




## REQUEST FOR PROPOSAL

1. The Philippine Institute for Development Studies (PIDS) invites all eligible individual consultants to submit proposals for the **Co-Investigator for Updates on Out of School Children: Pre- and Post-Pandemic**.
2. The Approved Budget for the Contract (ABC) is **PhP680,000.00**.
3. Interested consultants must submit the following documents using PIDS the prescribed forms:
  - a) Curriculum Vitae of the proposed Consultant(s)<sup>1</sup>
  - b) Technical Proposal Form<sup>1</sup>
  - c) Financial Proposal Form<sup>1</sup>
  - d) Filled out Data Privacy Notice and Personal Data Protection Form<sup>1</sup>
  - e) Statement of Completed contracts<sup>2</sup>
  - f) Statement of All Ongoing and Awarded But Not Yet Started Contracts<sup>2</sup>
  - g) Notarized Omnibus Sworn Statement (for ABC above PhP50,000.00)<sup>1</sup>
  - h) Income/Business Tax Returns (for ABC above PhP500,000.00)<sup>1</sup>
  - i) PhilGEPS Registration Number (certificate or screenshot)<sup>1</sup>
  - j) Valid Mayor's/Business Permit (Firm) or BIR Certificate of Registration<sup>3</sup> (Individual).
4. Interested consultants may obtain further information from the Procurement Management Division at telephone via email at [procurement@pids.gov.ph](mailto:procurement@pids.gov.ph).
5. The Institute shall adopt the Quality-Based Evaluation procedure in selecting consultants based on the attached Terms of Reference.
6. The deadline for submission of proposals is on **20 March 2025 (5:00 PM)** addressed to:

The BAC Chairperson for Consultancy  
Services c/o The BAC Secretariat  
Procurement Management Division  
18/F Three Cyberpod Centris – North Tower, EDSA cor. Quezon Ave., Quezon City

Proposals may also be submitted through email at [procurement@pids.gov.ph](mailto:procurement@pids.gov.ph) .

7. PIDS reserves the right to reject any or all of the proposals, declare a failure of bidding, or not award the contract if there is evidence of collusion, including any act that restricts, suppresses, or nullifies competition, or if there is a failure to follow the prescribed bidding procedures. PIDS also reserves the right to waive any required formality in the proposals received and select the proposal it determines most advantageous to PIDS.

  
**DR. AUBREY D. TABUGA**  
Chairperson  
PIDS-BAC for Consultancy Services

Reference No.:2025-072

<sup>1</sup>Applicable for individual consultants and firms

<sup>2</sup>Applicable for firms only

<sup>3</sup> Individual consultants must issue Official Receipt (OR) during payment.

## **Philippine Institute for Development Studies**

### **TERMS OF REFERENCE**

#### **Co-Investigator**

**for**

#### **Updates on Out of School Children: Pre- and Post-Pandemic**

### **1. Background and Rationale**

The COVID-19 pandemic brought unprecedented disruptions to education systems globally, with the Philippines being significantly affected. Before the pandemic, challenges related to out-of-school children (OOSC) were already evident, driven by socioeconomic disparities, geographic isolation, and systemic barriers. The pandemic exacerbated these issues, creating new obstacles while magnifying pre-existing ones, such as limited access to education, technological constraints, and heightened vulnerabilities among marginalized groups.

Despite various interventions to address the OOSC challenge, there remains a lack of comprehensive analysis on how these barriers and enabling mechanisms evolved from pre- to post-pandemic contexts. Existing studies tend to focus on enrollment rates and broad learning outcomes without delving into the structural, operational, and contextual factors shaping education access for OOSC.

This study aims to provide a systems-level evaluation of the patterns, barriers, and interventions affecting OOSC in the Philippines, both before and after the pandemic. By generating evidence-based insights, the research will inform policies and programs to address educational inequities and ensure inclusive access to learning opportunities for all.

### **2. Objectives of the Study**

The study aims to examine the status, challenges, and interventions related to out-of-school children (OOSC) in the Philippines during the pre- and post-pandemic periods. Specifically, it aims to:

- a. analyze trends in OOSC demographics, geographic distribution, and socioeconomic profiles;
- b. identify barriers and challenges to education access, including those introduced or exacerbated by the pandemic;
- c. assess the effectiveness of interventions aimed at preventing dropouts and re-engaging OOSC in education;
- d. evaluate the role of hybrid learning models and technological innovations in addressing gaps in education delivery; and
- e. provide actionable recommendations for improving policies, programs, and systems to address OOSC challenges sustainably.

### **3. Objectives of the Consultancy**

The consultancy aims to engage a consultant who will support the Principal Investigator throughout the research study. This includes involvement in crafting the research design, developing the methodology, and conducting data analysis. The consultant will also play a pivotal role in project management, overseeing tasks such as facilitating interviews and focus group discussions, ensuring milestones are met, and potentially taking the lead on specific research components. His/her expertise will be instrumental in interpreting research findings and making substantive contributions to scholarly outputs.

