contract Award/Acceptance of Proposal

- 4.4.1 At the conclusion of the evaluation process and subject to the provisos contained in these instructions, SCUK will decide to which supplier the contract will be awarded and the successful supplier will be expected to enter into a formal agreement.
- 4.4.2 This Request for Proposal does not constitute an offer and SCUK does not bind itself to accept any proposal. SCUK reserves the right to accept a proposal in part, rather than in full.
- 4.4.3 The formal contract agreement will be in a form prepared by SCUK.