



Save the Children®

**SAVE THE CHILDREN
REQUEST FOR PROPOSAL (RFP) FOR THE BASELINE, MIDLINE, ENDLINE
EVALUATION OF THE LENS PROGRAM**

RFP Issued: December 6, 2018

Save the Children Federation, Inc.

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SCUS is an equal opportunity employer and federal contractor or subcontractor. Consequently, the parties agree that, as applicable, they will abide by the requirements of 41 CFR 60-1.4(a), 41 CFR 60-300.5(a) and 41 CFR 60-741.5(a) and that these laws are incorporated herein by reference. These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin. These regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability. The parties also agree that, as applicable, they will abide by the requirements of Executive Order 13496 (29 CFR Part 471, Appendix A to Subpart A), relating to the notice of employee rights under federal labor laws.

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Tender Information

Introduction

Save the Children Federation, Inc. (hereafter “SCUS”) is the world’s leading independent organization for children. In 2015, we reached an estimated 185 million children, achieving lasting, large-scale results around the world. We worked in 120 countries, including the United States. Our signature programs in 13 countries have contributed to increasing newborn survival, giving children a healthy start and improving learning outcomes on a national scale. We work with our donors and partners to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives.

RFP Overview

SCUS is requesting competitive proposals from qualified firms or individual consultants interested in conducting a baseline, midline, and final evaluation, which includes the project impact evaluation of the Literacy Education and Nutrition for Sustainability (hereafter “LENS”). SCUS’ will use the same external evaluator for all three phases to support consistency in the data collection and analysis. An external consultant or evaluation firm will be selected in the first year, and SCUS will work with the same firm throughout the life of the program. The budget ceiling for this RFP is \$1M. Please note, when reviewing proposals, Save the Children will consider value for money as a key evaluation criterion.

Provisional Calendar of Events

December 6, 2018	Request for Proposal issued
December 12, 2018	Please provide a written notification via email to Maria Makinde at mmakinde@savechildren.org of your <u>intention to bid or not bid</u> . If not to bid, please include reason in the email.
December 19, 2018	Deadline to submit any questions related to RFP
December 21, 2018	Answers to any questions related to RFP issued to all Bidders
January 8, 2019 “Closing Date”	Electronic copies (Adobe PDF) of the proposals should be submitted to Maria Makinde at mmakinde@savechildren.org by COB EST. The subject line should read “USDA Guatemala. Evaluation Proposal Submission”.
January 10, 2019	Review of proposals by Procurement Committee
January 11, 2019	Contract winner determined and notified and contract negotiations begin

Terms of Reference (TOR)

Baseline, Midline, Endline Evaluation

LITERACY EDUCATION AND NUTRITION FOR SUSTAINABILITY (LENS)

Donor: United States Department of Agriculture (USDA)

Start Date: October 1, 2018

End Date: September 30, 2023

I. Introduction

Save the Children Federation, Inc. aims to improve nutrition, health, and early grades literacy for children in public primary schools by implementing the Literacy Education and Nutrition for Sustainability (LENS) Program. As part of the LENS program, Save the Children will use commodities from the United States Department of Agriculture's (USDA) McGovern-Dole International Food for Education and Child Nutrition Program (MGD) to improve the quality of literacy instruction, improve children's attentiveness by decreasing short-term hunger and increasing the use of health and dietary practices, and improve children's attendance. To achieve these goals, Save the Children has partnered with the Ministry of Education (MINEDUC) and the Ministry of Agriculture (MAGA).

Save the Children will implement the LENS project over a period of five years with the project-level goal of improving literacy of school-age children (SO1) by improving the quality of literacy instruction, student attentiveness, and student attendance. The project will reach 283 schools in six municipalities in the Quiché Department of Guatemala and will have 111,343 direct beneficiaries throughout its lifetime.

LENS' second strategic objective (SO2), increased use of health and dietary practices, also contributes to SO1 by reducing health-related absences. The project will achieve SO2 by improving knowledge of health and hygiene practices, safe food preparation and storage, and nutrition, and by increasing access to clean water and sanitation, preventative health interventions, and food preparation materials and storage equipment.

Further detail on the project's Strategic Objectives, intermediate results, and activities can be found in the Project-Level Results Framework in Annex A.

Alignment with the McGovern-Dole Learning Agenda

LENS' Evaluation Plan will build the evidence base for two of McGovern-Dole's Learning Agenda questions: 1. In what ways do the combination of school meal interventions and educational interventions improve education and literacy levels?, and 2. What kinds of partnerships with the private sector and/or host country governments are the most effective at ensuring program sustainability?

