

Terms of Reference (TOR-IST-2021-0193)

Proof of Concept Evaluation

I. Background

Save the Children International Turkey Country Office is currently implementing a project, titled, *Child-led Initiative to improve Online and Offline safety and wellbeing among girls and boys*, in Avcılar/Istanbul, with the goal to tackle peer bullying in Turkish public schools in Istanbul through a digital solution and a board game which is created directly with refugee and host community children. These products were prepared in multiple languages (Arabic, Farsi, Turkish, English) in order to reach a wider audience. SCI has an MoU in place with Leyla Bayram Primary School, in order to carry out project activities, targeting, students, parents/caregivers, and teachers.

SCI The project aimed to reach 725 beneficiaries (400 children, 200 parents/caregivers, 100 teachers, and 25 stakeholders) during the development and roll out of the board game and digital solution. Enhancing meaningful participation remains to be a top priority for SCI, and to that end, the above mentioned board game and digital solution were developed with the directly participation of 20 children (students of Leyla Bayram Primary School) throughout the project.

Overall Objective: Safety and protection of school-aged girls and boys from peer bullying is improved

Specific Objective: Peer bullying has decreased in the identified schools at Leyla Bayram Primary School as a result of piloted board game and digital solution, coupled with awareness raising

Output 1: Board game and digital solution are developed in a participatory manner with girls and boys from refugee and host community at Leyla Bayram Primary School, Avcılar, Istanbul

Output 2: School counsellors, teachers, school administration, and parents/caregivers from refugee and host communities are reached through awareness raising sessions on online and offline peer bullying

Output 3: Board game and digital solution are piloted at Leyla Bayram Primary School in Avcılar, and disseminated for wider audience

2. Objective of the Evaluation

The evaluation is expected to be a proof of concept evaluation focusing on evidence of best practices, in order to evaluate the innovative pilot project, and its scale up potential. The suggested design is an end-of-project evaluation. A design reaching out to the wider communities with the products, in order to establish comparison groups for randomised control trial (RCT) is desired. Nevertheless, design is within the discretion of the evaluating firm, to be elaborated on the technical proposal. It should be noted that the evaluation methodology has to account for SC's ethical considerations, particularly concerning child participation.

Broadly, the results are expected to cover the likely or achieved short-term and/or medium-term effects of the board game and digital solution, pilot products scale up potential, the main causes of short-comings, determine to what extent the aimed output and outcomes were achieved, ideal delivery methods, and to learn from the implementation strategies, processes and challenges encountered.

2.1. Key Evaluation Questions

The evaluation team shall document the results and impact, and share the learning among the implementing team, and if requested, with other stakeholders via the Evaluation Report, and presentation. The evaluation design is expected to address the below DAC criteria as a bare minimum:

2.1.1. Relevance

- i. Are the activities of the project consistent with the overall goal and the attainment of its objectives?
- ii. To what extent has the project addressed the most vulnerable and at risk children's needs, experiences, and expectations during the board game and digital solution's development phase (age, gender, population groups/specifically, Arabic, Farsi, and Turkish speaking communities should be accounted for)?
 - i. How was the project or program adapted to meet those different needs?
 - ii. How has gender been included in the design and delivery of the project specifically, and reflected in the board game and the digital solution?
- iii. What was the stakeholders' role in the implementation, design of the products, roll-out, and the alignment of the beneficiary populations?

2.1.2. Effectiveness

- iv. To what extent were the objectives achieved, and likely to be achieved by different organisations?
- v. What are the major factors that influence achievement or non-achievement of the desired outcomes (i.e. different barriers, needs, mode of delivery)?
- vi. Has the project adapted effectively to covid-19?

2.1.3. Impact

- vii. Assess the change/real difference the board game and digital solution makes in the lives of the participants/players.
- viii. Has the project improved the awareness of stakeholders, parents/caregivers to complement the products/delivery? Can the board-game and digital solution be applied by these groups?

