

Consultancy to contribute to the development of the Violence Free Schools Common Approach

Terms of Reference

1. General Background

This consultancy will contribute to the development of a Save the Children (SC) Common Approach (CA) for Violence Free Schools (VFS). A CA is an evidence-based thematic intervention or a combination of proven interventions to address a specific problem faced by children. CAs must demonstrate strong results and rigorous measurement methodologies. They also should be flexible and relevant for both development context and humanitarian/emergency context.

The central problem which the VFS CA will address is the problem of violence in and around schools and its negative effects on children's protection, development and learning. Across the world, children, adolescent and youth become caught in a cycle of violence as victims and/or perpetrators. The school often acts as a space for reproduction of violence and a place where children experience and learn violent or aggressive behaviour. In some cases, children are prevented from attending school as the environment is perceived as too dangerous or the route to school is unsafe. The VFS CA will support stakeholders (school management, teachers, children, parents, and government authorities) to prevent and respond to violence which affects children, with a particular focus on the protective and preventative role of education.

2. Background to this consultancy

The development of this VFS CA builds on several initiatives across the SC movement. In the LAC region, a consultancy was conducted in May 2016 aimed at compiling evidence on how violence affects children, adolescents and youth in and around educational settings and providing key elements on how a CA should work to reduce such violence. This included a review of education and protection programs - in both development and humanitarian contexts - implemented in LAC offices which focus on preventing or responding to violence. SC also held two technical workshops with global and regional education and child protection experts (in March 2017 in The Hague, Netherlands and in May 2017 in Antigua, Guatemala) to develop ideas for the CA. Also, in 2011, a policy brief was produced by the Child Protection Global Theme on Violence in Schools and in 2016, SC Sweden commissioned a study to explore the extent and consequences of violence against children, in and around the school environment and children's ability to enroll, attend and learn in school. Three in-depth country studies in China, Indonesia and Rwanda were preceded by a global literature review and a review of violence reduction intervention evaluations. Study findings included those on prevalence, consequences, risk and protective factors and recommendations were made based on these findings. The findings and recommendations of these processes and documents will now feed into this VFS CA.

This consultancy therefore forms part of this ongoing process and will bring this previous work together into a technical document outlining a VFS CA. It will be accompanied by tools and practical guidance which will support SC Country Offices (CO) to implement the VFS CA.

The VFS CA will use the draft framework below which has emerged as a result of the processes outlined above. The framework presents three over-arching core components linked to six key stakeholders:

Stakeholders		CORE COMPONENTS	
Children		Preventing violence in and around schools (Primary and Secondary Prevention ¹)	Responding to Violence: Tertiary Prevention & Response
Teachers			
School management			
Parents & communities		CROSS-CUTTING PILLAR: Transforming Discriminatory Gender Norms and Power Dynamics which underpin violence against children in and around schools	
National structures			

A large variety of possible interventions under each core component and linked to the key stakeholders have already been identified from the previous work described above. It will not be possible, necessary, or effective for offices to implement all interventions in all contexts. There is therefore a need to better define what specific aspects of the problem each intervention addresses, what the evidence is around the effectiveness and lessons learned in each intervention, and how to prioritize and combine interventions so that they work effectively together and impact on the prevention of and response to violence against children in and around schools.

1. Objectives

The objectives of the consultancy are as follows:

1) Complete a mapping and review of interventions and strategies

Taking into account existing documents from LAC and SCI globally as well as external documents, especially systematic literature reviews, complete a mapping and review of the different interventions/strategies implemented under each core component.

The following information and analysis is initially recommended. These categories of analysis should be confirmed after the work- plan and inception report phase:

¹ (1) primary prevention to reduce the incidence of the problem before it occurs and is often in the form of universal programs for all of a given population such as through a whole school curriculum (2) secondary prevention targets groups or individual within a given population already presenting risk-factors such as social isolation or aggressive behavior (3) tertiary prevention to intervene once violence has already occurred and may aim to reduce the negative effects and/or prevent future occurrence of violence by working with perpetrators and/or victims.

