

Call for Expressions of Interest

Terms of Reference: Feasibility study

Feasibility study of the planned project: "Rehabilitation and reintegration of war-traumatised children, adolescents and adults to improve the social situation in Colombia".

1. Introduction and Context

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| Project Country: | Colombia |
| Project Title: | Rehabilitation and reintegration of war traumatized children, adolescents and adults to improve the social situation in Colombia |
| Applicant: | Freunde der Erziehungskunst Rudolf Steiners e.V. |
| Donor: | BMZ |
| Co-Funding: | planned, RTL Foundation |
| Application deadline: | 30.04.2020 |
| Project start (planned): | 01.08.2020 |
| Project duration (planned): | 2020 – 2021 |

Emergency Pedagogy of the association Freunde der Erziehungskunst Rudolf Steiner e.V. (Friends of Waldorf Education, a German NGO) has been working in numerous crisis regions of the world since 2006. Emergency Pedagogy is based on trauma pedagogy in connection with Waldorf education, Anthroposophic medicine and its extended therapies. The target group Emergency Pedagogy are psycho-traumatised children and adolescents in war and disaster zones and serves the psycho-social stabilisation of those affected. They are to be supported in coping with traumatising experiences and integrating them into their own biographies. The work of Emergency Pedagogy is neutral, impartial and independent.

Since 2006, Emergency Pedagogy has carried out around 80 acute crisis interventions, follow-up missions and several longer-term projects in more than 27 countries as a result of armed conflicts and natural disasters. At the same time, Emergency Pedagogy has trained local staff worldwide to continue their work independently and created sustainable trauma pedagogy structures. Long-standing successful cooperations have included Emergency Pedagogy with the Deutsche Paritätische Wohlfahrtsverband - Gesamtverband, Germanys Relief Coalition Aktion Deutschland Hilft, the UN Children's Fund, UNICEF, Welthungerhilfe, Aktion Mensch and many other aid organisations, as well as government organisations such as the Deutsche Gesellschaft für internationale Zusammenarbeit (GIZ) GmbH and the Federal Foreign Office.

In Colombia, the systematic development of a cross-regional disaster prevention system through Emergency Pedagogy of the Friends of Waldorf Education has been taking place since 2012. In

international training courses, our partner organisations were given comprehensive knowledge of theory and practice of emergency and trauma pedagogy concepts in order to promote work with affected children and young people in educational, therapeutic and medical institutions. The previous training courses were combined with project visits, so that the current need for practical work as well as training courses could be evaluated for social and humanitarian necessity on site.

The **direct project** partner is expected to be the "Corporación para el Fomento de la educación Waldorf - Rudolf Steiner" (Society for the Promotion of Waldorf Education - Rudolf Steiner) in Cali.

Implementation partners in Medellín are the University of Antioquia with the programmes "La Paz es una obra de Arte" and "La unidad especial de paz". Both programmes aim to consolidate peace in Antioquia and Colombia. Their methods are a) promotion of interdisciplinary peace work by the faculties in the areas of teaching, research and counselling b) direct peace education work with former combatants in the reintegration zones and host communities Andori, Dabeiba, Ituango, Remedios and Mutata as well as in two projects in Medellín: one with former combatants and their children and the other with convicted persons in prisons. In Cali we work directly with the University Hospital Hospital Universitario del Valle through the program "Transformando el círculo de Violencia TCV: La hospitalización una oportunidad". TCV is an inter ward program for the rehabilitation and psychosocial support of children and adolescents with gunshot and stab injuries as well as a social work program in the neighbourhoods of origin to prevent further violent crimes. A further implementation partner is the Consejo Seccional de la Judicatura de Cali, the Council of the Judiciary, whose staff work on the basis of Emergency Pedagogical methods for convicted juvenile offenders and those released on probation inside and outside prisons. The third local implementation organisation is the curative education institution Granja Tarapaca. Since 2009, people with disabilities have been working here on a biodynamic farm. The programme is to be enriched year-round by the participation of young people from the TCV programme and/or former combatants for several weeks. Our implementation partner in Bogota is Corporacion Educativa Y Social Waldorf (CES Waldorf). CES Waldorf is an anthroposophical social centre consisting of a total of five educational units. These include a kindergarten, the educational and social programme PAES, a youth and adult education programme as well as a social work and health programme. The target group of the social work programme are children/young people and their families from the poverty-stricken district of Sierra Morena.

