



**GSMA MOBILE FOR DEVELOPMENT FOUNDATION, INC.**

**REQUEST FOR QUOTES**

**Leveraging EdTech to improve learning outcomes in the Philippines**

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## 1. Introduction

### The GSMA

The GSMA represents the interests of mobile operators worldwide, uniting more than 750 operators with over 350 companies in the broader mobile ecosystem, including handset and device makers, software companies, equipment providers and internet companies, as well as organisations in adjacent industry sectors. The GSMA also produces the industry-leading MWC events held annually in Barcelona, Los Angeles and Shanghai, as well as the Mobile 360 Series of regional conferences.

The GSMA Mobile for Development Foundation, Inc. (“GSMA”) is a U.S. 501(c)(3) charitable organisation that seeks to relieve poverty and improve living conditions throughout the world by identifying opportunities for social, economic and environmental impact and to stimulate the development of scalable, life-enhancing mobile-enabled services. The Mobile for Development (M4D) team drives innovation in digital technology to reduce inequalities in our world. Singularly positioned at the intersection of the mobile ecosystem and the development sector, we stimulate digital innovation to deliver both sustainable business and large-scale socio-economic impact for the underserved. Our unique research and insights platform advances digital innovations and implementations that empower underserved populations to build a better future. Our in-market expertise informs partnerships between the mobile industry, tech innovators, governments and the development sector, and our unparalleled convening power motivates conversations and inspires action. To date, we have impacted the lives of over 93 million people.

The Central Insights Unit (CIU) sits at the core of GSMA M4D. It produces thought-leading research on frontier technologies, digitalisation and society and the impact of mobile and digital technologies in sustainable and inclusive development. The CIU works closely with the UK Foreign, Commonwealth and Development Office (FCDO) and the rest of M4D to ensure that research highlights the role of mobile technology as an enabler, draws on the expertise GSMA holds and builds capacity within the FCDO.

## 2. Background

The education sector in the Philippines is facing several challenges that have resulted in poor learning outcomes for students in schools and higher education institutions. The Programme for International Student Association (PISA) survey 2022 highlighted gaps in students’ learning levels in critical subjects like reading, science, and mathematics.<sup>1</sup> With the increasing importance of online education after the Covid-19 global pandemic, further gaps in the education sector have been brought to light, such as a lack of digital skills among students and teachers alike, and inadequate infrastructure to support online teaching, especially in rural areas.<sup>2</sup> There is a need to invest in bridging these gaps in the delivery of online education and the development of education technology (EdTech) tools that can help improve learning outcomes for school children and university students in the Philippines.

The Second National Commission on Education (EDCOM2), tasked with conducting a national assessment of the education sector in the Philippines, has identified digital transformation and education technologies as one of its priority areas of assessment.<sup>3</sup> EdTech has the potential to improve the delivery of education in the Philippines, by expanding the geographic reach and scale

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<sup>1</sup> OECD (2023), [PISA 2022 Results \(Volume I\): The State of Learning and Equity in Education](#), PISA, OECD Publishing, Paris.

<sup>2</sup> [Leading schools during a pandemic and beyond: Insights from principals in the Philippines](#), Management in Education. 2023 Jun 22:08920206231177375.

<sup>3</sup> [Priority areas and issues](#), the Second Congressional Commission on Education, 2022.

