

Terms of reference for the external monitoring evaluation of the CLEAR project

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1. CONTEXT

1.1. Presentation of the Office for Climate Education

The Office for Climate Education (OCE) is a foundation under the auspices of the Foundation for scientific cooperation *La main à la pâte*.

The OCE was created in 2018 in order to promote a strong international cooperation between scientific organizations, educational institutions and NGOs, with the aim of educating the young generations of today and tomorrow about climate change. These new generations will have to be prepared to live in a changing world. Hence, the OCE aims at providing them with the tools they need to understand and act, and to be aware of received ideas and avoid irrationality.

Furthermore, in 2020, the OCE has become a Centre under the auspices of UNESCO.

The OCE and its partners produce education resources and provide professional development and support to teachers around the world, particularly in developing countries. The main target of these actions is Gr4 to Gr9 teachers, with students between 9 to 15 years old.

Based in Paris, the operational OCE team coordinates a worldwide network of local and regional partners. This network is supported by both the scientific community (research institutions, academies of sciences...) and various NGOs, which contribute with their expertise to the production of educational resources and to the professional development and field support for teachers.

This community of practice ensures that schools progress to face future challenges in a sustainable and holistic way, deeply rooted in their social environment and local communities.

The CLEAR pilot project aims to focus the efforts of the community of practice on a specific territory (Mexico and Colombia), in order to quantify its impacts and to subsequently improve and expand the implementation strategy to have a wider and deeper reach.

As the coordinator, the OCE is responsible for managing a tender and the contract for the external evaluation of the CLEAR project.

1.2. Description of the CLEAR Project

Summary

The CLEAR project (Climate Change Education in Latin America), in the context of a pilot phase, aims to promote and improve climate change education of primary and middle school students in Mexico and Colombia - to begin with - in order to induce the behavioral changes needed for ecological transition. It starts in the first half of 2020 for a duration of 5 years.

Project specific objectives (SO, for specific objectives) are:

- SO.1: Create a set of quality, multilingual, interdisciplinary and open source educational resources for teachers and trainers, based on IPCC reports.
- SO.2: Train and support primary and secondary school teachers: upgrade their knowledge, discover new pedagogies (investigation approach, project pedagogy,

interdisciplinarity, etc.) and new tools (especially digital ones). Project pedagogy aims in particular to engage classes in concrete mitigation or adaptation actions.

- SO.3: Create a multi-scale network (local, national, regional and international) of climate change educators.
- SO.4: Define an extension strategy. The pilot phase should make it possible to design success factors according to different contexts and indicators and thus prepare the deployment of the initiative.

The OCE will ensure the project management. A dozen local public and private institutions will ensure the adaptation of the pedagogical resources produced and provided by the OCE to the local context, as well as the deployment of lessons and projects in the classroom. This should enable young people not only to understand the phenomena at stake, but also to think about solutions for adapting and mitigating climate change and to lead to practical implementation, through the development of concrete actions at the classroom, school, village or neighborhood level.

Regional context and partners

The countries selected for this pilot phase are Mexico and Colombia. The differences between these two countries will make it possible to test the adaptability of the project, the aim being to expand to other Latin American countries at the end of the 5 years period.

However, other partners from neighboring countries (Chile, Argentina, Uruguay, etc.) are likely to be included in the project for specific collaborations. This will thus promote the secondary development of the project in other countries.

Mexico and Colombia present a diversity of educational constraints (teacher training, class sizes and equipment, curricula), as well as of economic and climatic conditions. However, they also share similarities, belonging to the same OECD category of Upper Middle-Income countries, while their respective educational traditions have a certain proximity, including with Europe.

The Mexican and Colombian partners (NGO's, institutions and scientific organisms) of the pilot project will have specific objectives to fulfill and, for some of them, will benefit from funding. They will enable the deployment of teacher professional development activities and the adaptation of educational resources to local contexts, which is necessary in both countries, particularly as part of a broader effort not only targeted at the school sanctuary only, but also at involving communities.

The main local partners are represented in the project's Monitoring Committee and will therefore take part in both operational actions and the project's global governance.

Main Mexican partners are:

- **INNOVEC**, an NGO that works on the renewal of science education and has a network of 10,000 teachers in 11 different states.
- **Mexican Academy of Science**, a national institution that actively supports science education in primary and secondary schools through a program called "Science in Your School", which provides teachers with professional development.

- **Mario Molina Centre**, an NGO that has scientific expertise in climate sciences and works in education, mainly at the secondary and higher education levels. MMC implements a "climate change education program" through online distance training sessions.