The project will address the first question through a quasi-experimental evaluation with a comparison group. The second question is addressed through a Qualitative Comparative Analysis (QCA) at the final evaluation, exploring the pathways through which local producers are able to satisfy the food demand of schools in the context of the contract with the agriculture service provider and the partnership with the Ministry of Agriculture (MAGA).

II. Scope of Work for External Evaluator

Save the Children is seeking a consultant or research consulting firm to lead its external evaluation process from baseline to endline. The midterm and final evaluation contracts will be dependent on satisfactory completion of the baseline. The midterm and final evaluations will be re-competed if the baseline does not meet quality standards. The methodology and sampling detailed below may require revision based on the results of the baseline and suggestions from the consulting entity.

II.I. Baseline Study

A. Purpose and Scope

The project will collect baseline data for three purposes: 1) to measure pre-implementation values for performance indicators, 2) to confirm indicator targets (see Performance Indicators in Annex B), and 3) to establish baseline values for the impact evaluation and determine the comparability of the intervention and comparison students.

B. Methodology

The baseline study for LENS will use a mixed-methods approach that will be replicated for the midterm and final evaluations in Years 3 and 5. LENS will use a combination of quantitative and qualitative methods to establish baseline values and track progress for targeted performance indicators throughout the project. Additionally, the project will collect baseline data for a quasi-experimental impact evaluation of LENS, which is explained in more detail below.

1. Tools

LENS will use the following quantitative data collection tools to establish baseline indicator values:

- A literacy assessment of students in Grade 2 in all six municipalities. The project will give all sampled students a one-on-one oral emergent literacy test that has been used to measure the impact of Literacy Boost in 30 countries, incorporating elements from the Reading Evaluation for Early Grades (ELGI) from the Guatemalan Ministry of Education (MINEDUC).
- A health and nutrition knowledge attitudes and practices (KAP) assessment of teachers in all six municipalities.
- A school observation checklist in all 283 schools.

LENS will collect both literacy and health KAP data on tablets using electronic data collection software such as Tangerine or KoBo Toolbox. Save the Children has extensive experience programming surveys in both Tangerine and KoBo and training internal and external staff on their use.

In addition to the literacy and health KAP surveys, the baseline study will utilize qualitative methods to inform the literacy and local agriculture producers' component of the LENS project. Save the Children will conduct focus group discussions and key informant interviews (KIIs) with parents, teachers, and local producers to gain a better understanding of where the greatest health, literacy, and local producer needs remain in LENS' project communities.

2. Research Design and Sampling

The quantitative data collected from LENS will show trends in children's literacy skills. The project also includes a quasi-experimental impact evaluation to be carried out over the duration of the project. The research designs for the impact evaluation and the project evaluation are explained separately below.

Impact evaluation. LENS' quasi-experimental impact evaluation will consist of two study groups:

- 91 schools in the intervention area will receive school feeding and School Health and Nutrition (SHN) activities as well as community and teacher training (coaching and learning circles) literacy activities.
- 50 schools in the intervention area, but outside of the intervention area schools will be chosen to serve as comparison schools.

The schools assigned for the complete package school feeding, SHN, and literacy activities within each municipality are those schools that the project team has identified in the first phase of the project that need the most support. The project expects the external evaluator to choose comparison schools through propensity score matching or other similar methodology using available information about school and community characteristics including primary school resources, socioeconomic status of families, ethnicity/languages spoken by children, access to preschool programs, and current access to community literacy activities.

Ten Grade 2 students (5 girls and 5 boys) from 50 randomly selected schools in the intervention schools and in all of the comparison schools chosen through propensity score matching or other acceptable proposed methodology will be randomly chosen to participate in the literacy assessment at baseline. This yields a total sample size of 1,000 Grade 2 students.ⁱ

Project evaluation. Save the Children will collect literacy and health KAP data from the remaining schools in the six municipalities for the broader project evaluation to track changes in indicators over time. A two-stage cluster sampling approach will select cross-sectional samples of Grade 2 for the project evaluation literacy assessment. First, the project will randomly choose a number of schools from each municipality, according to the relative number of intervention schools in that municipality. Next, 10 students (5 girls and 5 boys) will be randomly chosen from one Grade 2 classroom and their teacher selected to respond to a health and nutrition KAP survey. Schools randomly selected for the project

evaluation might have some overlap with the ones in the impact evaluation, in which case students in these schools will only be assessed once. The literacy sample size for the project evaluation was determined according to recommendations from Annex B in the USAID EGRA toolkit.ⁱⁱ

Finally, for the qualitative component of the project evaluation, the project will select parents and teachers from ten percent of the program communities where LENS will implement activities (see Table 4 for details on sample size).

