



SAVE THE CHILDREN

REQUEST FOR PROPOSAL (RFP) FOR THE BASELINE, MIDLINE, ENDLINE EVALUATION OF THE USAID WE'RE READING/ SASA TUNASOMA! PROGRAM

RFP Issued: May 23, 2022

Save the Children Federation, Inc.

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Tender Information

Introduction

Save the Children Federation, Inc. (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

Save the Children (SC) is requesting competitive proposals from qualified firms or individual consultants interested in conducting a baseline study, midterm, and end line evaluations, as well as three special studies in Year 2 for USAID *Sasa Tunasoma!* ("We're Reading!" in Kiswahili) Program in the Democratic Republic of the Congo (DRC). Funded by the United States Agency for International Development (USAID), Save the Children (SC) and international partners World Vision, Inc. (WV), Beneficent Technology, Inc. (Benetech), and Curious Learning, and local partners Kujitegemea Actions (KUA) and Collectif Alpha Ujuvi (CAU) are carrying out the USAID *Sasa Tunasoma!* project over a period of four years and six months, reaching 34,060 children and 70 schools and communities across two territories of DRC over the life of the Project. The performance evaluation will consist of an outcome and implementation evaluation. The evaluation will consist of three data collection stages: baseline, midline, and end line across 50 schools integrating the project from September 2022. SC will use the same external evaluator for all three phases and the special studies to support data collection and analysis consistency. An external consultant or evaluation firm will be selected in the first year, and SC will work with the same firm throughout the life of the program. The budget ceiling for this RFP is \$575,000 US dollars. Please note, when reviewing proposals, Save the Children will consider value for money as a key evaluation criterion.

Provisional Calendar of Events

May 23, 2022	Request for Proposal issued
June 3, 2022	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.
June 8, 2022	Deadline to submit any questions related to RFP
June 10, 2022	Answers to any questions related to RFP issued to all Bidders
June 24, 2022 "Closing Date"	Electronic copies (Adobe PDF) of the proposals should be submitted to Maria Makinde at: mmakinde@savechildren.org . The subject line should read "USAID Sasa Tunasoma-Evaluation Proposal Submission". All proposals must be submitted in English.
June 28-30, 2022	Review of proposals by Procurement Committee
July 6, 2022	Contract winner determined and notified and contract negotiations to begin

Table of acronyms

ACCELERE	Accès, Lecture et Redevabilité
Benetech	Beneficient Technology
CA	Classroom Assistant
CAU	Collectif Alpha Ujuvi
CoGes	Conseil de Gestion Scolaire
CoPa	Comité de Parents scolaires
CwD	Children with disabilities
DRC	Democratic Republic of Congo
EGRA	Early Grade Reading Assessment
EPST	Enseignement Primaire, Secondaire et Technique
ERC	Ethic Review committee
FGD	Focus Group Discussion
ISELA	International Social and Emotional Language Assessment
KAP	Knowledge, Attitude and Practice
KUA	Kugitemea Actions
M&E	Monitoring and Evaluation
N/A	Not Applicable
PROVED	Province Educationnel (Directeur Provincial de la Province Educationnel)
REALISE	Réussite via l'Apprentissage et L'insertion dans le Système Educatif
RFP	Request for proposal
SBCC	Social and Behavior Change Communication
SC	Save the Children
SEL	Social and emotional Learning
T&L	Teaching and Learning Materials
TOR	Terms of Reference
TPD	Teacher Professional Development
USAID	United States Agency for International Development
WV	World Vision
YCLL	Youth Community Literacy Leader

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Terms of Reference (TOR)

Baseline, Midline, End line Evaluation, and Special Studies

USAID We're Reading / *Sasa Tunasoma!*

I. Introduction

USAID *Sasa Tunasoma!* (“We’re Reading!” in Kiswahili) is a whole-system approach to strengthening the education ecosystem in the catchment areas of Uvira and Kalehe in DRC. *Sasa Tunasoma!* is grounded in localized, responsive solutions to overcome the obstacles that children and families face and will capitalize on the consortium’s decades of experience and wide, deep networks of local support to identify and test approaches for bringing all children into safe, quality learning environments, both formal and nonformal, and to achieve literacy and social emotional learning (SEL) outcomes. *Sasa Tunasoma!* will use an outcome and process evaluation to evaluate project performance and a series of special studies to measure the impact of several pilot interventions to best reach reached who are typically excluded from school.