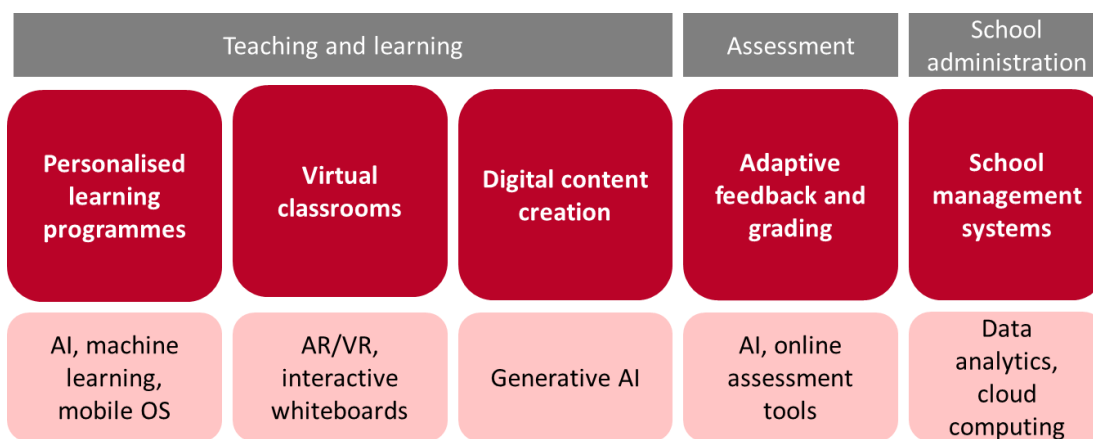
of schools, improving teacher-student engagement through the continuous monitoring of progress, enhancing existing material to make it more interactive and engaging for students, and ensuring the continuity of education and learning in the case of national emergencies, natural calamities, and unprecedented situations like Covid-19.

## 2.1 Current landscape

EdTech solutions are already in use at the primary and higher education levels in the Philippines. Some popular use cases of EdTech include self-learning apps, school management systems, online education and training platforms, content generation tools, and interactive learning platforms for younger children are gaining traction in schools and universities. As of 2022, 87% of higher education institutions in the Philippines and 67% of public ones were using learning management systems to manage their online educational repositories, while one in four students were making use of massive open online courses (MOOCs) to receive certifications and credentials in addition to their courses.<sup>4</sup>

Examples of EdTech solution providers in the country include Edukayson, an online platform offering a range of services like college and career counselling, future-ready skills training, and online tutoring; EduSuite, an AI-powered school management system that helps administrators, faculty, and students optimise their resources using data-driven insights; and Cerebro, an e-learning solution that generates automated content for teachers, increasing the cost efficiency, ease of monitoring, and alignment of curriculums in schools. In addition, the Philippines government’s Technical Education and Skills Development Authority (TESDA) also offers several open online courses focused on different sectors and skill sets.

**Figure 1: Illustrative use cases of EdTech and their underlying enabling technologies**



## 2.2 Opportunity

There is potential for EdTech tools to be widely applied at the primary as well as higher education level in the Philippines. The government is laying the digital foundations needed for the widespread adoption of ICT tools. The Philippines is one of the forerunners in the uptake of 5G services in the Asia Pacific region, paving the way for the use of emerging technologies like artificial intelligence (AI).<sup>5</sup> The Philippines is also investing in improve internet connectivity and smartphone usage through partnerships with mobile network operators (MNOs) and private companies. While these foundational barriers are being addressed, there is an opportunity to develop EdTech solutions that do not require high bandwidth and high-performing devices.

<sup>4</sup> [Digital Transformation of Philippine Higher Education](#), The World Bank, 2022.

<sup>5</sup> [The Mobile Economy 2023](#), GSMA, February 2023.

To ensure that EdTech solutions being deployed are cost-effective and inclusive for all students, it is important to consider factors like delivery channels and the design of EdTech solutions. For instance, while smartphone penetration is lagging in the Philippines, at 55%, most of the population (87%) owns a mobile phone.<sup>6</sup> There is an opportunity for EdTech providers to design their solutions to be more compatible with the smaller screens and usability of mobile phones, rather than web browsers. Further, for EdTech solutions to be accessible for all students, they must also incorporate assistive technologies that can enable children with disabilities to use them and improve their learning outcomes. UNICEF estimates that about 5.1 million, or one in every seven children in the Philippines are living with disabilities.<sup>7</sup>

### 2.3 Challenges

Key challenges with the implementation of EdTech solutions include limited familiarity with using ICT schools among educators and parents, a lack of awareness about EdTech solutions already available, limited partnerships between the government and EdTech providers, and lack of evaluation mechanisms to measure the impact of EdTech tools.<sup>8</sup> There are also some additional gaps in the digital infrastructure needed for the deployment of EdTech, such as inadequate access to reliable and good quality internet, limited ownership of smartphones, and lack of access to digital devices in schools.<sup>9</sup>

