

Request for Proposal

Appointment of an Innovation Affiliate

The Humanitarian Leadership Academy (the **Academy**), part of Save the Children UK (**SCUK**), seeks offers from organisations to become an innovation affiliate which will deliver the Academy's innovation services. The affiliate arrangements will be valid for up to three years, until December 2023.

We would like to invite submissions to participate in the vendor selection process by submitting a proposal by **18 February 2019**.

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1. Project overview

1.1. Background

The Academy's mission is to enable people to prepare for, respond to and recover from crises in their own countries. To achieve this, the Academy acts as a catalyst for the improved quality, accessibility and sustainability of humanitarian learning. It aims to systematically remove barriers to learning opportunities, thereby democratising access to essential knowledge and skills, so that humanitarian work is more effective, immediate, and local – saving lives and safeguarding livelihoods as a result.

The Academy's key strategic aims are to:

1. Strengthen the capacity of all those who participate in humanitarian response, with a focus on local communities.
2. Drive the professional development of the sector.
3. Proactively drive the localisation agenda to ensure local actors remain at the forefront of humanitarian response and are appropriately supported to take the lead.

We are responding to both a need and demand for our offer from three key audiences:

- We support **individuals** – both professional humanitarians and non-humanitarians – to access the learning they need to prepare for and respond to crises and recognise their skills and experience.
- We support **organisations** from the public, private and philanthropic sectors to recruit, retain and develop their staff and volunteers.
- We support **learning providers** around the world with tools, services, and platforms to improve the accessibility and sustainability of their own offers; and to contextualise and continually update existing learning materials.

Kaya

A world-class digital learning platform developed on open source technology in collaboration with leading technology and social impact partners. There are currently over 130,000 learners from 190 countries accessing over 460 courses free of charge, with the largest number of users located in countries that are currently affected by humanitarian crises. The Academy seeks to work with partners to aggregate, translate and contextualise learning, as well as build new learning to meet needs and fill identifiable gaps.

Organisations and learning providers can also use Kaya portals to offer face-to-face and blended learning opportunities at cost.

HPass

HPass is an online platform dedicated to humanitarian professional development. Recognising that people are our greatest asset in an emergency response, its aim is to offer tools that will promote quality training and professional development. It offers two key services:

- **Digital badges** as a common currency through which to recognise humanitarians skills, and experience, providing verifiable evidence of their competencies and supporting more effective recruitment and deployment. HPass offers a 'badge factory' through which humanitarian organisations can create and issue digital badges to their staff, volunteers and learners. Humanitarians are able to create a myHPass profile on which to collect and showcase their badges. Increasingly, the Academy will seek to create badges which are recognised throughout the sector, further improving transparency and supporting humanitarians to move smoothly between organisations and locations.
- **Quality Standards for Humanitarian Learning and Assessment.** Developed in consultation with 400 organisations worldwide, the Standards capture best practice in humanitarian learning and assessment. Offered in the form of handbooks, they provide a reference guide for all organisations seeking to offer quality humanitarian learning and assessment. A self-assessment tool is available to enable organisations to benchmark the quality of their services. Additional services are available to enable organisations to receive in-person support to use the Standards, or to receive an external quality review which if successful would lead to HPass Certified status.

Organisational Solutions

The Academy has invested in the development of a set of platforms, products and services to support organisations seeking to invest in the learning and development of their staff and volunteers. Our Organisational Solutions have been designed to be accessed as stand-alone products or used in combination to offer a comprehensive and holistic package of support:

- **Kaya Portals:** A bespoke branded portal on Kaya that enables the creation, curation and sharing of learning opportunities to meet specific organisational requirements.

- **Learning Design Service:** The design, development, delivery and evaluation of learning to a defined brief. This could include translation and contextualisation of existing learning, or the creation of new learning.
- **Organisational Learning Service:** Tailored support to build a solid foundation for learning through policies, systems and processes that form the basis of effective, impactful and sustainable capacity development.

Innovation

Despite the welcome increase in interest and investment in innovation seen in the humanitarian sector over recent years, **little has been done to promote innovations in learning (instead of operations), which provides an opportunity for the Academy to add value within this niche**, while remaining aligned to the Academy's core strategy.

Investing in new methodologies, technologies and learning tools will strengthen the Academy's competitive positioning and bring in additional revenue streams.