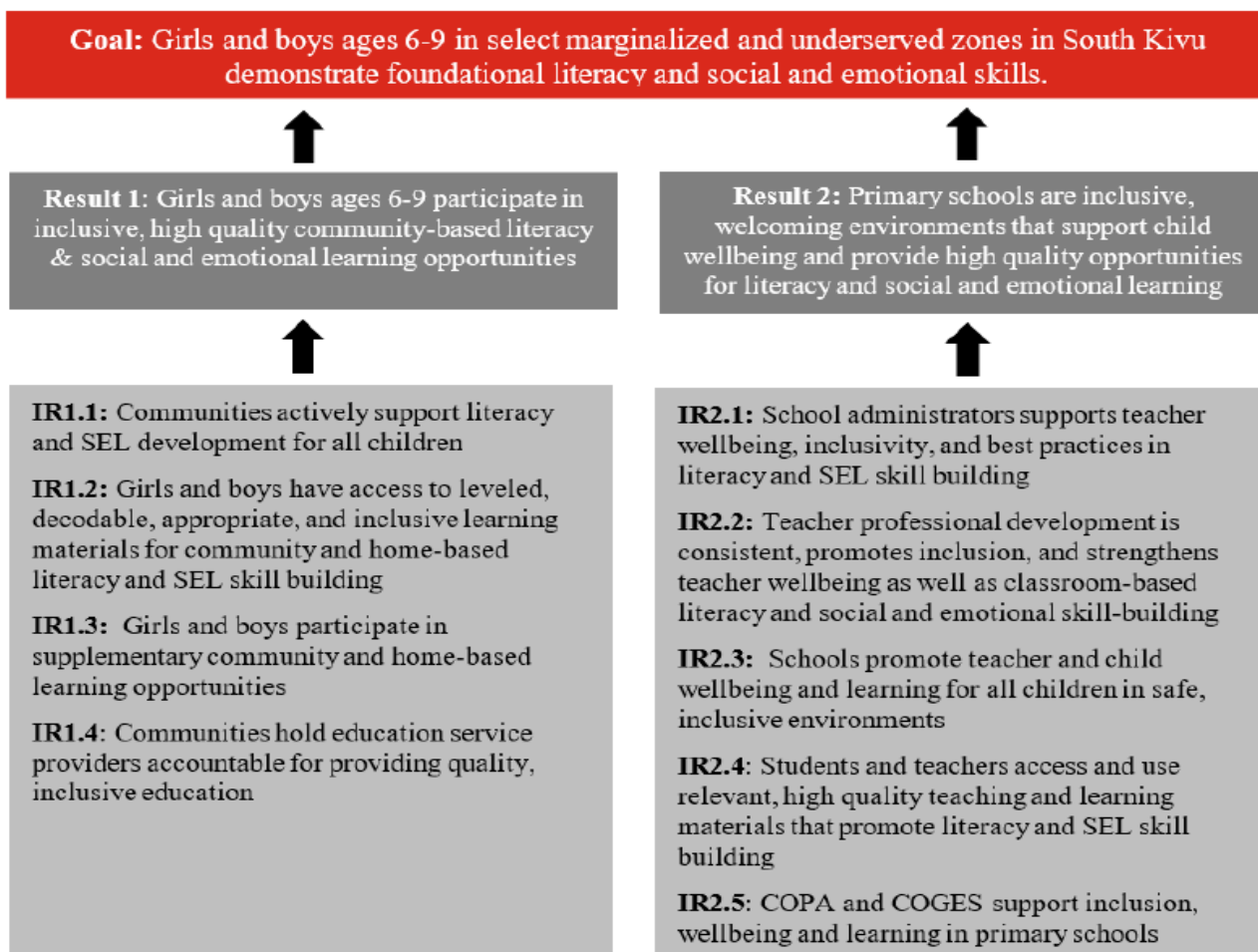
II. Project Overview

SC and international partners World Vision, Inc. (WV), Beneficent Technology, Inc. (Benetech), and Curious Learning, and local partners Kujitegemea Actions (KUA) and Collectif Alpha Ujuvi (CAU) will carry out the USAID-funded USAID *Sasa Tunasoma!* project over a period of four years and six months in the territories of Kalehe and Uvira. The overall goal of the USAID *Sasa Tunasoma!* project is to support girls and boys ages 6-9 in selected historically impacted by discrimination and inequality zones in South Kivu demonstrate foundational literacy and social and emotional skills. Beyond this overall objective, the Project aims to achieve two outcomes that will contribute to the achievement of the overall objective among others. The Project will reach approximately 34,060 children aged 6-9 across 70 schools and communities in Kalehe and Uvira.

