



## Comparative Review of The Pillowcase Project

### Terms of Reference (TOR)

#### Background:

Youth preparedness is an integral component of effective disaster risk reduction (DRR). Children are one of the most vulnerable groups facing hazards while also underutilized in their capacity as agents of change in developing resilient communities. To empower children to be resilient in facing disaster, educational programming is increasingly prioritized as an overall strategy. Aligned with the *Sendai Framework for Disaster Risk Reduction*,<sup>1</sup> the UN International Strategy for Disaster Risk Reduction identifies risk reduction and resilience education as a pillar of the *Comprehensive School-Safety Framework* to align with national, subnational, and local levels of policy and planning.<sup>2</sup> By engaging students in disaster management activities and integrating risk reduction throughout curriculum, the humanitarian community can develop a culture of safety and resilience.

The [Global Disaster Preparedness Center \(GDPC\)](#), a joint venture of the International Federation of Red Cross and Red Crescent Societies (IFRC) and American Red Cross, supports this mission through continued innovation and learning in youth disaster preparedness. The GDPC works with the Red Cross and Red Crescent (RC/RC) network in development and delivery of preparedness education programming that fits into national and global priority areas reaching vulnerable populations and communities.

The GDPC is currently implementing an international pilot of [The Pillowcase Project](#), a youth disaster preparedness program designed and used by American Red Cross domestic chapters. With support from the Walt Disney Company beginning in 2014, The Pillowcase Project has expanded to Australia, Hong Kong, Mexico, Peru, United Kingdom, and Vietnam. The program's 60-90 minute disaster preparedness lesson, which is delivered by Red Cross staff and volunteers, is designed to teach students (ages 8-11) about local hazards, basic psychosocial coping skills, and general preparedness actions. This curriculum aims to empower children with the confidence and skill-set to take appropriate actions in reducing the potential impact of disaster. Over the past two years, the national societies have explored the scalability of The Pillowcase Project's modular design across various cultural, social, and economic contexts. The international pilot aims to validate and further inform the program model that will allow for successful implementation by any RC/RC national society.

#### Purpose:

The purpose of this study is to review and compare the various approaches of implementing The Pillowcase Project in the six participating national societies of the international pilot as well as in the program roll-out through the American Red Cross. Implementation strategies employed are documented and monitored by national societies i.e. through quantifiable outcomes of trainings and presentations supplemented by qualitative case studies. This collection of data will help inform the comparative review team in identifying commonalities and unique factors of different approaches against contextual determinants. This review of process and immediate impact of programmatic goals will contribute to an understanding of successful approaches and potentially inform further long-term

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<sup>1</sup> UNISDR 2015 "Sendai Framework for Disaster Risk Reduction 2015-2030."

[http://www.preventionweb.net/files/43291\\_sendaiframeworkfordrren.pdf](http://www.preventionweb.net/files/43291_sendaiframeworkfordrren.pdf)

<sup>2</sup> GADRRRES, UNISDR 2015 "Comprehensive School-Safety: a global framework in support of The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and The Worldwide Initiative for Safe Schools."

[http://www.preventionweb.net/files/31059\\_31059comprehensiveschoolsafetyframe.pdf](http://www.preventionweb.net/files/31059_31059comprehensiveschoolsafetyframe.pdf)



behavioral change determination. Research findings of lessons learned will contribute to an understanding of successful approaches. This analysis will help guide future Pillowcase Project developments, adaptability, and integration within national contexts and ultimately within The Comprehensive School-Safety Framework.

**Scope:**

This study will comparatively review relevant literature, available program documentation, video case studies, teacher training tools and manuals, and national society reports and evaluations across the pilot locations – Australia, Hong Kong, Mexico, Peru, United Kingdom, and Vietnam - as well as The American Red Cross. These materials and data will be reviewed in close relation to Comprehensive School-Safety Pillar 2 and 3 tools along with measures used by other partners in the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES). Where relevant, interviews with key actors for additional program feedback will help inform the review. The scope will involve the following:

- An overview of existing literature on best practices of youth preparedness and child-centered DRR and resilience education, particularly focused on The Comprehensive School-Safety Framework;
- An assessment of The Pillowcase Project Curriculum (English) – examining methods, approaches, and tools available – and analyzing its content for adaptability, in consideration of IFRC’s Public Awareness and Public Education (PAPE) key messages;
- A critical review of the roll-out, implementation, and M&E methodologies of The Pillowcase Project in the seven participating countries, extracting lessons learned of strengths and limitations as they meet programmatic objectives;
- An assessment of how The Pillowcase Project aligns within The Comprehensive School-Safety Framework.

**Expected Outputs:**

1. Inception Report
  - a. Methodology for overall conduct of study;
  - b. Detailed work plan with study design framework for comparative analysis;
  - c. Outline of final report framework.
2. Final Report
  - a. Review of curriculum content and adaptability;
  - b. Lessons learned of successes and challenges of approaches, summarizing good practices;
  - c. Early impact alert – identifying any clear impact to date;
  - d. Recommendations on adaptability of content, scalability of project, replication of model, and opportunities for future improvement;
  - e. Recommendations on program alignment and integration within The Comprehensive School-Safety Framework, particularly in relation to the CSS Targets and Indicators, shared monitoring and evaluation measures, and potential synergies with the work of other GADRRRES partners.
  - f. Areas of further interest ie: *How can it be adapted for higher grade levels? How may it take the form of a progressive framework to be used by other organizations? What might the project be missing and what more could be achieved?*
3. Executive summary of the final report for dissemination



**Deliverables and Timeline:**

Anticipated Timeline: December 2015 – April 2016

Phase 1: Inception and Review Design		
Deliverables	Content	Timeline
Inception Report	<ul style="list-style-type: none"> <li>Methodology for conduct of study</li> <li>Detailed work plan with study design and timeline</li> <li>Draft outline of final report</li> </ul>	30 days after start of project
Phase II - Implementation		
Deliverables	Content	Timeline
Mid-term progress report	<ul style="list-style-type: none"> <li>Preliminary findings</li> <li>Anticipated project modifications</li> </ul>	Project mid-term
Phase III – Project Close-out		
Deliverables	Content	Timeline
Final Report Executive Summary	<ul style="list-style-type: none"> <li>Final research findings and recommendations</li> <li>Key findings and recommendations</li> </ul>	End of Project; April 2016

**Requirements of applicants:**

1. Demonstrated expertise and knowledge of child-centered disaster risk reduction education and familiarity with The Comprehensive School-Safety Framework;
2. Demonstrated interest in youth preparedness programming;
3. Strong analytical skills demonstrated through research and analysis;
4. Strong writing skills with ability to present findings in a style accessible to readers;
5. Experience with and sensitivity to different cultures;
6. Familiarity with work of the Red Cross and Red Crescent global network and knowledge of the international humanitarian relief sector preferred.

**Selection Process:**

The proposal will be evaluated on the above criteria and should include the following:

1. Proposed methodology and analytical approach that demonstrates understanding of terms of reference;
2. CV/Résumé and biography with past experience as applicable to the project;
3. Concise work plan;
4. Detailed budget broken down by activities.



**Budget:**

The estimated budget for this work is \$40,000.

**Payment terms:**

Payments are all-inclusive. The initial disbursements will be managed in tranches of 70% at the beginning of the project and the second and final disbursement of 30% of the total budget will occur upon receipt of the final deliverables.

**The closing date for submission is December 2, 2015. Please send full applications to [bonnie.haskell@redcross.org](mailto:bonnie.haskell@redcross.org), specifying 'Comparative Review of The Pillowcase Project' in the subject line. Only complete submissions will be considered.**