C. Baseline Study Timeline

The baseline study will take place in Year 1 prior to the start of any LENS project activities. The baseline will occur at the start of the school year in March 2019 and USDA will receive the final baseline report within six months of the finalization of the performance monitoring and evaluation plans. The consortium will share the final report with all relevant stakeholders, including USDA and LENS partners, and Save the Children will conduct dissemination activities in the target communities. See Table 1 for the timeline of baseline activities.

Table 1: Timeline of Activities for the Baseline Evaluation

Baseline Evaluation Activities	Month and Year
Finalize performance monitoring and evaluation plans with USDA	October 2018
Finalize Terms of Reference (TOR) for LENS evaluation consultant with USDA	November 2018
Advertise for LENS evaluation consultant	November 2018
Recruit consultant and finalize consultant contract	January 2018
Refine evaluation methodology and data collection tools	February 2019
Data collection	March 2019
Data analysis	April 2019
Conduct stakeholder meetings to share initial findings	May 2019
Finalize and submit draft baseline report to USDA	May 2019
Submit final baseline report and established targets to USDA	June 2019
Discuss actions to address findings and recommendations with USDA program analyst	June 2019
Report on implementation of follow-up activities	September 2019

II.II Midterm Evaluation

A. Purpose and Scope

The midterm evaluation will assess the progress of LENS' implementation, the relevance and early effectiveness of the interventions, determine whether the project is on track to meet its goals, assess sustainability efforts to date, summarize the lessons learned to date, and recommend any changes to the project components that are necessary to ensure that the project is on track to meet its objectives. The midterm evaluation will consist of a literacy assessment of students in Grade 2 in the six municipalities and focus group discussions and key informant interviews with students, parents, parent association (PTA) members, teachers, local agriculture producers, and local officials. LENS will also

conduct a health and nutrition KAP assessment of Grade 2 teachers in all six municipalities. Additionally, a quasi- experimental approach will compare literacy gains in the schools assigned to each of the two study groups.

B. Key Evaluation Questions

The midterm evaluation will assess the relevance, effectiveness, efficiency, sustainability, and impact of the key program interventions. Preliminary key evaluation questions for the midterm evaluation include:

Relevance

- Do project stakeholders (students, teachers, PTAs, parents, local agriculture producers and local officials) feel the LENS project is meeting their needs? Why or why not?
- How culturally appropriate are the in-school meals and take-home rations provided?
- In what ways is the support to local producers appropriate in the program context?

Effectiveness

- To what extent has the project achieved its output and outcome targets?
- What factors have inhibited or facilitated the achievement of goals, objectives, and expected results?

Efficiency

- What has been the timeliness of the delivery of the different intervention components?
- Is the project delivering commodities on time and in a way that minimizes waste?
- How often and in what ways are schools utilizing produce from local producers to supplement and/or substitute donated food?

Sustainability

- According to stakeholders, how has the project influenced the amount of food for school meals purchased from local producers? Who are the local producers that have been most successful in satisfying that demand and what factors have influenced this result?
- How have activities of the service provider with local producers affected sustainability?
- What are the current barriers to achieving sustainability according to the different stakeholders?

Impact

- How do literacy outcomes compare across the treatment and comparison groups? Is there evidence of a positive impact of LENS on literacy outcomes?
- Have literacy skills of school-age children generally improved in the LENS project area?
- Have health KAP outcomes of teachers changed in the LENS project area?
- Has LENS contributed to increased enrollment and regular attendance of school-age children?
- Have nutrition, dietary, and food safety practices in schools improved in the LENS project area?
- Have there been any positive or negative impacts in the target areas, besides the realization of the strategic objective-level results?

C. Methodology

To ensure comparability of the midterm evaluation findings with the baseline, the midterm will use the same tools and sampling methodology described in the *Baseline Study* section (Section 4) above. Save the Children will ensure the evaluation consultant uses a mixed-methods approach, which includes quantitative literacy assessments for students, health KAP assessments for teachers, and qualitative focus group discussions and key informant interviews with project beneficiaries and stakeholders, with a particular focus on local producers. See Table 2 for details of the midterm evaluation tools and sample.

Save the Children and the agriculture service provider will use the midterm evaluation to support evidence-based decision making about modifications and mid-course corrections to program to ensure that LENS effectively and efficiently meets its strategic objectives and expected results by the end of the project. Save the Children will reflect any necessary changes identified through the midterm evaluation in updates to the project’s detailed implementation plan and, as appropriate, in revisions to the project M&E system, after being approved by USDA.

D. Midterm Evaluation Timeline

Preparation for the midterm will commence at the end of Year 2 in September 2020, with data collection in March 2021 and a final report submitted to USDA in June 2021. Refer to Table 2 for the timeline of midterm evaluation activities.