The USAID *Sasa Tunasoma!* Results Framework for this Project is below as Figure 1. The overarching goal of the Project is to support the development of literacy and social-emotional learning (SEL) skills for all young children (ages 6-9) in the selected catchment areas in Uvira and Kalehe. Participating children may be in first or second grade or not in school at all, and will prioritize children with disabilities (CwD), children from the Batwa community, and girls.

Sasa Tunasoma! will support school-based improvement through improved teacher professional development (TPD), the provision of high-quality teaching and learning materials (TLM), capacity building of parent committees (COPA) and school management committees (COGES), and the implementation of school improvement plans (SIPs). *Sasa Tunasoma!* will support communities to implement complementary learning and engage marginalized populations through capacity building, locally-developed reading materials, and reading materials adapted for children with disabilities (CwD). Caregivers will be engaged in home-based activities to support children’s wellbeing, literacy, and SEL development, and will serve as role models and peer leaders. COPA and COGES will be engaged through a variety of strategies, with multiple entry points providing increased likelihood of involvement.

Figure 1. Sasa Tunasoma! Results Framework



Outcome 1: Girls and boys ages 6-9 participate in inclusive, high-quality community-based literacy & social and emotional learning opportunities.

IR 1.1: Communities actively support literacy and SEL development for all children

Community engagement is a core component of *Sasa Tunasoma!*, which will capitalize on community influencers to promote shifts in social norms, and will engage community members to implement reading and SEL activities. Community work will be based on in-depth assessments and analyses that explore power dynamics and contribute to SBCC strategy development.

IR 1.2: Girls and boys have access to leveled, decodable, appropriate, and inclusive learning materials for community and home-based literacy and SEL skill building

Communities will be provided with a mobile library, or “Book Bank,” for use in community-based reading activities. Additionally, the Project will create, adapt and pilot a digital library of reading materials for children with print disabilities in 10 communities during Year 2. A set of apps for literacy skill building will also be adapted and piloted in 10 pilot communities. Children will have access to tablets to engage with the apps during community-based reading activities. Special studies will determine whether to scale up, maintain or scale down these activities.

IR 1.3: Girls and boys participate in supplementary community and home-based learning Opportunities
Sasa Tunasoma! will work with communities to plan and implement supplementary learning opportunities tailored to community needs and priorities. Youth Community literacy leaders will facilitate community-based reading and SEL activities. Community-based learning will both complement in-school learning and provide opportunities for students who are not in school to gain basic literacy and social and emotional skills to enable them to enter or return to school. Strategies for community-based learning will depend on information gathered during formative research.

IR 1.4: Communities hold education service providers accountable for providing quality, inclusive education
Community capacity to advocate for quality, inclusive education is the core driver of Sasa Tunasoma!'s sustainability.

Outcome 2: Primary schools are inclusive, welcoming environments that support child wellbeing and provide high quality opportunities for literacy and social and emotional learning.

IR 2.1: School administrators support teacher wellbeing, inclusivity, and best practices in literacy and SEL skill building

Sasa Tunasoma! will work closely with EPST representatives at the PROVED and Sous-PROVED levels to review materials, define priorities, and support schools to provide inclusive, quality literacy and social and emotional learning opportunities.

IR 2.2: TPD is consistent, promotes inclusion, and strengthens classroom-based literacy and social and emotional skill-building

The structure and content of TPD will reflect lessons learned during ACCELERE!1 and REALISE, in particular incorporating the competency assessments, workshops, and coaching structure that proved effective during REALISE and aligns to the EPST model. All TPD will be implemented by school inspectors and directors with support from Sasa Tunasoma! Teams. In addition, Sasa Tunasoma! will test and assess the added value of Classroom assistants (CAs) to increase representation of marginalized groups in schools, and to support children's academic success.

IR 2.3 Schools promote learning for all children in safe, inclusive environments

TPD will include information about how to recognize and support children who are at risk or have survived abuse and violence, the development of a school/community level referral procedure, and which local service providers can serve affected children. Sasa Tunasoma! will identify and test successful local strategies that support learning for CwD in ten pilot schools beginning in project Year 2.