In 2018 and 2019, talks were also held with the Ministry of Education and Culture in Cali (Secretaria Paz y Cultura Ciudadana, Alcaldia de Santiago de Cali) and the state authority for the reintegration of demobilised combatants (Agencia para la Reincorporación y la Normalización (ARN)). There was a high demand for emergency and trauma pedagogical training in order to actively integrate demobilised combatants into the peace process through emergency and trauma pedagogical interventions.

The **project objective** is to strengthen ex-combatants and war-traumatised children, adolescents and adults psychosocially and thus to enable them to build trust and reconciliation as a basis for successful rehabilitation and reintegration into Colombian society. At the **impact level**, the rehabilitation and reintegration of war-traumatised children, adolescents and adults should

contribute to improving the social situation in Colombia in order to sustainably improve the living conditions of the population.

2. Reason for the feasibility study (purpose)

The main purpose of this feasibility study is to obtain reliable information on the basis of which the objectives and feasibility of the project can be examined and, if necessary, adapted. At the same time, the information generated should serve as a basis for monitoring and evaluating the project activities.

The aim is to describe the initial situation on site and to develop a problem analysis together with the partner organisations. Based on these results, needs analysis will be carried out. At the same time, the project concept should be evaluated according to the OECD criteria, also taking into account the project-specific orientation. The evaluator will prepare a documentation of the overall analysis.

The feasibility study will take place before the measures are implemented. The results will be used as a basis for the management and control of the project in order to ensure effective and sustainable project implementation.

3. Scope of the feasibility study (scope)

With its central component of "psychosocial stabilisation for peacekeeping through the prevention or mitigation of traumatic disorders", the project is anchored **across sectors** in the areas of protection, health and education.

The project concept consists of the following four **measures** which are to be implemented within the project period:

- Emergency and trauma pedagogical interventions with ex-combatants in training and reintegration centres (ETCR: Espacios Territoriales de Capacitación y Reincorporación) and host communities
- Emergency and trauma pedagogical services for children, adolescents and adults of internally displaced persons, demobilised FARC families and host communities in administrative districts of the conurbations of Bogotá, Cali and Medellín characterised by poverty, land occupation and gang crime.
- Further training in emergency and trauma education for lecturers, students and specialists in education, psychology, therapy and medicine as well as staff of the reintegration authorities.
- Development of a national competence centre for Emergency and Trauma Pedagogy as well as a national crisis intervention team

The **geographical scope** of the feasibility study is wide and includes the Departamentos Antioquía (Medellín), Cundinamarca (Bogota) and Valle del Cauca (Cali).

4. Application of the feasibility study

The main users of the feasibility study will be the project staff of the Emergency Pedagogy department of the Freunde der Erziehungskunst Rudolf Steiners e.V. and the implementation partners in order to learn from the results and, if necessary, make adjustments to the project concept with regard to objectives and implementation conditions.

The feasibility study will be attached as an information base to the project application when it is submitted to Bengo (BMZ).