1.2. Approach to Innovation

The Academy's initial approaches to innovation leverages not just technology, but new tools and methodologies to solve problems in locally relevant and creative ways. With the longstanding focus on learning and knowledge, the Academy attempts to answer the question:



“How do we co-create and share learning that is engaging, scalable and impactful to build strong, resilient communities and save lives?”

At the centre of our learning process is the endeavour to enable others to create and share their own experiences, thus becoming active creators of learning rather than being passive consumers of knowledge.

The Academy has focussed its efforts on innovation in the following areas:

1. Learning about Innovation (skills)

We want to support local organisations understand what innovation means and how to leverage it practically. We believe that anyone can be empowered with

the approaches, frameworks, tools and techniques to be innovative, with a focus on user centred design (UCD) and co-creation.

2. Innovations in Learning (educational technologies, tools and research)

We aim to uncover new ways of creating and delivering knowledge to users in different cultures and contexts. This includes scanning, testing and scaling the latest learning technology solutions. This is the largest area of focus and has resulted in some highly innovative products that are already being scaled via Kaya and our partners.

3. Creating Spaces for Innovation (co-creating locally)

We have created spaces for individual innovators and groups locally to innovate – with a keen focus on learning and knowledge sharing. We have used design thinking and co-creation, combined with innovations in learning to create innovative learning at the local level.

1.3. Results to Date

The Academy has already seen a number of strong results and outputs in the following areas:

Learning about Innovation (skills)

The Academy has developed a number of [innovation learning products](#) including:

- Innovation Essentials - provides first clear steps on how to innovate from within your own organisation, with examples from the humanitarian sector.
- Humanitarian Futures & Foresight – learn about foresights methods & tools (from Institute For The Future) and humanitarian signals & trends (global signals, with focus on East Africa)
- Gamification - introduces game elements and user journeys preparing learners to use these tools to create and deploy games.
- Toolkits - to help create user-driven, innovative learning resources in new and emergent formats (games, VR, chatbots).

Innovations in Learning (focus on educational technologies, tools and research)

Game-based learning

- Scale human engagement in learning via role playing, scenarios, peer-to-peer learning, simulation exercises
- Games co-created with local partners and scaled via Kaya

- Games available on Kaya - Coaching & Mentoring, The Flood - Volunteer Essentials (Philippines)
- Games being released shortly – Welcome aboard (India), Design thinking in practice (India), Challenging gender biases (Jordan).
- Next steps –
 - Co-developing new learning games in partnership with Haiyya (India) and Red Cross

Immersive Learning

- Non-interactive short VR/360 films – for immersive, empathy building that integrate with existing learning pathways easily – You Cannot Argue (Philippines) with a Flood and Gender in Conflict (Syria & Lebanon)
- Interactive “choose-your-own-journey” videos for decision making - Ebola choices (Liberia)
- Interactive low-tech VR experiences – For crisis immersion - Rohingya VR, Camp 2029 (available on Oculus), Localisation (coming soon)
- Next steps
 - Standalone “Kaya VR” app – That will integrate all VR experiences in one app and will be available on low-tech smart phones
 - Safeguarding VR (reporting) – “bodyswapping” leverages embodied VR scenarios as a way to elicit empathy and self-awareness in order to affect real-life behaviour.

AI-in-Ed (e.g. Chatbots)

- Help users discover Kaya courses and build out interactive learning journeys on social media.
- Activate 600K+ Facebook followers for more user engagement and increased Kaya sign-ups
- Chatbots currently available - coaching & mentoring, wellness & resilience, innovation essentials, volunteer essentials
- Next steps –
 - Experiment with Google Dialog Flow to build out personalised learning journeys

Research & Evaluation

- Research and evaluation on effectiveness, challenges using emerging edtech in learning
- Capture qualitative and quantitative feedback
- Iterative rollout strategy – test, capture feedback and improve
- **Paper on Future Skills** for the aid sector

Creating Spaces for Innovation (focus on co-creating locally)

Successful co-creation events have been delivered by building strong relationships with local partners in Kenya, Philippines, Jordan, Bangladesh, India and with global partners like IFRC, NRC and Humentum. This has been achieved by:

- Combining user-centred design with edtech to co-create innovative learning locally
- Scaling successful local innovations through Kaya, e.g. gender game created in Jordan and volunteer game created in the Philippines have now been included in global pathways
- Being flexible on delivery format, e.g. “Learning Hackathons” have been run as in-person (workshops) or virtual (MOOCs, blended programmes) of varying lengths – 2 days to 1 week

2. Objectives of the affiliation

This Request for Proposals seeks proposals from organisations to become an affiliate of the Academy specifically delivering its innovation products and services. An “Affiliate” is defined as a fully independent organisation which has recognised, and been recognised by the Academy, as a strategic partner based on a strong institutional relationship between the two organisations founded on a shared mission or purpose.