IR 2.4: Students and teachers access and use relevant, high-quality teaching and learning materials that promote literacy and SEL skill building

Sasa Tunasoma! will review teaching and learning materials to ensure materials include images and text are gender positive and gender transformative, and include positive depictions of children and adults living with disabilities, and positive depictions of members of the Batwa community.

IR 2.5: COPA and COGES support inclusion, wellbeing, and learning in primary schools

COPA and COGES will be engaged through a variety of strategies, with multiple entry points providing increased likelihood of involvement. These include school management, caregiver meetings, and direct outreach. Support to these groups is lengthy.

The core activities will be implemented in 70 communities and schools, starting with 20 in the first year (10 in each of Uvira and Kalehe), and another 50 (25 in each of Uvira and Kalehe) in the second year. The pilot activities, with the exception of Activity 2.3.2 "Identify and test promising local strategies to support learning for people with disabilities," which will begin the following year to allow for preparation, will include 10 schools and communities in Year 2, with the possibility of adding 10 more in Year 3, based on evaluation results, and 20 more in Year 4. This estimate assumes some degree of success, but may be revised in collaboration with USAID, the project steering committee, and other key stakeholders.

III. Purpose and Scope

Save the Children is seeking an external research consulting firm to lead its external outcome and process evaluation from baseline to endline, as well as three special studies in Year 2. 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.

- Baseline evaluation: Sept/Oct 2022
- Midterm evaluation: May/June 2024
- Endline evaluation: May/June 2025

The evaluation will consist of three data collection stages: baseline, midline, and endline across 50 schools. The baseline will allow the team to measure the pre-implementation value of key performance indicators (Annex I), confirm estimated indicator targets and theory of change assumptions, and identify any threats to effective project implementation. Through the midline evaluation, the Project team will assess the progress of implementation, the relevance and early effectiveness of the interventions, determine whether the Project is on track to meet its objectives, summarize the lessons learned to date, and recommend any changes to the Project components that are necessary. The endline evaluation will assess whether the Project achieved the results outlined in the results framework and if the *Sasa Tunasoma!* interventions are sustainable upon the completion of the Project.

Three special studies will be conducted to track interventions in the first two years of the Project, identify which components work and those that need to be adapted, and act to implement interventions that are responsive to this learning.

IV. Methodology

The performance evaluation will consist of an **outcome and process/implementation evaluation**. The Project evaluation will assess the relevance, effectiveness, efficiency, sustainability, and impact of the key *Sasa Tunasoma!* interventions at the midline and endline stages. The evaluation team will conduct data collection in the project communities of Uvira and Kalehe using a mixed-methods (quantitative and

qualitative) approach. All data that is collected through *Sasa Tunasoma!* will include georeferencing using Global Positioning System technology and/or designation of geographic administrative levels, when appropriate. The use of georeferencing will allow all performance monitoring and evaluation data to be disaggregated by geographic location to further improve targeted adaptive management.

For the special studies, the external evaluation firm will use mixed-methods approaches to test the different pilot components (see Table 1). The quantitative evaluation approach will allow us to test the impact of the pilot interventions and track over the school period trends in children’s literacy and SEL skills. The qualitative approach will provide a deeper understanding of the existing status of the community and environment, and identify barriers to project implementation. For some of these evaluations, schools will be purposely assigned to receive the intervention to ensure enough representation of the population of interest (e.g. children with disabilities).

The external evaluators are required to propose a scientifically-sound methodology to meet the purpose of the special studies listed above. The USAID *Sasa Tunasoma!* team is open to alterations to the methodology contained herein should those alterations increase rigor, more directly contribute to the extant literature, and/or for feasibility purposes.

Table 1. Research design of special studies

Intervention component	Design	Methods	Timing
Classroom Assistants	Randomized evaluation with random assignment of schools to receive classroom assistants from underserved population 10 schools to receive classroom assistants (from cohort 2) 10 schools will not receive classroom Assistants (from cohort 2)	Students: Classroom observation, FGD School personnel: KAP survey, FGD Parents/caregivers: KAP survey, FGD	Pre-test: Oct/Nov 2022 Post-test: May/June 2023
Digital library	Purposely select 10 schools to receive Benetech digital materials (from cohort 2) 10 schools will not receive Benetech digital materials (from cohort 2)	Students: Oral language, EGRA, use survey, FGD School personnel: FGD Parents/caregivers: FGD	Pre-test (Oral language, EGRA only): Oct/Nov 2022 Post-test (Oral language, EGRA+FGDs): May/June 2023
Reading Camps with SEL support and Perceptions of norms, beliefs and attitudes related to gender, disability, and Batwa communities	50 schools will receive camps with SEL support in Year 2	Students: Oral language, EGRA, ISELA, FGD, KAP survey School personnel: FGD, KAP survey Parents/caregivers: FGD, KAP survey	Pre-test (Oral language, EGRA, ISELA, KAP survey): April/2022 Post-test (Oral language, EGRA, ISELA, KAP survey +FGDs): May/June 2023