Other Mexican partners:

- **INECC**, a government research organization dedicated to the creation and integration of technical and scientific knowledge on climate change mitigation and adaptation, as well as on ecology, green growth, pollution and health and environmental issues.
- **Eco-School** funded and coordinated by the FEE (Foundation for Environmental Education), this program encourages young people to participate in their environment by giving them the opportunity to actively protect it.
- **UNESCO Mexico**.
- **IRD Mexico**, the representation of the French Institute of Research for Development.

Main Colombian partners are:

- **STEM Academia**, under the supervision of the Colombian Academy of Science and through the program *Pequeños Científicos*, STEM-A participates actively to the professional development of teachers.
- **Universidad del Rosario**, a private university that has had high quality institutional accreditation for 8 years, granted by the Ministry of National Education and the National Accreditation Council.
- **Fondo Acción**, a Colombian non-profit private organization committed to develop actions for the environment with children and local communities.

Other Colombian partners:

- **Ministry of Education**, (Min Educación).
- **Ministry of the Environment**, (Min Ambiente).
- **COLIFRI**, a private non-profit association that promotes research, development and innovation activities aimed at strengthening the scientific communities and cooperation between Colombia and France.

All these partners will lead or facilitate the deployment of teacher professional development activities and the adaptation of educational resources to local contexts.

Funding

The budget of the project is based on a balance between public and private, French and German funding (for the OCE) on the one hand, and co-financing of local actions by Mexican and Colombian partners on the other.

The total amount of the project is €3,846k, of which €3,063k (80%) in cash and €783k (20%) in kind.

The FFEM contribution is 1,101k€, that is to say 28.6% of the overall cost of the project.

Outcomes and expected impacts of the CLEAR project

The impacts expected from the project are quantitative, but also qualitative.

The project is designed with a spin-off approach and it is expected to create a snowball effect and amplify the results.

A small group is mobilized in each selected country to be involved in the production and adaptation of resources, as well as to support teachers in their implementation in the classroom. It is planned to produce open resources of high quality, as well as to provide a sufficiently personalized support to the teachers (combining distance and face-to-face trainings).

It is important to distinguish the number of teachers trained through distance or face-to-face CPD - that can be quantified - from other commitments and objectives that will be partially monitored and estimated but cannot be precisely counted (resource dissemination, communication, etc.).

Regarding the resources production, the OCE will support the publication of IPCC Special Reports through the development of different types of educational materials (summaries for teachers of the IPCC reports, teachers' handbooks, videos, multimedia activities, serious games...).

The 3 main IPCC reports that will be adapted are:

- The Ocean and Cryosphere in a Changing Climate (2019)
- Climate Change and Land use (2021)
- 6th Assessment Report (AR6, 2023)

The goal is to reach around 15 000 classes during the five years of the project.

As this is only a provisional estimate, **an annual progress report from the partners will allow us to readjust the figures** if necessary and to know the real outcome.

The project will have an **impact** on:

- **Students:** They will not only learn about climate change, but will also develop their **reasoning, critical thinking and initiative skills**. The project promotes positive and open mindedness among them, oriented towards others, and stimulates their imagination to **figure out solutions for adapting to and mitigating climate change by changing their behavior**.
- **Teachers:** The OCE and its partners provide teachers with professional development opportunities, that will result in upgraded knowledge and implementation of new and effective pedagogies (investigation approach, project pedagogy, interdisciplinarity, etc.) or new tools (especially digital ones).
- **Local communities:** The involvement of families and, beyond them, of the entire local community, is a major objective of the project as well as a principle of action. Local communities are expected **to adopt and participate** to any actions implemented by the students.
- **Institutions:** The long-term sustainability of the project (after the pilot phase) depends on the **involvement of the educational authorities**. Besides involving the institutions on the eventual local actions developed as a result of the project, the latter also aims to

promote and accompany to implement changes over time (inclusion of Climate Change in curriculum, teacher trainings, provision of teaching resources, etc.)

Activities planned

Based on the different Strategic Objectives of the project, the **activities implemented** in the framework of the project are planned as follows:

1) Production and dissemination of educational resources

The OCE will support the publication of IPCC reports through the development of educational resources for teachers.

These resources will be adapted to the age of the students and made available in 4 languages (Spanish, French, English and German). The CLEAR local partners will adapt the resources to the local needs and contexts.

2) Professional development of teachers

The CLEAR partners will organize professional development actions for the teachers (and teacher trainers), especially to facilitate among them ownership of the resources produced by the network. These activities will be based on a precise identification of needs and may take different forms (i.e. face-to-face workshops, distant trainings, scientific conferences, field visits).

3) Create a community of practice

During the 5 years of the project, high level conferences are planned in Mexico (years 2 and 4 - 2020 and 2023), Colombia (years 2 and 5 - 2021 and 2024) and another Latin America country in year 3 - 2020.