2.1.4. Sustainability

- ix. Has the project or programme improved the stakeholders'/SC's knowledge and programming to deliver results at scale?
- x. Is the project, and specifically the board game and the digital solution fit for scale up?

2.2. Scope of Services

The evaluation is expected to include beneficiaries residing in Avcılar/Istanbul at different scales in order to answer some of the above mentioned evaluation questions. In addition, introduction of the board-game and the digital solution to wider groups (non-beneficiaries) as part of the evaluation methodology is critical in order to assess whether the results are replicable and the project is fit for scale up. The evaluation should be as inclusive as possible in reaching relevant stakeholders while inclusion of children through participatory methods and tools is a must.

As mentioned above, 20 children actively and directly participated in the design of the board-game and the digital solution, whose participation in the evaluation should be given priority if possible, either as advisers to the evaluation team (i.e. validation of the tools or findings) or as active respondents.

3. Evaluation Design & Methodology

The evaluation will be conducted externally by an independent evaluation firm, which is expected to appoint a team leader within their team to oversee the whole evaluation process. While SC will be facilitating access to Avclar field/Leyla Bayram Primary School, the contracted firm is expected to rely on their network, partners, and/or beneficiaries to reach out to a wider community to test the products.

The evaluating firm is expected to draw the frame of the methodology for the evaluation, expand or restrict (with justification) the key evaluation questions. The firm should keep the below considerations in mind when submitting their design:

- All project materials, including assessments, baseline report, other means of verification and so on will be provided for desk review. The initial methodology set can be revised following the desk research upon consultation with SC.
- Mixed methods is preferred. Where qualitative data collection is done, sampling strategy should depend on the principle of saturation. Data collection should be sensitive to age groups, gender, and different refugee communities.
 - If control groups are going to be included in the design, the risk assessment needs to be approved by SC, particularly concerning children's participation.
- Children's wellbeing is paramount, it should be noted that data collection is open to unexpected disclosure or report of sensitive information, including protection concerns. Accordingly, the team should be prepared to identify and intervene in case of disclosure during the evaluation, conduct internal referral where relevant, and abide by confidentiality principles.
- If the evaluating staff are not fluent in Arabic, high quality interpretation should be arranged by the firm. Additional project staff or resources will not be dedicated to the evaluating team.

3.1. Presentation of the Results

The firm should provide an inception report following the review of the secondary sources provided by SC and before the field work, which articulates and finalizes the evaluation design, and include the methodology, sampling strategy, tools, and work plan. The field work will be following the approval of the inception report by the relevant Save the Children staff.

The firm is expected to submit all means of verification (i.e. interview outlines/notes, consent forms, FGD notes) together with the final report.

The consultant firm shall not have exclusive copyright of the report and the collected data.

4. Duration of the Evaluation

The evaluation is expected to start by 1st of July, and the first draft of the Evaluation Report should be submitted on 20th of August. The final report, including the integration of the feedback received from SC, must be submitted latest by 27th of August.

5. Hired Firm's Staffing Profile

- University degree in a relevant field (i.e. social sciences, statistics, social work, psychology)
- Proven track record in conducting quality evaluations (preferably in protection, education and MHPSS sectors)
- Thorough knowledge of the implementation context/site

- Valid work permits to work in Turkey
- The research team should consist of staff fluency in Arabic, Farsi, English, and Turkish.

6. Organization, Roles and Responsibilities

SC staff will act as the advisory group during the evaluation process, and provide technical assistance (provision of the necessary documents and information, review of the evaluation design, methodology, tools). Practical assistance will not be provided (i.e. in-country travel, translation/interpretation, accommodation).

SC's facilitation of the communication between the firm and SCI staff, school stakeholders, and beneficiaries where needed, though at a minimum/introductory level. The firm is expected to utilise their network, partners, etc. in order to expand the reach of the evaluation, and to reach additional local authorities and/or other stakeholders.