A. Evaluation questions

Relevance

- Do students and teachers perceive educational and instructional materials as being culturally appropriate and empowering for girls, CwD, and children from other marginalized communities?
- Do PROVED TPD providers perceive the *Sasa Tunasoma!* learning package appropriate and relevant to teacher's needs?
- Do all children and caregivers find the community delivered learning activities relevant and culturally appropriate?

Effectiveness

- To what extent has the Project achieved its output and outcome targets? Did these outcomes vary for:
 - girls?
 - children from families with low income households?
 - children from Batwa communities?
 - CwD?
- What factors have inhibited or facilitated the achievement of Project goals, objectives, and expected results?
- Have the Project interventions been effective in making the school environment safe and inclusive for all students and teachers?
- Do PROVED TPD providers feel adequately equipped to deliver TPD effectively and inclusively?
- Do PROVED TPD providers demonstrate possessing adequate knowledge and skills to deliver effective and inclusive TPD?
- Do teachers in *Sasa Tunasoma!* supported school demonstrate the use of inclusive and evidence-based practices to deliver literacy and SEL instruction?
- How do Project beneficiaries perceive the quality of services they have received?
- To what extent, has the Project reduced stigma and discrimination and promote empower and inclusion of girls, people with disabilities, and Batwa families?

Efficiency

- Were the *Sasa Tunasoma!* interventions and activities implemented as intended and within the planned timeline?
 - How did the context contribute to the Project's ability to achieve its intended objectives?
- Were the partnership and implementation modalities (including the project management structure) appropriate and cost-efficient?

Sustainability

- Do TPD providers in PROVED possess the necessary resources and skills to continue coaching after *Sasa Tunasoma!* activities conclude?
- Do teachers in *Sasa Tunasoma!* schools possess the necessary resources and skills to continue teaching systematically and inclusively after *Sasa Tunasoma!* Activities conclude?
- Do COPA members possess the necessary resources and skills to continue supporting children's learning after *Sasa Tunasoma!* activities conclude?
- Do COGES members possess the necessary resources and skills to continue supporting children's learning after *Sasa Tunasoma!* activities conclude?
- Do caregivers/parents possess the necessary resources and skills to supplement their children's learning at home after *Sasa Tunasoma!* activities conclude?
- What are the necessary components for government counterparts, schools, community members and caregiver to continue supporting children's learning, once Project support ends?
- Did the Project develop an appropriate exit strategy and implement it effectively?
- To what extent did the Project contribute to changing gender and social norms around participation for all children in education?

Impact

- Have literacy and SEL skills of children in grades 1-2 improved in the *Sasa Tunasoma!* target schools through the life of the Project? Has the improvement varied for girls, CwD and children from Batwa community? What are the primary predictors of these changes?
- Have children's participation (enrollment and attendance) improved in the *Sasa Tunasoma!* target schools through the life of the Project? Has the improvement varied for girls, CwD, and children from Batwa community? What are the primary predictors of these changes?
- What is the relationship between social and emotional skills and academic achievement over time, particularly for the most marginalized students?
- How has the classroom environment changed with respect to safety and inclusivity in the *Sasa Tunasoma!* supported schools? What are the primary predictors of these changes?
- How has the home and community-learning environment changed for children from households supported by *Sasa Tunasoma!* activities? What are the primary predictors of these changes? How have gender and social norms changed to support the home and community-learning environment for all children?
- How effectively has *Sasa Tunasoma!* engaged out of school children and traditionally underserved populations (girls, Batwa, CwD) in community-based activities? What were the barriers and motivators?
- Have there been any positive or negative impacts in the target areas, besides the realization of the strategic objective-level results of the Project?