The Affiliate will have access to a range of products developed by the Academy and will also be licensed to use the Academy’s brand to promote and deliver the defined range of the Academy’s portfolio of products. The specific products and services that form part of the are described in more details in section 4 below.

The Affiliate could benefit from the global as well local expertise and experience of the Academy which is further described in section 4 below.

What do we mean by an “Affiliate”?

The **features** of an affiliate relationship would be:

- Aligned vision and mission
- Preferential access to the Academy’s platforms, products, and services, with customised support for delivery of Organisational Solutions on to others
- Contribution of learning and/or knowledge content to enrich the Academy’s platform

- Commitment to shared transparency, information-sharing, and where appropriate collaboration
- Agreed position on co-branding
- Joint approach to impact reporting and evidence generation
- Framework mechanism to easily collaborate on specific projects, products, or services

The **structure** of an affiliation relationship would be:

- An affiliate may be all or part of a single organisation or it could be “hosted” by a lead agency in a consortium
- The Academy would enter into an Affiliation Arrangement with the single organisation or lead agency, as part of a fee for service model (potentially subsidised at the outset)
- That organisation would then enter into other agreements with third parties to either collaborate or provide products/services.

3. Key requirements for Affiliation

3.1. Innovation Products and Services to be delivered

The Academy has a clear roadmap for its innovation services for 2020 onwards, which includes identifying, incubating, and scaling innovations in digital learning for the humanitarian market. The Academy aims to be ‘a leader and catalyst for innovation in learning and learning about innovation’ which it expects the affiliate to deliver through:

- Using innovative pedagogies and technologies to make our learning more engaging, accessible and relevant.
- Creating spaces and opportunities for individuals and groups within the humanitarian sector to innovate at a local level.
- Seeking out existing, local, innovative solutions and find ways to invest in their development, and document and share the learnings that arise during their inception through to implementation.
- Partnering with existing innovation labs and accelerators with a specific focus on learning solutions and invest to nurture new and developing ideas in the space of humanitarian learning.
- Identifying future skills, embedding innovation skills and fostering an innovation culture within the sector.

Innovation will run through everything we do. In 2020 we expect the focus to be on:

- Creating engaging learning products that work in challenging contexts, e.g. low bandwidth
- Additional gamification (role-based simulations, more peer-to-peer learning) better integrated with Kaya)
- Immersive learning (Augmented Reality and Virtual Reality for empathy building)
- Artificial intelligence (AI-in-Ed chatbots to support learners on our social media platforms, Kaya and HPass)
- Promoting the role of social media in humanitarian learning
- Constantly scanning edtech innovations outside of the sector
- Identify future skill needs in the sector

A key requirement on IP: The Academy will continue to own and retain IP on its courses, toolkits and other innovative outputs it has invested in, and that enhance its broader digital learning inventory.

The vendor's proposal should include an outline of plans and methods to deliver the Academy Innovation products and services and include expected KPIs around each of the following products:

- **Scaling Innovation** - Primarily for improving Kaya & reach
- **Incubating / piloting / testing innovation** - Primarily for improving Kaya and OLS offer
- **Learning about innovation** - Primarily for improving Academy's learning & OLS offering
- **Creating spaces for innovations** - Primarily for fundraising and enterprise projects

3.2. Roles and Responsibilities

Academy Role and Responsibility

As part of the affiliation model, the Academy will provide free access to the affiliate to the "Defined" resources available as part of its Organisational Solutions range. This includes for example access to market research and needs assessments undertaken in [location], webinars and in-depth documentation

and tools on how to create e-learning, in depth documentation on organisational learning (see below for more details).

The Academy will also provide the affiliate parts of its custom solutions and services if required:

- Create a bespoke digital platform / learning management system for the affiliate
- Provide access to the Hpass platform
- Co-invest in the development of tailored learning products upon request
- Organisational Learning & Development Solutions and Sustainability Solutions for the benefit of the affiliated centre itself

Affiliate Role and Responsibility

As part of the affiliate model, the partner is expected to undertake the following – and make a proposal to that effect:

- Support marketing the Academy's products and services (Kaya, Hpass, Organisational Learning Services)
- Delivery of products as per the list above.