5. Structure and guiding questions for the implementation of the feasibility study

The following structure shall be used for the preparation of the study and the final report:

a) Purpose, objectives and use of the feasibility study

- What is the reason for the feasibility study and what are the goals to be achieved?
- Who will use the results how and for what, especially with regard to project application/project concept and project implementation?
- Which temporal and geographical scope should the feasibility study have, which (sub)areas/sectors should be examined in particular?
- What is the methodology of the study?
- Which previous experiences from similar programmes/projects, other studies and analyses, etc. should be used as a basis for the preparation of the feasibility study?
- What concrete recommendations for project design and implementation can the study give to the applicant and implementing agencies?

b) Baseline situation and analysis

- What is the (initial) situation in the sector, in the region, in the country?
- What is the socio-economic, political, cultural context?
- Which problems have been identified? What are the causes and what effects do these have on the living conditions of which population groups?
- What is the need derived from the problem analysis? How was/is it determined?

c) Local implementation agency

- Which local organisations can be considered as implementation partners and why? Which capacities (institutional, technical, personnel, financial) do they have?
- What measures are necessary to strengthen the organisation and capacity of the local partner?
- What is the interest/ownership of the local implementation partners in the success of the project?

d) Target group & stakeholder analysis

1. Target group

- Who is the target group and what are the criteria for selecting this target group? Are there several, differently affected target groups?
- What role does the target group/groups play in the social context? What conflicts of interest could arise as a result of the promotion vis-à-vis other population groups?

2. Stakeholders

- Who are the most important governmental and non-governmental stakeholders in this sector and beyond at the project location, in the planned project region, in the project country?
- How does the planned project relate to the government's development strategy?
- Do the participants have a common understanding of the problems and the goals of the project derived from them?

e) Assessment of the proposed project according to OECD DAC criteria

(vgl. <http://www.oecd.org/dac/evaluation/49756382.pdf>)

1. Relevance: Is the planned project doing the adequate?
 - Does the planned project approach address an important developmental problem or a decisive development bottleneck in the partner country or region?
 - Is the planned project oriented to the needs of the target groups?
 - What changes should the project have brought after the end of the project period?
2. Effectiveness: Which project approach is best suited to achieve the objectives?
 - Are the measures and the chosen methodical approach suitable to achieve the project objective? Should activities at meso and/or macro level (multi-level approach) be planned to increase sustainability?
 - Which impact logic/impact hypothesis should be used as a basis for the project? What could a meaningful impact matrix including suitable, meaningful indicators look like (submission of first rough draft with indicators and baseline data)?
 - Who checks the impacts, when and at what intervals (impact monitoring)?
3. Efficiency: Can the objectives be achieved economically by the planned project?
 - What financial, structural and human resources are required?
 - Can the planned measures be implemented with the planned funds within the planned timeframe and the desired impacts be achieved efficiently (cost-benefit) and economically?
4. Significance/overarching developmental impact: Does the planned project contribute to achieving overarching developmental impact?
 - Which objectives and impacts derived from the problem/need analysis are to be achieved for which target group?
 - To what extent is the planned project structuring model-like and broadly effective? Is a multi-level approach (micro-, meso-, macro-level) suitable for increasing significance and effectiveness?
 - To what extent does the objective consider gender-sensitive, inclusive, culture- and conflict-sensitive as well as human rights-based aspects?

5. Sustainability: Do the positive effects (without further external funding) persist even after project completion?
- How can the sustainability of the results and impacts be guaranteed and strengthened (structurally, economically, socially, ecologically)?
 - What role/responsibility do state and/or civil society structures assume? To what extent can local potentials, structures and procedures be built upon? Which measures and instruments are best suited to use and strengthen local initiative, participation and capacities?
 - What negative consequences and impacts could project measures or sub goals have? To what extent can this be taken into account in the project (concept) (e.g. do-no-harm approach, conflict-sensitive impact monitoring, etc.)?
 - Which risks (personnel risks for the implementers, institutional and reputation risks, context risks) exist during project implementation and how can they be minimised?

6. Design and methodology of the feasibility study

For the feasibility study, the expert will design a valid process and approach. We recommend a mixture of the following methods:

- Analysis of primary and secondary data (as far as accessible), literature and document evaluation
- Own collection of baseline data

The study design should meet international standards for accuracy and reliability of data.

Final agreement on the design and methodology of the feasibility studies will be discussed on the basis of the tender submitted.