Category of analysis to be completed	Notes
Review and finalize summary of the problem addressed by the CA and its different aspects and manifestations (types of violence, risk factors, drivers etc.)	<i>SC already has an initial analysis, only requires revision and finalization</i>
Mapping of the specific objectives and aspects of the problem tackled by each intervention/strategy under each pillar of the CA	<i>We have some draft ideas but there are gaps here</i>
Age range/developmental stages to which each intervention/strategy is relevant	<i>Information available, but this is a current gap</i>
Evidence base around effectiveness and lessons learned from the design and implementation of each intervention/strategy	<i>There is limited internal evidence, we have some initial evidence review but not systematic, wide or complete</i>
Classification of strategies/interventions into primary prevention, secondary prevention, tertiary prevention and response	<i>Some input but this is a gap</i>
Analysis of situations/contexts where intervention may be most relevant/effective (including humanitarian contexts)	<i>Some input but this is a gap</i>
List of related programs in SC CO relevant to each intervention	<i>Requires consolidating existing information</i>
Rating of top 5 strategies under each core component recommended for pilot and implementation and for bringing together into a single VFS CA (based on evidence and other criteria TBC).	<i>Requires development of evaluation scale</i>
Library of examples of specific toolkits for top strategies which have promising/strong evidence (internal and external)	<i>Some examples already identified, others welcomed</i>
Other analysis TBC between consultant and SC technical team	

Key existing documents include the following:

- Global VFS CA draft framework
- LAC consultancy report mapping existing programs in LAC COs
- Program documents and reports from other regions (Asia and Africa)
- Report from VFS regional LAC workshop
- Draft format for intervention/strategy mapping (mapping tool)
- Literature reviews and evaluations on different strategies/interventions
- Other relevant/recent global and regional documents identified by consultant and SC, especially systematic literature reviews/meta-analysis
- Ending violence against children in and around schools - SC, Policy brief 2011
- Global Study on Violence Against Children In and Around Schools, SC Sweden, 2016
- Other country level documentation found on SC Resource Centre

2) Develop CA Draft Technical Document

The technical document summarizes in narrative and visual form the VFS CA and its justification. This will build upon the work from objective 1 and SC's existing documents.

The following sections and annexes are recommended but will be confirmed after a review of other thematic CA 'packages' and the workplan and inception report for the VFS CA. SC will provide previous reports on VFS, and examples of technical documents created for other CA. The maximum page limit for the main document is suggested as 40 pages, plus annexes.

Section/Annex	Notes
Introduction and background	
Common Approach Problem analysis	<i>Narrative summary/tables of relevant findings from output 1</i>
CA pillars outline and rationale	<i>Should include visually appealing graphic of the model</i>
Description of CA interventions & evidence base	<i>Narrative summary of relevant findings from output 1</i>
Guide for diagnostic & prioritization of components and strategies <ul style="list-style-type: none"> Indicators relevant to the analysis of the problem relevant to each pillar/strategy Recommend sources for the review of data and evidence on the indicators Three example tools for primary data collection in priority areas agreed with technical committee (annexes) A decision tree and narrative guidance for the selection, design and combination of interventions based on the diagnostic 	<i>This will be a longer and more developed section of the document</i> <i>SC already has a draft long list of indicators</i>
Top-line guidance of adaptation of CA programs to different contexts and populations ² , including humanitarian context.	<i>This will be an initial draft of 2-4 pages</i> <i>Example Considerations:</i> <ul style="list-style-type: none"> <i>Humanitarian contexts (draft exists)</i> <i>Different cultural contexts</i> <i>Different levels of local teacher/government capacity</i>
Guidance on key indicators for monitoring and evaluation (M&E) of CA	<i>This may overlap with diagnostic indicators but bearing in mind that project M&E is different in nature to diagnostic.</i>
Guidance on cost-effectiveness	<i>1-2 pages with initial analysis and recommendations</i>

² Should include considerations of inclusion such as working with ethnic minorities, rural communities, disabled children.