## 3. Objectives, Research Questions

### 3.1 Objectives

The GSMA is seeking a supplier to identify and analyse mobile and digital technologies being used by cost-effective and inclusive EdTech solutions in the Philippines. More specifically, the selected supplier should, in collaboration with GSMA

- Provide a landscape of EdTech solutions using digital and mobile technologies that are being implemented in the Philippines;
- Explore how gaps in the education sector in the Philippines may be bridged by digital innovation, bringing in best practices and potential solutions from some other markets; and
- Based on primary research, offer recommendations to key stakeholders including international development organisations, the government of the Philippines, policy bodies including the EDCOM2, and other actors working in the education sector to enhance the development and adoption of EdTech solutions in the country.

Digital and mobile technologies will also include emerging technologies like AI, especially for use cases such as personalised learning, automated grading, content creation, and school management systems. The research will focus on the applicability of EdTech solutions to be implemented by government and public sector agencies in the Philippines.

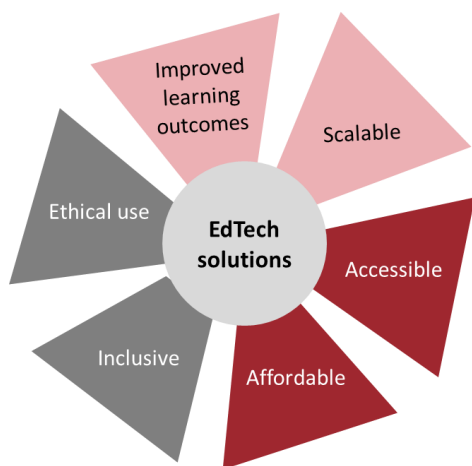
### Figure 2: Proposed analytical framework to study the effectiveness of EdTech solutions

<sup>6</sup> [EdTech ecosystem report: Philippines](#), United States Agency for International Development, 21 April 2020.

<sup>7</sup> [No child left behind: Study calls for better care of children with disabilities](#), UNICEF, July 2018.

<sup>8</sup> [Technology-Enabled Innovation in Education in Southeast Asia](#), Asian Development Bank, December 2020.

<sup>9</sup> [Smartphone ownership is growing rapidly around the world, but not always equally](#), Pew Research, February 2019.



Quality and impact of EdTech solutions

#### Factors impacting EdTech implementation



### 3.2 Research questions

The consultant should seek to answer the following questions:

- **How are digital and mobile technologies currently leveraged in the education sector in the Philippines?**
  - What are the different types of use cases of EdTech currently being deployed in the Philippines? What is their uptake/level of impact?
  - What are the underlying enabling technologies for these use cases?
  - How can we measure the effectiveness of these EdTech solutions in improving learning outcomes at the primary and higher education levels in the Philippines?
  - What are some use cases or gaps in the ecosystem where there is a potential for EdTech solutions to be implemented?
  - Who are the key players developing and implementing these technologies? Ex. Startups, NGOs, Big Tech companies, international development organisations
- **How can the development and adoption of EdTech solutions be improved in the Philippines?**
  - What are some of the challenges faced by government and private education institutions in implementing EdTech solutions?
  - What are the factors that impact the ease of implementation and cost-effectiveness of EdTech solutions for the government?
  - What role should the government and policymakers play in creating an enabling environment for the development and deployment of EdTech tools and solutions?
  - How can ecosystem actors such as NGOs, civil society organisations, and incubators and accelerators collaborate with the government and private sector to increase awareness and adoption of EdTech in the Philippines?

## 4. Scope, Geography

### 4.1 Scope

In the context of this study, EdTech refers to the use of digital, data, or technology anywhere in the education system: in the government, in the classroom, or at home.<sup>10</sup> EdTech tools and solutions are hardware or software products or services that enhance teaching and learning through their usage. This research will focus on understanding the education and EdTech landscape in the Philippines, including primary and secondary school education as well as tertiary or higher education. It will look at existing and potential uses of EdTech to improve learning outcomes and enhance the capability of students in the Philippines.