7. Services and terms of reporting

The **timeframe** in which the feasibility study will be carried out is outlined below:

| Activity | Working days |
|---|---------------------|
| Briefing with the project coordinator in Germany and the managing director of the Emergency Pedagogy department of the Freunde der Erziehungskunst Rudolf Steiner e.V. Goal: To answer questions about ToR and discuss a work plan (Skyp meeting) | 0,5 |
| Data review | 1 |
| Development of a methodological approach and a data collection plan | 1 |
| Field phase (data collection and international + national travel days) | 8 |
| Data entry and processing | 1 |
| Debriefing with the project coordinator in Germany (via Skyp) | 0,5 |
| Drafting of the final report in German or English language | 1,5 |
| TOTAL | 13,5 |

- The offers of the reviewers can be submitted to the Friends of Waldorf Education of Rudolf Steiner e.V. at Mrs. Larissa Küllmar l.kuellmar@freunde-waldorf.de until 15.01.2020 at 6 p.m. German time at the latest.
- Feedback will be sent to the reviewers by the end of January regarding the award of the contract.
- The contract is to be signed by 15th of February.
- The briefing via Skyp is to take place on 25th of February.
- The document work should take place around 01st of March.
- The field phase should begin on the 10th of March at the latest with the trip to Colombia.
- The final report (in German or English) should be available to the Emergency Pedagogy department of the Freunde der Erziehungskunst Rudolf Steiners e.V. by 01.04.2019.

The estimated costs of the feasibility study include the following components:

- Daily rate for expert
- Travel costs within Germany will be covered according to the Bundereisekostengesetz but with max. up to 200€.
- Costs for international flights as well as travel and accommodation costs within Colombia will be booked and paid directly by the Friends of Waldorf Education.
- Catering costs are to be covered by the expert itself.
- All insurance matters (conclusion, costs, etc.) are the responsibility of the expert.
- The expert must pay for the materials/programmes etc. for the implementation of the feasibility study.

Requirements to be fulfilled by the evaluator:

The evaluators shall meet the following criteria for carrying out the feasibility study:

- The evaluator must be independent, i.e. not associated with individual service providers, platforms, NGOs, donors or government systems that support the same project or are otherwise involved in it.
- Demonstrated knowledge of skills and experience in carrying out feasibility studies in the context of development and humanitarian projects (best experience in carrying out feasibility studies for BMZ).
- Sound analytical skills to make observations, interpret and formulate findings and recommendations.
- Very good knowledge of the regional context (historical, political, socio-political, socio-economic, civil society, etc.).
- Very good knowledge of Spanish in writing and language is desired (a translator could be provided for exceptional cases only).
- Pedagogical knowledge (Waldorf Pedagogy, Trauma Pedagogy, alternative pedagogical approaches) is desired (but not required).
- Knowledge of Rudolf Steiner's anthroposophical worldview is desirable (but not a prerequisite).

The following **documents** must be submitted by the reviewer as an offer (incomplete offers won't be reviewed):

1. technical offer
 - References to the feasibility of the present ToR.
 - A short description of the overall design and methodology of the feasibility study and a proposed work plan (max. 3 pages).
2. financial offer
 - A budget proposal for the entire feasibility study. It should indicate the fees per working day (plus VAT where applicable), the number of working days proposed and other relevant costs.
 - Possible visa costs, international travel costs (flights), accommodation costs and local transport in Colombia should not be listed here, as they are directly organised and paid for by the Friends of Waldorf Education.
 - Proof of professional admission and taxation of the valuer is also required (e.g. by stating the tax number of the valuer).
3. curriculum vitae with two references (phone number and email address)

8. Resources and available data

If possible, the expert will be granted access to the relevant interview partners by the Freunde der Erziehungskunst Rudolf Steiners e.V. and its local partner and implementation organisations.

The following documents will be made available to the reviewer as soft copies upon conclusion of the contract:

- Project conception
- Project Logframe
- All documents provided by the implementation partners for the planning of the individual project activities as well as activities already implemented and relevant to the project.
- Reports of past international project visits and activities in Colombia.