The data collection will involve conducting face-to-face and online interviews with eligible respondents of learners, teachers, administrators, and key officials involved in education. The key components of these interviews are outlined below:

<b>Data Collection Method</b>	<b>Focus Area / Topic</b>	<b>Respondent</b>	<b>Justification for the choice of focus area and respondents</b>	<b>Topics that will be covered</b>
Focus Group Discussions (FGDs)	Experiences, challenges, and expectations of OOSC	50 parents of OOSC (10 in each of four study areas)  Students who dropped out and returned (even through the Alternative Learning System (ALS))  Teachers and community leaders in study areas	FGDs are chosen to capture diverse perspectives on experience with barriers, dropout reasons, accessibility issues, economic challenges, and front-line program experiences.  Selecting participants from Metro Manila, Luzon, Visayas, and Mindanao ensures a diverse understanding of regional contexts and challenges.	Variations in the prevalence of OOSC across different regions <ul style="list-style-type: none"> <li>• Experiences and outcomes of OOSC, their families, and community stakeholders</li> <li>• Expectations for interventions and programs aimed at addressing OOSC challenges</li> <li>• Challenges faced by stakeholders in re-engaging OOSC in education: <ul style="list-style-type: none"> <li>○ Accessibility and availability of educational resources and facilities</li> <li>○ Effectiveness of support mechanisms, including community and governmental efforts</li> <li>○ Coordination and communication between education stakeholders and local communities</li> <li>○ Addressing the diverse needs of OOSC in under-resourced and remote area</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>• Opportunities for reforms and improvements to enhance program implementation and sustainability <ul style="list-style-type: none"> <li>○ Strategies to prevent dropouts and facilitate re-entry into formal education</li> <li>○ Integration of innovative approaches such as hybrid learning and digital access</li> <li>○ Strengthening community involvement and multi-stakeholder collaboration</li> </ul> </li> </ul>
Key Informant Interviews (KIIs)	Policy, governance, and intervention effectiveness	<p>10 key officials from DepEd at the national (1), regional (3), and field (6) levels</p> <p>School administrators (4)</p> <p>LGU representatives (4)</p> <p>DSWD officials (4Ps Program implementation)</p>	KIIs provide insights into policymaking, governance and program implementation affecting OOSC. The selection of officials from national, regional, and local levels ensures a comprehensive understanding of the decision-making, monitoring, support and reform processes at all levels of governance.	<p>National official: To assess national policies, strategic priorities, and oversight mechanisms addressing the issue of OOSC, including resource allocation, program monitoring, and alignment with national education goals.</p> <p>Regional officials: To evaluate decision-making processes, support mechanisms, and the adaptation of policies and programs to regional contexts. This includes examining challenges in addressing regional disparities, monitoring systems, and coordination efforts to reduce the prevalence of OOSC.</p> <p>Field official: To understand frontline challenges and operational realities in engaging OOSC, such as resource availability, infrastructure, staff capacity, outreach efforts, assessments and mechanisms for re-integrating OOSC into formal or alternative education systems.</p>

#### 4. Scope of Work, Deliverables, and Schedule of Payment Releases

Under the guidance and technical oversight of a PIDS Research Fellow who serves as the Project Director and Principal Investigator, the **Consultant**<sup>1</sup> is expected to work as a **Co-Investigator** and undertake the following tasks/activities<sup>2</sup>:

1. Co-write with the Project Director and other members of the study team the required reports such as:
  - a. Draft report
  - b. Final report
2. Input into the development of the instruments for data collection and other tools needed in the research study.
3. Lead the conduct of FGDs and KIIs with relevant stakeholders and resource persons, as necessary, to gather information needed for the study (e.g., information that is useful in understanding how, why, and under what conditions the program does/does not work, particularly the barriers (or issues and challenges) and enablers/facilitators).
4. Examine compiled secondary data and results of primary data collection activities (e.g., the FGDs and KIIs for the study) to generate insights that inform policy recommendations
5. Present the findings of a study in a research workshop together with the Project Director/Principal Investigator.
6. Sign a Non-Disclosure Undertaking with PIDS. Any information gathered and generated in the implementation of the project shall be processed subject to the applicable provisions of the Republic Act No. 10173, known as the “Data Privacy Act of 2012” and its Implementing Rules and Regulations and relevant issuances of the National Privacy Commission (NPC).
7. Others as may be assigned by the Project Director/Principal Investigator.

The Consultant will prepare the following outputs based on the schedule below:

Activities and Deliverables	Due Dates	Payment Tranches
<p><b><i>INCEPTION STAGE</i></b></p> <ul style="list-style-type: none"> <li>• Inception report following PIDS template (particularly literature review and inputs for the development of the instruments for data collection)</li> </ul>	2 weeks after the conduct of inception meeting	15%

<sup>1</sup> The consultant may be an individual or a firm.