Guidance and partnership and taking to scale	<i>1-2 pages with initial analysis and recommendations</i>
Initial guidance on key indicators for monitoring impact of CA	
Guidance on integrating gender equality	<i>Note that gender-based violence is also a specific component, this is for the cross-cutting integration of gender in other components</i> <i>Should be developed in close coordination with SC gender advisors</i>
Recommendations for innovation and evaluation	<i>1-2 pages with initial analysis and recommendations</i>
Short case studies	<i>Half page or one page case studies giving examples of the reviewed strategies</i>
Annex: Narrative literature review	<i>Narrative stand-alone summary of analysis already carried out under output 1</i>

2. Consultancy Activities and Phases

The consultant(s) should develop a work plan and inception report with the proposed methodology, activities and process for the development of the deliverables. Some initial recommendations on likely activities from SC are:

- Process of document gathering and review (email or online sharing mechanism)
- Development of analysis tools
- Document and literature review
- Regular calls with SC technical team for discussion, input and review
- Consultation calls with SC implementing country offices
- Face to face workshop for sharing, review and adaptation of key deliverables

3. Deliverables

- Work plan and inception report for the consultancy (*purpose and scope of consultancy as understood by the consultants, questions to be asked, data collection and analysis instruments/methodologies, consultation and review process, expected limitations and challenges, detailed plan of activities and steps, etc.*)
- Summary document(s) with tables of mapping and analysis of interventions/strategies under each core component (see specifications under objective 1).
- CA technical document and annexes (see specifications under objective 2, recommended maximum 40 pages for main document, plus annexes)
- CA technical powerpoint presentation
- Two page visual and graphic design promoting the VFSCA
- Final versions of all outputs should be provided in English (with translation in Spanish)

4. Timeframe

The timeframe for the consultancy is estimated at four months full time from the signing of the contract (targeted for July 2017).

5. Consultant(s) qualifications and profile

Individual or consultant teams will be considered which should meet the following criteria:

- At least master's degree in relevant field, PhD preferred
- Demonstrated experience in the field of violence prevention (preferably in education settings)
- Demonstrated knowledge and skills in quantitative and qualitative research and data analysis highly desirable
- Demonstrated experience in developing or using practical implementation tools and guides highly desirable
- Demonstrated experience facilitating participatory design processes with different offices/stakeholders highly desirable (preferably in NGOs)
- Fluency in English and Spanish highly desirable³
- Experience working in LAC, Africa or Middle East highly desirable

6. Management of consultancy

- The consultant will report to the SC VFS CA technical committee, comprising representatives from the Child Protection and Education Global Themes and SC Members.
- The consultant will coordinate and consult with other SC staff and offices to gather information and suggestions as required
- The consultant will submit the consultancy outputs for review of the technical committee and other SC staff as stipulated by the committee
- SC will review and approve all plans and documents developed by the consultant

7. Consultancy Budget

The fee for the consultancy should be included as part of the consultancy proposal. The costs should be all inclusive of travel, translation etc, and include 2 international trips. Financial competitiveness will be one of the selection criteria. The fee is based on deliverables, and will be paid in 3 parts upon the approval of the consultancy deliverables (payment 1- Approved work-plan and inception report, payment 2- Technical document and annexes, Payment 3- Upon final approval of all deliverables).

8. Proposals

Candidates should submit a consultancy proposal of no more than 3 pages outlining the proposed approach, a draft work-plan, a budget, and any other information deemed relevant, along with a resume of the consultant (and project team if applicable). The deadline for proposal submission **is July 10th, 2017.**

Proposals should be submitted to: susana.alvarez@savethechildren.org, rocio.valencia@savethechildren.org, tmurray@savethechildren.ca, C.Milligan@savethechildren.org.uk; clare.feinstein@rb.se; itaf.alawawdeh@savethechildren.org

³ If the lead consultant does not speak both languages then they would need to hire a research assistant who can analyze Spanish/English documents and facilitate translation with Spanish/English speaking staff in SC