Table 2: Timeline of Activities for the Midterm Evaluation

Midterm Evaluation Activities	Month and Year
Submit draft TOR for midterm evaluation to USDA	September 2020
Finalize midterm evaluation TOR with USDA and consultant	October 2020
Revise and finalize consultant contract	November 2020
Finalize evaluation design and prepare for midterm evaluation	December 2020 – January 2021
Data collection	March 2021
Data analysis	April 2021
Conduct stakeholder meetings to share initial findings	May 2021
Finalize and submit draft midterm report to USDA	May 2021
Submit final midterm report to USDA	June 2021
Discuss actions to address findings and recommendations with USDA program manager (within 30 days of report submission)	June 2021
Report on implementation of follow-up activities	September 2021

II.III Final Evaluation

A. Purpose and Scope

The purpose of the final evaluation is to assess whether the project achieved the results outlined in the results framework and, through the impact evaluation, to estimate the overall impact of the project on

literacy outcomes among Grade 2 students. The final evaluation will use the same quantitative and qualitative methods as the baseline and midterm evaluations to explore questions related to project design, implementation, management, lessons learned, sustainability, and impact. The evaluator will explore the pathways through which local producers satisfy the food demand of schools in the context of the service contract with a local Guatemalan partner and partnership with the MAGA to deep dive into the sustainability of the feeding component of the program. LENS will invite stakeholders to participatory workshops to review and reflect on the project findings and to offer input for ensuring the continuity of the project.

B. Key Evaluation Questions

Like the midterm evaluation, the final evaluation will focus on questions of relevance, effectiveness, efficiency, impact, and sustainability. Preliminary key evaluation questions for the final evaluation include:

Relevance

- Did stakeholders feel that their voices were heard and their needs considered throughout the project?
- Has the project integrated activities to support literacy and improved nutrition in culturally appropriate ways in the target communities?

Effectiveness

- To what extent has the project achieved its output and outcome targets?
- What factors have inhibited or facilitated the achievement of goals, objectives, and expected results?
- How effective are the contracts and the quality monitoring between local producers and PTA's?

Efficiency

- Did the project deliver intervention components within their planned timeline?
- Which commodity management strategies were most efficient for quick delivery and reduction of waste?

Sustainability

- Under which conditions are local producers able to satisfy the food demand of schools for the feeding program? What are the pathways that lead to a successful sale and delivery of food by local producers to schools?
- Do schools have the necessary infrastructure, food management plans, and systems in place to continue feeding and literacy activities after the project concludes?
- What are the necessary components for successful school handover of activities, as modeled by this project? What were the lessons learned?

Impact

- How do literacy outcomes compare across the treatment and comparison groups? Is there evidence of a positive impact of LENS on literacy outcomes?
- Has LENS improved access to and availability of early grade multilingual reading materials?
- Have literacy skills of school-age children improved in the LENS project area?
- Have health and nutrition KAP outcomes of teachers improved in the LENS project area?
- Has LENS contributed to increased enrollment and regular attendance of school-age children?
- Have nutrition, dietary, and food safety practices in schools improved in the LENS project area?
- How have PTAs contributed to the school feeding program?
- Have there been any positive or negative impacts in the target areas, besides the realization of the strategic objective-level results?

C. Methodology

The LENS final evaluation will use the performance and impact evaluation methodology detailed in Section 4. Save the Children will ensure the evaluation consultant uses a mixed-methods approach, which includes quantitative literacy assessments for students and health KAP assessments for teachers, and qualitative focus group discussions and key informant interviews with program beneficiaries and stakeholders. Refer to Table 3 for details of the final evaluation tools and sample size.

To estimate overall impact of the LENS project, Save the Children will recommend the use of multivariate regression with differences-in-differences analyses. Save the Children strongly suggests propensity score matching because of a lack of comparability between groups. Finally, for the analysis of the pathways that lead to a successful sale and delivery of food to schools by local producers, Save the Children expects a Qualitative Comparative Analysis.

D. Final Evaluation Timeline

Preparation for the final evaluation will commence at the end of Year 4 in September 2022, with data collection in March 2023 and a final report submitted to USDA in June 2023. Refer to Table 3 for more details.