These conferences will bring together around 100 participants, including policy makers, international personalities, scientific institutions, and NGOs active in sustainable development or science education.

4) Coordination, monitoring, evaluation, and definition of an extension strategy

The pilot phase, which is the subject of this project and prefigures a larger deployment of the initiative, will include a monitoring and evaluation plan. This plan, carried out with the help of an independent body, will make it possible to measure **the impact of the action (on educational practices, student learning and behavior as well as adaptation or mitigation actions implemented) and to model the conditions for success, with the aim of gradual extension.**

Besides, in order to prepare the expansion phase of the project, it will be proposed to carry out one academic research doctoral thesis, in Mexico, in co-supervision with French universities.

2. EVALUATION

2.1. Objectives

The OCE is tendering for an external monitoring and evaluation of the CLEAR project to ascertain the impact of the project, inform the stakeholders about the project outcomes and create good conditions for the project extension towards other sites and/or countries, identify good practices and components to improve.

There are four types of quality-assurance and evaluation procedures to be used within the project:

- First, the **OCE's Scientific and pedagogical committee** (SPC) will proofread the intellectual outputs of the project (lesson plans, teacher training protocols...), to guarantee the quality of these educational resources with respect to a list of commonly accepted scientific and pedagogical criteria;
- Second: **partners will conduct a formative self-assessment** of the learning and improvements of their practices (i.e. teachers' professional development, resource production, networking);
- Third, the annual reports of the project Steering Committee.
- Fourth, **an external evaluation** of the outcomes of the project (described hereafter).

The external - mid-term and final - evaluation will be expected to combine qualitative and quantitative methodologies and to complement the partners' self-assessment and outcomes from the SPC.

The **purposes of the external monitoring and evaluation** are:

1. To assess the effectiveness of the project (i.e. the extent to which the project stated objectives are being achieved or can be achieved);
2. To assess the relevance of the project (i.e. the appropriateness of the project activities in relation to the local needs and situations);
3. To assess the sustainability of the project (i.e. the likelihood of the project continuing after FFEM and OCE support);
4. To determine ways to improve the project design, and prepare an extension in Latin America, with special focus on the opportunity given by the content and delivery of the UNESCO climate education curriculum.

Addressing the 4 evaluation objectives will require that the evaluator provides answers to the following specific questions:

Effectiveness

1. To what extent have the project's objectives (developing education resources, face-to-face and distant training of teachers, developing knowledge, attitudes and skills of youth on climate change, engaging students and schools in climate adaptation or mitigation projects) been reached, on qualitative and quantitative aspects?
2. Was the initial estimated number of teachers to train reached?
3. Were the milestones and the budget of the project respected?

Relevance

4. Are the objectives of the climate change education project in keeping with locally defined needs and priorities?

5. Should the direction of the project be changed to better reflect those needs and priorities?
6. Are the project activities adequate to realize the objectives?

Sustainability

7. To what extent does the project established processes likely to support the continued implementation of the project?
8. Are the involved parties willing and able to continue the climate change education project's activities on their own? (Institutional and financial commitments)

Project Design Improvement

9. In what ways can the climate change educational resources and the teachers' professional development activities be improved to better meet project objectives?
10. In what ways can the delivery of the curriculum be improved to ensure a large-scale action with the targeted countries?
11. What are the benefits of face-to-face and remote meetings among partners in terms of project coordination and leadership, engagement of partners and sharing of expertise?
12. What are the benefits of the dissemination events at local, national, regional (Latin America) or international levels? How could they be improved to better meet the project objectives, especially about the involvement of policy makers?
13. How can the overall design of the project be improved to better achieve the project objectives?
14. What could be the conditions for a successful and gradual extension of the project in Latin America?

2.2. Methodology

The evaluator is expected to undertake the evaluation on the basis of reliable data and a sound analysis, in order to produce information and make recommendations that are sufficiently evidenced. It is expected that the evaluator will conduct a participatory evaluation that will involve project implementers and target beneficiaries in all key evaluation tasks. Existing project documents and progress reports will be shared with the evaluator to facilitate completion of the tasks.

It is also expected that the evaluator will work with the Project monitoring committee (representatives from the main local partners of the project and the OCE).

Working closely with the Project monitoring committee, the mission of the evaluator will include the following:

1. Develop the evaluation framework and methodology at the beginning of the project
2. Develop the evaluation implementation work plan
3. Develop the evaluation tools and conduct their test and validation
4. Assess the training of teachers, and propose corrections for improvement
5. Assess the content of the education resources and their use by the teachers in classes
6. Assess the first results of the use and implementation of the resources in terms of teachers' and students' knowledge, skills and practice related to climate change (if needed, with pre- and post-tests)
7. Prepare 3 intermediate reports at the end of each year and a final report at the end of the Project, to be presented to the Project Steering Committee and to the Project Monitoring Committee.