B. Special studies questions

- Does the classroom presence of representatives from underserved populations increase participation of children from those populations in that class and/or the school environment overall? Does their presence contribute to attitude and behavior changes among school-based personnel towards children? Does their participation contribute to attitude and behavior changes among families towards school?
- Do the digital materials developed by Benetech effectively provide increased access to CwD in this context, and are there measurable differences in learning outcomes as a result?
- Does supporting children’s social emotional skill development correlate with greater academic learning outcomes?
- What are children’s, teachers’ and community’s perceptions of norms, beliefs and attitudes related to gender, disability, and Batwa communities?

C. Sampling

The *Sasa Tunasoma!* evaluation will use a two-stage stratified sampling approach to select a cross-section of students in grade 2, teachers, caregivers, and community members to conduct the performance evaluation. The evaluation team will randomly select a sample of schools from Uvira and Kalehe proportional to the number of Project schools in that district, 50 schools (25 in Kalehe and 25 in Ulvira). Within each school, the team will randomly select students to participate in the assessment using the “Equal Probability of Selection” method. Once the total sample frame is established, the sample size will be calculated to ensure sufficient statistical power to be able to detect an effect size of 0.25 standard deviations or larger for differences between baseline and endline

D. Tools

The external evaluation team will use the following tools to assess the baseline status of the Project’s key performance indicators and measure outcomes at midterm and end line evaluation stages. The external evaluation team will collect the data on tablets using the electronic data collection software Kobo Toolbox (developed by the Harvard Humanitarian Initiative).

Table 2. Tools

Tools	Domains Measured	Grade
Tools administered to students		
Oral Language Assessment	To measure children’s oral language skills.	2
Early Grade Reading Assessment (EGRA)	To measure children’s core early grade literacy skills.	2
International Social Emotional Learning Assessment (ISELA)	To measure early grade learner’s SEL skills.	2
Background Survey	To capture child characteristics and contextual factors associated with child learning and wellbeing. The background survey will also be used to capture children’s home learning and community learning environments.	2
Focus Group Discussions (FGD)	To assess if Project interventions are successful in meeting children’s needs.	2

Tools administered to teachers		
Teacher Knowledge, Attitude and Practices (KAP)	To assess if teachers possess the requisite knowledge, attitudes, and practices about literacy and SEL instruction.	N/A
MEQA	To assess if teachers are following inclusive and evidence-based literacy and SEL instruction techniques in classroom settings.	N/A
Focus Group Discussions and Key Informant Interviews	To assess if teachers found the <i>Sasa Tunasoma!</i> learning materials inclusive and culturally appropriate and to gain insights about teachers' classroom behaviors, teacher's needs to continue supporting children's learning upon Project completion.	N/A
Tools administered to TPD providers		
TPD provider KAP Survey	To assess if TPD providers possess the requisite knowledge, attitudes and practices about literacy and SEL teacher coaching.	N/A
Focus Group Discussions and Key Informant Interviews	To assess if TPD providers found the <i>Sasa Tunasoma!</i> learning materials inclusive and culturally appropriate and to gain insights about teachers' classroom behaviors, TPD provider's needs to continue mentoring teaching upon Project completion.	N/A
Tools administered to parents/caregivers		
Focus Group Discussions and Key Informant Interviews	To assess if COPA/COGES members found the <i>Sasa Tunasoma!</i> intervention useful to supporting children's learning.	N/A
Tools administered to parents/caregivers		
Parent/ Caregivers KAP	To assess if caregivers' attitudes about the significance of education has changed positively. To assess if parents/guardians' behaviors at home encourage their daughters and sons to study	N/A
Focus Group Discussions and Key Informant Interviews	To understand if caregivers and their children felt welcomed and respected in schools and community learning programs.	N/A
Washington Group Short Set on Functioning	To identify CwD and to disaggregated all outcome results by disability status. Parents/caregivers will be linked with assessed children.	N/A

Note: The results of the evaluation questions will need to be disaggregated by gender, age, disability, non-disabled, and for other marginalized communities (such as people with disabilities and children in the Batwa community).

E. Limitations of Study Design

The main limitation of the quantitative approach is the inability to triangulate student self-reported responses with those of an informed adult, like a parent or a teacher (e.g. parents' education, availability of reading materials at home). The team will place a strong emphasis on the cognitive interviews prior to data collection to ensure instrument suitability to the context and collection of reliable data.

Another limitation arises from sampling students who are present at school, rather than drawing a sample from full classroom lists. The possibility of systematic student absences might induce a risk of

sampling bias by selecting only present students in the absence of electronic lists. For example, students from vulnerable socio-economic backgrounds with higher health-related absences may be precluded from the study if they are absent on the day of data collection.