6.1. Plan for Dissemination and Learning

The firm is expected validate the findings through validation meetings/sessions, and present to SC Turkey and partner organization teams at the end of the evaluation process. All additional activities concerning dissemination and learning will be undertaken by Save the Children.

7. Application Requirements

The Applicant should have the necessary expertise to carry out the requirements as per this ToR of highest possible quality. The technical expertise and practical experience should consist of one that can deliver the scope of work and deliverables, in particular, with regards to:

- The Applicant must either have a legitimate business /official premises, and must be registered for trading and tax as appropriate OR apply as an individual but hold a Turkish Citizenship in Turkey OR work as consortium of consultants eligible to issue receipts.
- Technical proposal (max. 6 pages) including the scope of work, tentative methodology (with sampling strategy, size, data collection methods, limitations, procedures, etc.), addressing key evaluation questions, ethical considerations, and work plan included.
- Financial proposal including a detailed budget breakdown of all estimated costs (i.e. accommodation, plane tickets, translation)
- CV's, criminal records, and work permits (if applicable) of the staff who will take part in the evaluation.
- This opening is for national applicants only. If you are based outside Istanbul, travel and accommodation expenses should be included in the quotation provided as part of the application process.

Legal documentation:

- The Applicant must provide necessary documentation for proof of your registration in country (**Trade Registry Gazette, Chamber of Commerce Registration, Tax Documentation, Circular of Signature for signatory person for the offer submitted**)
- The Applicant must be compliance with **Save the children International standard policies (Please sign and stamp our Policies and send together with your bids)**
- **RFQ-IST-2021-0193** document (attached) should be filled with required information and be submitted signed & stamped.

8. Evaluation Criteria

Capability Criteria (60%)

- Qualification and experience of the Applicant **(20%)**
- Relevancy of the methodology **(10%)**
- Timeline **(10%)**
- Technical approach of the previous work sample(s), and proposed detailed work plan **(20%)**

Commercial Criteria (40%)

- Financial proposal including a detailed budget breakdown of estimated costs

9. Submission of Bids

Deadline for “Request for Clarifications”: 07 July 2021, 1700 TK Time

Deadline for “Submission of Bids”: 09 July 2021, 1700 TK Time

Please submit your respective bids electronically to procurement.turkey@savethechildren.org via email before the given deadline above. Any bid received after the mentioned deadline will not be considered eligible.

Annex I. Logical Framework

Intervention logic		Objectively verifiable indicators of achievement				
Objective		Indicators	Target Value	Means of Verification	Assumptions & Risks	
Overall objective	Safety and protection of school-aged girls and boys from peer bullying is improved					
Specific Objective	Peer bullying has decreased in the identified schools at Leyla Bayram Primary School as a result of piloted board game and digital solution, coupled with awareness raising	% decrease in the number of bullying incidents reported in targeted schools	5%	<ul style="list-style-type: none"> • Baseline/endline • E-rehberlik records • FGD reports 		
		Output 1: Board game and digital solution are developed in a participatory manner with girls and boys from refugee and host community at Leyla Bayram Primary School, Avclar, Istanbul				
		# of workshops conducted with 40 children for the development of material	32	<ul style="list-style-type: none"> • Activity Reports • Attendance sheets 		
		% of girls involved in the creation and review of the pilot digital solution's content/materials	50% (disaggregated by age, population group)	<ul style="list-style-type: none"> • Attendance sheets 		
Output 2: School counsellors, teachers, school administration, and parents/caregivers from refugee and host communities are reached through awareness raising sessions on online and offline peer bullying						