The Academy will provide support and access to its local and global expertise as detailed above as well as access to its local (and global) user base in support of those activities.

Possible Licensing Arrangements / Options

- License to use the Academy's brand to promote and deliver the activities listed above
- License to use the Academy's brand as part of a co-branded architecture
- License to on-sell the Academy's defined and custom range of solutions

Resources required

Some cost / revenue sharing arrangements will be put in place for on-selling the Academy's products.

It is also expected that some form of annual commitment to commission customised learning product will be made as part of the arrangement,

The Academy will also be providing some initial seed funding

4. The selection process

The selection process schedule is as follows:

- **18 February 2019 – 12pm** – Deadline for submitting vendor proposals.
- **18-21 February 2019** – Consideration of proposals (including discussions with potential vendors)
- **w/c 24 February 2019** – Final decision making and contract negotiation.

5. Contracting

The vendor that is chosen at the end of this RfP process will be awarded a three-year contract, **March 2020 – December 2023**. The contract will be prepared by SCUUK and include a year 1 investment to be reviewed at the end of 2020 for 2021.

SCUUK is committed to ensuring its resources are used as efficiently as possible, in order that it can focus them on achieving maximum impact for crisis affected communities and that its arrangements with third party suppliers represent value for money. It is expected that this approach is demonstrated from any vendor it does business with.

It is SCUUK policy to pay for work in arrears on 30 day payment terms.

This RfP does not constitute an offer and SCUUK does not bind itself to accept any of the proposals that are received.

6. Confidentiality

Documentation in relation to this RfP and any proposals received by the Academy / SCUUK in response to it shall be treated as private and confidential, save where the disclosure is required by law.

Potential vendors shall not:

- Release any information relating to the RfP and the proposal that they intend to make other than with professional advisers who need to be consulted with regards to the preparation of the proposal.
- Canvass directly or indirectly with any other bidder concerning the award of a contract.
- Canvass directly or indirectly with a member of Academy / SCUUK staff (including its consultants and contractors) concerning the contract.

7. Vendor's response

Please observe the response structure suggested below in your proposal:

1. Proposal summary

2. About the vendor

- Company profile
- Financial overview
- Examples of relevant previous work
- Profiles of relevant organisation / project team members

3. Innovation services offered

- Ability / approach to meeting key requirements
- Any assumptions made in proposing services

4. Pricing

- Costs of the services
- Any assumptions made in determining costs

5. Referees

- Contact details for three clients

6. General Due Diligence Questionnaire (section 7.2)

7.1. Every £ counts for children

The Academy is part of Save the Children UK (SCUK) – a charity registered in England and Wales (213890) and Scotland (SC039570) and a registered company limited by guarantee (178159).

SCUK's financial vision is that every £ counts for children. It is committed to reducing the charity's operating costs so that maximum resource can be spent on programmes which directly benefit children.

Should you be willing to provide any element of the products or services on a pro bono basis, offer a cost reduction, service enhancement or any other charitable support to the organisation, please set this out in your proposal.

7.2. General due diligence

Please provide the following information in your proposal:

Registered name of the entity with which SCUK would contract:	
Is the entity: (Please tick one)	i) a public limited company?
	ii) a limited company?
	iii) a partnership
	iv) a sole trader
	v) other (please specify)
Company registration number:	
Name of (ultimate) parent company, if applicable:	
Contact name / job title for enquiries:	
Telephone number:	
E-mail address:	
Website:	
Please provide details of three reference clients for which you have provided services similar to our requirements. References will only be taken up for shortlisted suppliers:	
Please declare any contracts or connections with companies at potential conflict of interest with SCUK:	
Please declare any legal actions against you which are pending or underway:	
Please advise whether you have any links with the tobacco, pornography, arms or carbon intensive fossil fuels (thermal coal, oil shale and tar sands) industries:	

8. Proposal submission

The Academy's project lead is **Nicolas Kroger, Director**

Please contact Nicolas if you need any additional information regarding the project.

Your proposal should be submitted by email and by post by 18 February 2019 – 12pm, at the following addresses:

n.kroger@humanitarian.academy (*Subject line - Proposal: Innovation Affiliate*)

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