Table 3: Timeline of Activities for the Final Evaluation

Final Evaluation Activities	Month and Year
Submit draft Terms of Reference (TOR) for midterm evaluation to USDA	September 2022
Finalize final evaluation TOR with USDA and consultant	October 2022
Revise and finalize consultant contract	November 2022
Finalize evaluation design and prepare for final evaluation	December 2022 – January 2023
Data collection	March 2023
Data analysis	April 2023
Conduct stakeholder meetings to share initial findings	May 2023
Finalize and submit draft final report to USDA	May 2023

Submit final report to USDA	June 2023
Discuss actions to address findings and recommendations with USDA program manager (within 30 days of report submission)	June 2023
Dissemination workshop	September 2023

Table 4: Summary of Evaluation Components

Evaluation Component	Tools	Sample	Timing
Baseline	Student literacy assessment	Cross-section of 720 Grade 2 students plus 1,000 Grade 2 students for the impact evaluation ⁱⁱⁱ	March 2019
	Teacher health KAP assessment	Cross-section of 72 Grade 2 teachers	
	School observation checklist	All 283 project schools	
	Qualitative focus group discussions and KIIs	Parents and teachers from 10% of project communities Local producers from 20% of the agriculture service provider's target communities	
Midterm	Student literacy assessment	Cross-section of 720 Grade 2 students plus 1,000 Grade 2 students for the impact evaluation ³	March 2021
	Teacher health KAP assessment	Cross-section of 72 Grade 2 teachers	
	Qualitative focus group discussions and KIIs	Parents, teachers, PTAs, school principals, and government officials from 10% of project communities Local producers from 20% of the agriculture service provider's target communities	
Final	Student literacy assessment	Cross-section of 720 Grade 2 students plus 1,000 Grade 2 students for the impact evaluation ³	March 2023
	Teacher health KAP assessment	Cross-section of 72 Grade 2 teachers	
	Qualitative focus group discussions and KIIs	Parents, teachers, PTAs, school principals, and government officials from 10% of project communities	

	Local producers from 20% of the agriculture service provider’s target communities plus all local producers that are identified as successful in satisfying school feeding demands	
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III. Evaluation Management

A. Roles and responsibilities

LENS M&E staff in Guatemala will manage the monitoring and evaluation of the project. Save the Children’s Research Team will provide technical input on the development of tools, sampling plan, electronic data collection instruments, assessor training, and piloting of tools. For the baseline, midterm, and final evaluations, Save the Children will contract an independent third party consultant firm to collect reliable, accurate, valid, and timely data. Save the Children will support the independent consultant through review of the survey and data analysis plan, survey instruments, and sampling methods.

LENS M&E staff in Guatemala will be responsible for managing the commodity monitoring system as well as maintaining the M&E monitoring system used for semi-annual reporting to USDA. M&E staff will conduct monthly visits to project communities to monitor and collect data on project activities. The M&E Manager and technical team will review all data in the M&E monitoring system before submitting reports to USDA. The organization of the LENS M&E team is described in Figure 1, and roles and responsibilities of each party are detailed in Table 5.

Figure 1: Organizational Chart for LENS’ M&E Operations

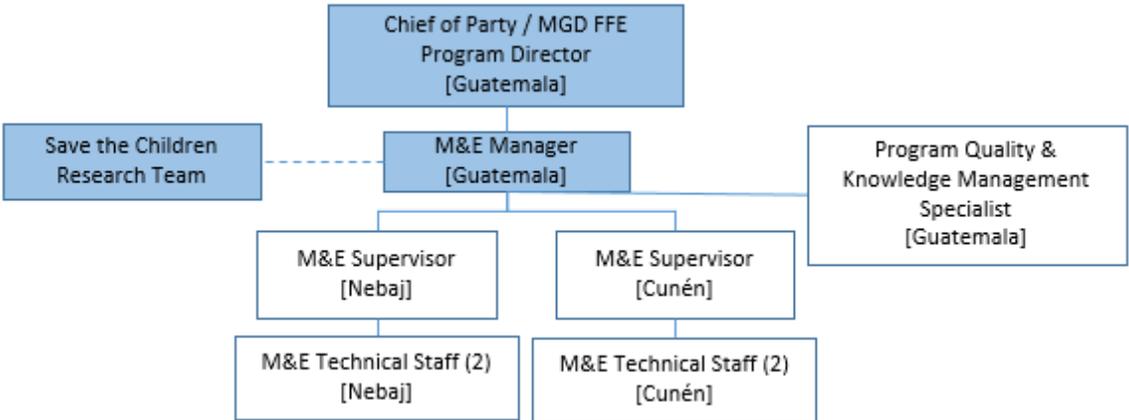


Table 5: Evaluation Roles and Responsibilities

Save the Children
<i>LENS M&E Manager:</i> Draft and revise TOR and support selection of external evaluator, review draft evaluation methodology and tools, review data in monitoring system, finalize and submit donor reports, coordinate dissemination events with regional M&E staff and external evaluator.

LENS Chief of Party: Recruit and contract external evaluator, review TORs for evaluations, review draft evaluation methodology and tools, review draft baseline, midterm, and final evaluation reports.