### 4.2 Geography

The research will focus on the Philippines. It will also bring in insights and best practices for the implementation of EdTech from relevant international markets including the United Kingdom, Vietnam, Indonesia, India, Pakistan, and Chile.

## 5. Methodology, Deliverables

### 5.1 Methodology

For this project, the supplier is encouraged to undertake qualitative research, mainly primary and also secondary, in the form of one-on-one key informant interviews and where relevant, group interviews with identified stakeholders in the Philippines. A target of 15-20 **individual and group interviews should be targeted in the Philippines**, and additional interviews (up to 5) with regional experts should be considered within the proposal.<sup>11</sup>

#### The supplier will be expected to:

- Leverage their networks to reach out to stakeholders in the Philippines to arrange in-person and virtual interviews
- Take the lead in conducting key informant interviews, with the GSMA participating

#### Semi-structured interviews will serve to:

- Understand the barriers to implementing EdTech solutions in the Philippines
- Interact with government agencies to understand their plans of deploying EdTech solutions in the Philippines
- Understand the role played by different stakeholders in the education sector in the Philippines around the use of technologies in schools and universities; and
- Develop a comparative understanding of how different mobile and digital technologies (like AI) can be leveraged successfully in different markets

#### Desk-based secondary research will serve to:

- Learn about existing EdTech solutions being deployed in the Philippines and EdTech service providers that are working with the government;

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<sup>10</sup> [Digital Development Strategy 2024-2030](#), UK International Development, March 2024.

<sup>11</sup> The total number of interviews to be completed will be determined as interviews are being conducted.

- Gain a basic overview of EdTech solutions being deployed by governments in other countries (the United Kingdom, Vietnam, Indonesia, India, Pakistan, and Chile)

**NB:**

1. If interviews are recorded, the researcher must gain informed consent from the interviewees.
2. All data collection, storage and transfers should comply with [GDPR legislation](#).

**5.2 Deliverables**

1. **Detailed workplan (PowerPoint):** To include timelines and detailed work plan, interim list of stakeholders identified for the key informant interviews (KIIs) and group interviews group/roundtables.

*Preferred length: 5-10 slides*

2. **Interim findings (PowerPoint or Word document):** To comprise findings from interviews and secondary research in line with the research questions provided. The GSMA may request the supplier to present interim findings to the GSMA and/or FCDO teams.

*Preferred length: 15-20 slides/pages*

3. **Final findings (Word document):** To include a list of interviewees, research findings and analysis from primary and secondary research. The final output should also include spotlights and detailed case studies to showcase the implementation of EdTech initiatives and solutions in the Philippines and indicate high-potential use cases. The supplier will be required to provide transcripts of interviews or detailed meeting notes as applicable.

*Preferred length: 20-30 pages (excluding annexures)*

All outputs to be reviewed and signed off by the GSMA. Final length of outputs may vary based on discussions with the supplier.

NB: The GSMA may request for additional support from the supplier to facilitate the dissemination of research findings in the Philippines.

NB: The GSMA will take responsibility for the production of the externally facing version of this report and will not ask the supplier to do so. However, the supplier will be asked to sign off any subsequent iterations as accurate reflections of the work to ensure the evaluation remains independent and findings continue to be articulated accurately.

## 6. Supplier Requirements

The GSMA is searching for a partner to deliver analysis responding to the outlined objectives. Ideally, they will have:

1. Experience in undertaking similar analyses;
2. Solid knowledge of mobile, digital, and emerging technologies like AI;
3. Knowledge of the education sector landscape in the Philippines and existing levels of EdTech usage and adoption;
4. Knowledge of EdTech use cases and innovations;
5. Local presence or strong networks in the Philippines preferred;
6. Familiarity with FCDO-funded programmes preferred.



GSMA requires the appointed supplier to be fully transparent about subcontractors they intend to use and GSMA has the power to veto selection. The supplier will need to have and adhere to research approvals, as required. They are also expected to establish and review assessment risks, challenges and limitations and recommend how these will be managed. This should include:

1. Methodology limitations
2. Insufficient capacity/availability/interest in chosen scope
3. Reputational risk for the GSMA (in the event of damaging findings)

### Project Management

The successful bidder(s) is expected to:

1. Provide a named key point of contact who will work closely with the GSMA team;
2. Respond to emails from the GSMA within two working days;
3. Organise regular weekly status calls/meetings to report on project progress throughout the assessment;
4. Inform the GSMA about delays and complications in a timely manner;
5. The supplier will provide the GSMA with interim as well as final deliverables to allow for effective collaboration and co-creation.