Your tender response should set out a detailed explanation of the methodology you propose, including evaluation models, quantitative and qualitative indicators, methods and tools to follow, that you think are particularly suitable for a program of this kind.

2.3 Deliverables and Calendar

The deliverables will be clear, succinct progress and final reports -and their summaries- that set out the key findings and make recommendations for improving the program.

The principal audiences for the reports will be the partners, especially the Project Steering Committee and the Project Monitoring Committee. These groups will consider the reports so that lessons can be learned and implemented as the project progresses. Reports and/or summaries will also be shared with the project's funders.

Activity and Deliverables	Milestones
Open, competitive ITT issued Clarification questions responded to	July. 2020
Independent evaluator appointed and evaluation started	Sept. 2020
Evaluation framework/design and implementation plan agreed with the Project Monitoring Committee	Nov. 2020
Evaluation instruments developed and validated	Jan. 2021

Meetings with the Project Monitoring Committee updating on the progress	Biannual, throughout contract lifetime
Intermediate reports	Dec. 2021, 2022 and 2023
Final report	Dec. 2024

Evaluation framework, implementation plan, intermediate and final reports should be written in English. Evaluation instruments should be developed in English and, when needed, in Spanish.

3. PRACTICAL INFORMATIONS

3.1. Costing and pricing

Proposals should include a full budget plan for the whole costs including any anticipated travel, expenses and VAT. All costs should be clear and transparent, clarifying the number of days of each individual working on the activity that they provide.

Decisions will be based on perceived value for money, rather than the lowest cost proposal. **Proposals should not exceed EUR 50,000 for the contract period (Sept. 2020 - Dec. 2024).**

3.2. Intellectual Property Rights

All intellectual property arising from the evaluation will be vested in the Office for Climate Education, under the auspices of the Fondation *La main à la pâte* (France).

3.3. Submission and format of proposals

The deadline for receipt of submissions is **noon (Paris-time) Monday 14th of September 2020**. Late submissions will not be accepted. All submissions will be acknowledged with a notification of receipt.

An electronic copy of the proposal should be received in PDF format by this deadline. This is an electronic only submission process; therefore, all documentation must be submitted in PDF format as a single zipped folder if the size of the submission is greater than 10Mb.

Proposals should be no longer than 10 sides of A4 (excluding CVs of people involved) and typed in Arial size 12 font. If the proposal exceeds this limit evaluators will be advised to disregard any information outside the limit.

Proposals should be written in **English**.

Proposals with the subject line “**Tender for CLEAR external evaluation**” should be emailed to: natalie.nicetto@oce.global

The Office for Climate Education (France) reserves the right not to award a contract.

A decision will be made as soon as possible after receiving the tenders, with a face-to-face or online clarification meeting if needed.

3.4 Tender content

Tenders should show, as a minimum:

- how the aims and actions of the evaluation will be addressed to ensure effective and ethical completion of the evaluation across Mexico, Colombia and France;
- the timeline for development of instruments, data collection, analysis and reporting;
- the roles, responsibilities and brief CVs of personnel in the evaluation team;
- a breakdown of costs by staff and non-staff categories, office costs, travel and subsistence costs;
- risk assessment and mitigating actions;
- the names of two current or recent customers for whom similar evaluations have been carried out and who would be prepared to act as referees.

3.5 Selection criteria

Proposals will be evaluated against the following criteria which are not listed in order of importance:

- Compliance with, and understanding of, requirements outlined in this tender document.
- Understanding of the educational landscape, especially for STEM and climate change education, and of the background and context of the teacher’s professional development in at least one Latin American country.
- Effectiveness of the proposed methodology for undertaking the evaluation.
- Clarity and feasibility of the program of work and risk assessment.
- Relevant experience of the tendering team.
- Ability to meet the required timetable.
- Ability to meet the field partners, attend teacher training workshops and project meetings in Mexico and Colombia, as well as to meet the OCE team in France in a cost- and carbon- efficient way.
- Ability to work fluently both in Spanish and English.
- Management of any existing or potential conflict of interest identified by the bidder.
- Value for money.

3.6 Enquiries

These instructions are designed to ensure that all tenders are given equal and fair consideration. It is important therefore that you provide all the information asked for in the format and order specified.

Please contact Natalie Nicetto (natalie.nicetto@oce.global) if you have any questions relating to the requirements or any difficulty in providing the information requested. We will aim to respond to any queries within 5 working days. If we feel that the query relates to an issue which all prospective bidders should be made aware, we reserve the right to communicate our response to all those who have shown interest for the tender. Pre-tender negotiations are **not** allowed.

If you consider any point you raise to be confidential to your own proposal, please make this clear.