		# of teachers, school councils, administration participating in awareness raising sessions	100 (disaggregated by age, sex, stakeholder type)	<ul style="list-style-type: none"> • Activity Reports • Attendance sheets 	
		# of parents/caregivers attending awareness raising sessions	200 (disaggregated by age, sex, population group)	<ul style="list-style-type: none"> • Activity Reports • Attendance sheets 	
Output 3: Board game and digital solution are piloted at Leyla Bayram Primary School in Avclar , and disseminated for wider audience					
		# of children participating in awareness raising sessions conducted for the pilots' roll-out/wider dissemination	360 (disaggregated by age, sex, population group)	<ul style="list-style-type: none"> • Activity Reports • Attendance sheets 	
		# of stakeholders attending the facilitator training	25 (disaggregated by age, sex, stakeholder type)	<ul style="list-style-type: none"> • Activity Reports • Attendance sheets 	

Activities during the Inception Period:

- 0.1. Secure a MoU/protocol with Leyla Bayram Primary School and the Provincial Directorates for Education, which grants permission to pilot the materials in a school in Avclar.
- 0.2. Facilitate trainings for staff on foundational topics, such as child protection, CSG, Code of Conduct, child participation, gender equality (including gender analysis), communication with children and MHPSS.
- 0.3. Map previous/existing initiatives on digital solutions (game, applications, etc.) which this project can build on (rather than creating something from scratch).
- 0.4. Recruitment of project staff
- 0.5. Kick off and monthly coordination meetings btw SCI and Leyla Bayram Primary School
- 0.6. Desk review of existing materials produced by Save the Children, and other actors in peer bullying.
- 0.7. Desk review of existing digital solutions already "out there" that have been successful in Turkey and elsewhere from similar contexts, as well as assessment as to why these solutions have been successful.
- 0.8. Basic review/"fact finding" on children's digital competence, devices, digital culture, attitudes etc. through desk review of research/studies and consultations with experts, including gender analysis (to be followed by consultations with children too, through participatory workshops, see 1.2).

Output 1: Board game and digital solution are developed in a participatory manner with girls and boys from refugee and host community at Leyla Bayram Primary School in Istanbul

Activities:

- 1.1. Development of the content and structure of participatory workshops on peer bullying by SCI and Leyla Bayram Primary School*
- 1.2. Facilitate participatory workshops with 40 school kids in Leyla Bayram Primary School to produce the content of the board game and online game on peer bullying*
- 1.3. Design and develop the digital solution for peer bullying with the inputs and content received from the workshops held (including "localization", e.g. translation and voice over to Turkish, Arabic and Farsi).*
- 1.4. Test a first version of the digital solution, in order to identify bugs etc. followed by revisions as necessary.*
- 1.5. Finalize/complete the revision of the digital solution.*
- 1.6. Design and develop the board game for peer bullying with the inputs and content received from the workshops held*
- 1.7. Printing of the board game.*

Output 2: School counsellors, teachers, school administration, and parents/caregivers from refugee and host communities are reached through awareness raising sessions on online and offline peer bullying

Activities:

- 2.1. Develop teacher guidance materials on fun, safe, and inclusive activities/games to do with groups of children to enhance team spirit and positive peer-relations.*
- 2.2. Facilitate awareness raising sessions with school teachers, school administration and school counsellors on online and offline peer bullying from a sensitive manner perspective, addressing its negative effects on girls and boys, as well as on best practices for ensuring inclusive and safe education in public schools*
- 2.3. Facilitate awareness raising sessions with parents/caregivers from refugee and host community on online and offline peer bullying from a gender sensitive perspective and its negative effects on girls and boys, as well as on the role of caregivers to support inclusive and safe learning environments.*
- 2.4. Exchange visit of PM & 5 school teachers of Leyla Bayram primary school to Finland*

Output 3: Board game and digital solution are piloted in Leyla Bayram Primary School in Avclar, Istanbul , and disseminated for wider audience

Activities:

- 3.1. Initiate the campaigns and launch the digital solution and board game prior to roll out at Leyla Bayram Primary School*
- 3.2. Roll out of the board game and digital solution at Leyla Bayram Primary School*
- 3.3. Training of facilitators (including teachers, NGO staff, and other stakeholders) on developed board game and digital solution to reach a wider audience*