## 7. Timeline

The below table indicates a rough timeline as we envisage this project to unfold, *to be confirmed subject to contract approval by July 2024*. We welcome suggestions and encourage your proposals to include detailed proposed timelines.

Activity	Indicative Timeframe
<u>Project Kick-off</u> : Kick-off Meeting held	Late June 2024
<u>Detailed workplan (PowerPoint)</u> : To include methodology, work plan, interim list of stakeholders identified for the key informant interviews (KIIs) and for working group/roundtables	Early July 2024
<u>Interim findings (PowerPoint or Word document)</u> : To comprise findings from interviews and secondary research in line with the research questions provided.	Mid-August 2024
<u>Final report (Word document)</u> : To include research findings and analysis from secondary research, recommendations to increase the adoption of EdTech in the Philippines for development partners and the government, and a list of interviewees.	Early September 2024

## 8. Request for Quotes

Suppliers wishing to be considered should submit a quote by **17:30 BST, Monday, 17<sup>th</sup> June 2024** for this work to Daisy Macaskie ([dmacaskie@gsma.com](mailto:dmacaskie@gsma.com)) and Tanvi Deshpande

([tdeshpande@gsma.com](mailto:tdeshpande@gsma.com)). Timeline (subject to change at the GSMA's discretion). All changes will be communicated to bidders.

Evaluations of proposals will take into account the following elements. It is unlikely the GSMA will consider proposals that do not include all elements listed. We ask that proposals be concise, in order to speed up the selection process.

1. **Understanding of the brief:** Suppliers should outline their understanding of the requirements and the value they believe the results will have.
2. **Approach:** Suppliers should outline how they intend to deliver the project objectives as specified above. This should include:
  - How you intend to meet the requirements of this document;
  - Proposed analytical framework for conducting the study
  - Type and examples of organisations to be consulted
  - Considerations/limitations in response to objectives;
  - Suggestions for alternative/supplementary approaches to address the central objectives;
  - An indicative timeline for delivery and demonstration of capacity to meet this; and.
  - State any dependencies on GSMA staff.
3. **Team and responsibilities:** The proposed team should be included with a short bio alongside proposed roles.
4. **Relevant experience:** Include examples of previous work which demonstrates experience where possible
5. **Quality assurance and risks/mitigation strategies:** All RFP responses should include how any potential risks may be mitigated, e.g. security risks, COVID-19, etc.
6. **Data storage and confidentiality plan:** We expect all our suppliers to comply with the EU General Data Protection Regulation. The selected supplier will be responsible for obtaining appropriate consent from all interview and survey participants.
7. **Itemized quote:** Suppliers should provide a fully itemized quote, a template can be found at the bottom of this document. The GSMA default currency requirement for all proposals is 'UK Pounds Sterling'.
  - All costs should clearly demonstrate breakdowns in terms of staff time, travel, direct costs, and other expenses.
  - Suppliers are also asked to provide costs for any alternative or supplementary approaches suggested in your proposal.
  - We suggest suppliers provide scalable costs that enable GSMA to commission work at a relevant size (i.e. cost per additional interview).

## 9. Budget Template

Please provide the total price and the breakdown by unit cost using the table below as a template.<sup>12</sup>  
Please quote all rates in GBP, including any local taxes, and highlight cost savings.

Name	Role	Delivery activity	stage/	Volume/ Item	Standard rate/ Cost (Daily rate)	Total Charge
<i>e.g. Peter James</i>	<i>e.g. Senior Adviser</i>	<i>e.g. Inception stage: research</i>	<i>Desk</i>	<i>e.g. 5 days</i>	£	£xx
						£xx
						£xx
						£xx
						£xx
						£xx
						£xx
						£xx

<sup>12</sup> Please feel free to break down costs further to provide more clarity as required.