M&E Supervisors: Review TOR for external evaluator, review evaluation methodology and tools, obtain necessary permits for evaluation activities, consolidate and input data in monitoring system, contribute to donor reports, coordinate dissemination events with M&E Manager.

M&E Technical Staff: Support the M&E Supervisor in obtaining permits for evaluations and collect monitoring data.

Save the Children Research Team: Review TOR, review assessment tools, survey and data analysis plans, and review baseline, midterm and final evaluation reports.

Program Quality and Knowledge Management Specialist: Review deliverables and produce briefs, presentations, and brochures for dissemination of knowledge captured through the project's performance and impact evaluations to project stakeholders.

External Evaluator

External Evaluator: Draft and finalize tools and methodology, train enumerators and field test tools for baseline, midterm, and final evaluations, manage data collection, analyze data for baseline, midterm, and final evaluations, co-facilitate evaluation dissemination events, prepare draft and final reports.

Key Stakeholders

MINEDUC and MAGA Staff: Contribute to design of TOR and interpretation of baseline, midterm, and final evaluation findings and participate in reflection events and dissemination workshops.

USDA: Comment and approve evaluation TORs and reports and participate in a stakeholder phone call with the third-party evaluator.

B. Evaluation Plan Review and Updating

USDA's Monitoring and Evaluation Policy and the McGovern-Dole Learning Agenda as well as Save the Children's standard M&E policies and procedures will inform the evaluation plan for LENS. The M&E System and Evaluation Plan will be updated throughout the life of the project, as needed. This may be done following the semi-annual reports, the midterm evaluation, visits from technical assistance advisors, or at USDA's request.

C. Deliverables

The consultant should submit the following deliverables for each stage of the evaluation process (baseline, midterm, endline) during the evaluation process:

- A research protocol that includes at a minimum: Principal Investigator, Country/Location, Objectives, Research Questions, Research Design, Sample, Data Collection Methods, Data Analysis Methods, Data Handling and Confidentiality, Consent and Assent Forms and Data Collection Tools. The research protocol will be submitted to Save the Children US Ethics Review Committee (ERC) and the consultant will incorporate ERC's input
- Data collection tools developed for primary data collection
- A draft report
- A final report submitted in English and Spanish that incorporates Save the Children's feedback into the draft report
- Raw data (both qualitative and quantitative) and appropriate data documentation including a data dictionary
- Cleaned quantitative datasets in .xls and .dta (Stata) format
- Presentation of key findings to be delivered at an evaluation stakeholders' meeting

- Standalone summary¹

As noted, the deliverables will be reviewed and approved by the Save the Children team, which will include the SC/Guatemala Chief of Party, the MEAL Manager, SC/Washington technical advisors, as well as USDA/Washington.

Save the Children expects that the final reports will include the following sections, at a minimum:

- Cover Page
- Acronym List
- Executive Summary
- Project Background
- Purpose and Scope of the Evaluation
- Key Evaluation Questions
- Evaluation Methodology
- Evaluation Results
- Conclusions (successes and challenges)
- Recommendations
- Lessons Learned
- A minimum of two success stories (not relevant for baseline)
- Performance indicator tables including custom and standard indicators and updated values
- Attachments (photos, charts, graphs, regression analysis results)

The final versions of the baseline, midterm, and final evaluation reports must be submitted in two hard copies and in electronic format.

D. Dissemination Strategy

Save the Children will share the information from LENS evaluations with stakeholders, such as beneficiaries, local authorities, Guatemalan government agencies, USDA, and other USG-funded education programs. Save the Children will ensure that results are shared widely in appropriate formats (e.g., stakeholder workshops and on Save's external website) and at various venues, including government partnership meetings, internal Save the Children presentations and workshops, and externally-facing conferences such as the Comparative International Education Society annual conference. The baseline, midterm, and final evaluations will all include dissemination events where findings will be presented to key government figures and community members. Additionally, USDA will be notified and invited to attend key events where evaluation results will be presented. Public versions (without personal identifying information) of the reports will be posted on Save the Children's website.

E. Key Audience and Stakeholders

Save the Children will consult key stakeholders in both the design and results dissemination phases for the baseline, midterm, and final evaluations and the project impact evaluation. LENS will plan the evaluations in collaboration with the implementing and technical service provider, local and national

¹ A two to three-page stand-alone summary describing the evaluation design, key findings and lessons learned. This document will serve to inform any interested stakeholders of the final evaluation, and should be written in a language easy to understand by non-evaluators and with appropriate graphics and tables.

government partners, and USDA. The project will consult stakeholder groups as key audiences for the baseline evaluation, which include program beneficiaries (students, parents, teachers, school administrators, community leaders, and volunteers), the MINEDUC, MAGA, Quiché Education Office, Municipality Mayor Offices, and USDA.