<sup>2</sup> If the consultant needs to undertake physical/face-to-face interviews and data collection and related activities, the consultant has to ensure compliance with existing and future policies, rules, and resolutions as may be issued by concerned government agencies pertaining to health and safety.

	(Indicative: April 25, 2025)	
<p><b>DATA COLLECTION, ANALYSIS, AND REPORT WRITING</b></p> <ul style="list-style-type: none"> <li>Inputs and overall policy recommendations on the draft report<sup>3</sup>, including the documentation of the FGDs/KIIs and summary of findings based on the conduct of desk review and FGDs/KIIs<sup>4</sup></li> <li>Presentation in a Research Workshop;</li> </ul>	5 months from the conduct of inception meeting	45%
<p><b>FINAL REPORT WRITING AND TERMINAL REPORTING</b></p> <ul style="list-style-type: none"> <li>Final Report<sup>5</sup>;</li> <li>Terminal Report;</li> <li>Turnover of data including datasets and other materials used for the whole project together with Certification indicating the turnover of data as well as the deletion of such data and that it will allow PIDS to verify if the data is complete</li> </ul>	6 months from the conduct of inception meeting	40%

NOTE: Payments will be based on the acceptance and approval by PIDS of the corresponding outputs.

## 5. Qualifications of the Consultant

Preferred qualification of the Consultant:

<sup>3</sup> For applicable outputs, the draft and final reports submitted by the consultants should be aligned with the following guidelines: PIDS' Guide in the Preparation of Manuscript for Publication and General Guidelines in Preparing and Formatting a PIDS Discussion Paper, Guidelines in the preparation of Policy Notes.

<sup>4</sup> If applicable, the transcription document must not reveal the respondent/resource person's identity, nor allow the identification of the respondent/resource person when put together with other information. As such, the names of specific people (and places, if mentioning it will allow the identification of the respondent/resource person) must be replaced with generic terms (e.g. Respondent 1; Source 1; City 1). A separate masterlist containing the identification key/code shall be submitted

<sup>5</sup>For research outputs that will be released as a PIDS Discussion Paper (DP), the consultant shall prioritize the publication outlets of PIDS, particularly the peer-reviewed Philippine Journal of Development (PJD) and Research Paper Series (RPS). If the DP is not selected by PIDS Management for publication either as a PJD article or an RPS issue, the consultant may identify other dissemination outlets outside of PIDS. Guidelines for Authorship in PIDS Research Projects shall apply.

- Ph.D. in Education, Statistics, Economics, Public Administration, or related fields
- At least 5 years of relevant experience
- Relevant experience in administrative and management functions in government, the education sector, or related fields

Desirable Qualifications:

- At least 5 years of professional or research experience in the education sector, economics, management, public administration, or related fields
- Advanced technical writing and verbal communication skills
- Advanced research and project management skills
- Able to manage queries and correspondence as needed

## 6. Project Duration

The engagement will be effective for seven (7) months after the signing of the conduct of inception meeting. However, the engagement should not go beyond December 15, 2025.. The Consultant's work must be completed within this period and no person-days will be chargeable after this date. The consultant's engagement will be on a part-time basis.

## 7. Approved Budget for the Contract

The approved budget for this consulting service is up to Php 680, 000.00, depending on the qualifications.

This amount covers the professional fees of the Consultant. It does not include the costs of data collection (such as FGDs, KIIs, and surveys and logistical costs), which will be defrayed by PIDS.

PIDS shall not cover hospitalization and other COVID-related health expenses of the consultant as no employer-employee relationship exists between the PIDS and the Consultant.

## 8. Evaluation Criteria

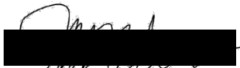
a. Evaluation Criteria:


Consultants will be evaluated based on the following criteria:

<p>Consultant's Qualifications:</p> <ul style="list-style-type: none"> <li>• Education <ul style="list-style-type: none"> <li>○ Ph.D. related to education, teacher development, economics, public administration, or related fields.</li> </ul> </li> <li>• Experience <ul style="list-style-type: none"> <li>○ At least five years of relevant experience</li> </ul> </li> </ul>	50%
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<ul style="list-style-type: none"> <li>• Desirable Qualifications           <ul style="list-style-type: none"> <li>○ At least 5 years of professional or research experience in education, teacher development, public administration, economics, or related fields.</li> <li>○ Advanced technical writing skills and verbal communication skills.</li> <li>○ Advanced research and project management skills.</li> <li>○ Able to manage queries and correspondence as needed.</li> </ul> </li> </ul>	
<p>Plan of approach and methodology:</p> <ul style="list-style-type: none"> <li>• Clarity, feasibility, innovativeness, and comprehensiveness of the approach</li> <li>• Incisive interpretation of problems and reflection on suggested solutions</li> </ul>	50%
<p>Total</p>	100%

b. Detailed rating sheet (see attached file)

Prepared by:   
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 Project Director

Reviewed and Approved by:   
**Ms. Christine Ruth P. Salazar**  
 Officer-In-Charge, Research Services Department