IV. Selection of Evaluation Team

A. Evaluation Criteria

Save the Children will engage an experienced, independent third-party evaluator to conduct the baseline, midterm, and final evaluations. Save the Children’s preference is to use the same external evaluator for all three evaluations for consistency in the data collection and analysis. Therefore, Save the Children will select an external evaluator in the first year, and Save the Children will work with the same firm throughout the life of the project. The third-party evaluator will:

- Be financially and legally separate from Save the Children and LENS partner organizations;
- Have staff with demonstrated knowledge, skills, and experience in conducting impact and performance evaluations of education, health, and nutrition development programs;
- Use acceptable analytical frameworks throughout the evaluation process;
- Use local consultants, as appropriate, to conduct portions of the evaluation; and
- Provide an outline for the evaluation, major tasks, and schedules prior to initiating the evaluation.

SCUS will make the award to the Bidder whose proposal provides the best value, considering both technical and cost factors. Technical and cost factors will be evaluated relative to each other, as described herein. The technical evaluation factors, taken as a whole, are of greater importance than cost or price in determining best value. Bidders should note that these criteria: (1) serve as the standard against which all proposals will be evaluated, and (2) serve to identify the significant matters which Bidders should address in their proposals. Each proposal will be evaluated on the criteria listed below and the criteria will be weighted according to the following allocations:

Criterion	Points Possible
1. Technical Approach	
<ul style="list-style-type: none"> A. Proposed methodology, approach and implementation plan demonstrates it will achieve the requirements of the SOW for the project B. The proposal is clear and the sequence of activities and the planning logical, realistic and promises efficient implementation of the evaluation C. Describes the activities to be implemented, how and by whom, and the proposed timelines for each major objective/deliverable/milestone described in the TOR D. Provides in table format clear and well-defined deliverables and due dates that can be used as milestones on which fixed payments will be based E. Demonstrates knowledge in the geography and languages of the evaluation site and has an appropriate plan in place to work in this context 	40
2. Key Personnel	

A. Academic qualifications	
B. Team Leader/coordination experience	
C. Professional experience and expertise in technical area	
a. Experience with conducting impact and performance evaluations of education, nutrition, health, and child development programs, including prior experience with experimental and quasi-experimental research designs	35
b. Demonstrated expertise in evaluation design, statistical analysis and sampling, development of quantitative and qualitative data collection tools, data collection management, data analysis and visualization, and report writing	
3. Fees and Associated Costs	
A. The degree to which costs are allocable	
B. The degree to which costs are reasonable	
C. The degree to which costs are allowable	25
D. A clear and concise budget narrative	
Total Points Possible	100

The proposal submitted will be the primary document upon which each Bidder will be evaluated.

SCUS reserves the right to waive any minor or technical defects or irregularities, and reserves the right to reject any or all bids.

The LENS MEAL Manager will manage the recruitment process and the finalization of the evaluation team with support from the Save the Children MEAL and education technical advisors and the LENS Chief of Party.

B. Proposal Submission

The consultant must submit a proposal taking into account the following guidelines:

1. Description of Methodology
 - a. Narrative description of proposed quantitative and qualitative evaluation methodology, including team composition
 - b. Proposed sample and data collection framework for primary data collection ² Plan for data analysis.
2. Budget for the consultancy in US Dollars
 - a. The cost of the consultant should include the daily rate for each consultant, per diem for field work (hotel, meals and incidental expenses), all transportation costs foreign and domestic, and all other costs required for the duration of the contract (enumerators, data entry, etc.).
3. Detailed evaluation schedule, including proposed dates for each evaluation stage for:
 - a. Secondary document review
 - b. Development of data collection tools
 - c. Field data collection
 - d. Data analysis
 - e. Submission of draft report to SC

- f. Submission of final report to SC
4. Curriculum Vitae with detailed summary of the evaluation of programs/ projects conducted previously for individuals/companies. If the evaluation was done for a company/organization please include a profile of such company/organization.
 5. A minimum of three letters of reference from organizations with which it/s/he has conducted previous consulting work or a list of three references.
 6. A minimum of two examples of evaluation reports that the consultant/consulting organization has led

V. Annexes

A. Project Results Framework (see attached)

B. Performance Indicators (see attached)

C. Conditions of Tendering

By providing a proposal in response to this RFP the Bidder is confirming that it will abide by the conditions of tendering.

1. Late tenders

Tenders received after the Closing Date will not be considered, unless there are in SCUS' sole discretion exceptional circumstances which have caused the delay.

2. Correspondence

All communications from Bidders to SCUS relating to the tender must be in writing and addressed to the person identified in the Cover Letter. Any request for information should be received at least by the Closing Date, as defined in the RFP. Responses to questions submitted by any Bidder will be circulated by SCUS to all Bidders to ensure fairness in the process.

3. Acceptance of tenders

SCUS may, unless the Bidder expressly stipulates to the contrary in the tender, accept whatever part of a tender that SCUS so wishes. SCUS is under no obligation to accept the lowest or any tender.

4. Alternative offer

If the Bidder wishes to propose modifications to the tender (which may provide a better way to achieve SCUS' Specification) these may, at SCUS' discretion, be considered as an Alternative Offer. The Bidder must make any Alternative Offer in a separate letter to accompany the Tender. SCUS is under no obligation to accept Alternative Offers.

5. Prices

If the Bidder is US Based, all prices/rates quoted must be exclusive of all taxes, since SCUS is exempt from taxes.

6. No reimbursement of quote expenses

Expenses incurred in the preparation and dispatch of the tender will not be reimbursed.

7. Non-Disclosure and Confidentiality

Bidders must treat the Invitation to Tender, contract and all associated documentation (including the Specification) and any other information relating to SCUS' employees, servants, officers, partners or its business or affairs (the "**Confidential Information**") as confidential. All Bidders shall:

- recognize the confidential nature of the Confidential Information;

- respect the confidence placed in the Bidder by SCUS by maintaining the secrecy of the Confidential Information;
- not employ any part of the Confidential Information without SCUS' prior written consent, for any purpose except that of tendering for business from SCUS;
- not disclose the Confidential Information to third parties without SCUS' prior written consent;
- not employ their knowledge of the Confidential Information in any way that would be detrimental or harmful to SCUS;
- use all reasonable efforts to prevent the disclosure of the Confidential Information to third parties;
- notify SCUS immediately of any possible breach of the provisions of this Condition 9 and acknowledge that damages may not be an adequate remedy for such a breach.

8. Award Procedure

SCUS' Procurement Committee will review the proposals to determine, in accordance with the Evaluation Criteria, whether they will award the contract to any one of them.

9. Unsuccessful Tenderers

SCUS shall consider any reasonable request from any unsuccessful Bidder for feedback on its tender and, where it is appropriate and proportionate to do so, provide the unsuccessful Bidder with reasons why their proposal was rejected. Where applicable, this information shall be provided within 30 business days from (but not including) the date on which SCUS receives the request.

10. Exclusion Criteria

- Neither it nor any related company to which it regularly subcontracts is insolvent or being wound up, is having its affairs administered by the courts, has entered into an arrangement with creditors, has suspended business activities, is the subject of proceedings concerning those matters, or are in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- Neither it nor a company to which it regularly subcontracts has been convicted of fraud, corruption, involvement in a criminal organization, any money laundering offence, any offence concerning professional conduct, breaches of applicable labor law or labor tax legislation or any other illegal activity by a judgment in any court of law whether national or international;
- Neither it nor a company to which it regularly subcontracts has failed to comply with its obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the relevant country in which it the Bidder operates.

Any Bidder will automatically be excluded from the tender process if it is found that they are guilty of misrepresentation in supplying the required information within their tender bid or fail to supply the required information.

11. Conflict of Interest

- That it is not aware of any connection between it or any of its directors or senior managers and the directors and staff of SCUS which may affect the outcome of the selection process. If there are such connections the Bidder is required to disclose them.
- Whether or not there are any existing contacts between SCUS and any other Save the Children entity, and if there are any arrangements which have been put in place over the last twenty four (24) months.
- That it has not communicated to anyone other than SCUS the amount or approximate amount of the tender.
- That it has not and will not offer pay or give any sum of money commission, gift, inducement or other financial benefit directly or indirectly to any person for doing or omitting to do any act in relation to the tender process.

12. SCUS Child Safeguarding Policy and Zero Fraud Tolerance Policy

All bidders are required to comply fully with SCUS' Child Safeguarding Policy and Zero Fraud Tolerance Policy located at:

http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.9364821/k.A2E4/Terms_Conditions.htm.

13. SCUS and Affiliates

All Bidders are required to confirm that they will if required be willing to enter into a contract on similar terms with either SCUS or any other Save the Children entity if so required.

ⁱ This sample size was calculated using “clustersampsi” command in Stata. It is the minimum sample size necessary to detect an effect size of 0.32 standard deviations, assuming a power level of 80% and an intra-cluster correlation of 0.25. The intra-cluster correlation assumption was based on the project's first phase evaluation.

ⁱⁱ Available at <https://globalreadingnetwork.net/resources/early-grade-reading-assessment-egra-toolkit-second-edition>

ⁱⁱⁱ The project and impact evaluations will have some overlap of schools that will be known once the random sample is taken for the project evaluation