A limitation of the qualitative approach is that the data collected will be from a very small sample, and therefore the results are not necessarily generalizable. Another limitation is that the suitability of some questions asked in the focus group discussions and key informant interviews cannot be known prior to project implementation, so it is not possible to predict all potential threats.

Potential threats to randomization in the special studies include: (1) non-random assignment of the comparison/control group, (2) incomplete exposure of one of the treatment samples or low treatment dosage, (3) movement of students and/or teachers between treatment and comparison/control schools, and (4) other similar interventions in the project area. These potential threats will be prevented to every extent possible in consultation with the external evaluator.

V. Evaluation Management

A. Roles and Responsibilities

USAID *Sasa Tunasoma!* M&E Specialist will manage the monitoring and evaluation of the Project. SC's US-based M&E technical advisory staff 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 endline evaluations and studies, SC will contract an independent third party consultant firm to collect baseline, midterm, and final evaluation data that is reliable, accurate, valid, and timely. SC will support the independent consultant through review of the survey plan, survey instruments, sampling methods, and the development of a data analysis plan based on the project indicators.

B. 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. 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 that incorporates Save the Children's feedback into the draft report (public and internal versions, where relevant)
- Raw data (both qualitative and quantitative) and appropriate data documentation including a data dictionary
- Cleaned datasets
- Presentation of key findings to be delivered at an evaluation stakeholders' meeting
- Standalone summary¹

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

- Cover Page

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.

- Acronym List
- Executive Summary
- Project Background
- Objectives 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.

c. Key Audience and Stakeholders

USAID *Sasa Tunasoma!* and the external evaluator will consult key stakeholders in both the design and results dissemination phases for the baseline, midterm, and endline evaluations. Save the Children will plan the evaluation in collaboration with the implementing and technical partners, DRC stakeholders, and USAID. The Project will systematically generate information that will be used to stimulate dialogue at the national level with the ministry and stakeholders about the components of the Project that are, or are not, working well. This process will not only inform the review and implementation of existing interventions, but will also inform practice in planning and management of early grade reading and SEL programming. Results of assessments will be shared with community members during periodic meetings that include COPA and COGES members, teachers, and caregivers, and will inform SIP revisions and caregiver support activities.

VI. Selection of Evaluation Team

In Year I, Save the Children will contract an experienced, independent third party to conduct the baseline, midline, final evaluation and special studies of the USAID *Sasa Tunasoma!* project. Save the Children’s preference is to use the same external evaluator for all data collection waves to support consistency in the data collection and analysis. Save the Children will select the third party consultant or firm through a competitive recruitment process in alignment with Save the Children and United States Agency for International Development (USAID) policies. Save the Children will manage the recruitment process and the finalization of the evaluation team.

VII. Timeline

Baseline Study		
Advertise for USAID <i>Sasa Tunasoma!</i> evaluation consultant (baseline, midline, endline)	May/June-22	USAID <i>Sasa Tunasoma!</i>
Recruit consultant and finalize consultant contract	July-22	USAID <i>Sasa Tunasoma!</i>
Refine evaluation methodology and data collection tools	August-22	USAID <i>Sasa Tunasoma!</i> , Evaluator

Data collection	September/ October 2022	Evaluator
Data analysis	November 2022	Evaluator
Conduct stakeholder meetings to share initial findings	December 2022	Evaluator, USAID Sasa Tunasoma!
Finalize and submit draft baseline report to USAID	December 2022	Evaluator via USAID Sasa Tunasoma!
Submit final baseline report and established targets to USAID	January 2023	Evaluator via USAID Sasa Tunasoma!
Discuss actions to address findings and recommendations with USAID AOR	January 2023	USAID Sasa Tunasoma!
Mid line Evaluation		
Submit draft TOR to USAID	February 2024	USAID Sasa Tunasoma!
Finalize midterm evaluation TOR with USAID and consultant	February 2024	Evaluator, USAID Sasa Tunasoma!
Prepare for midterm evaluation	March 2024	USAID Sasa Tunasoma!, Evaluator
Data collection	May 2024	Evaluator
Data analysis	June 2024	Evaluator
Conduct stakeholder meetings to share initial findings	July 2024	Evaluator, USAID Sasa Tunasoma!
Finalize and submit draft midterm report to USAID	July 2024	Evaluator via USAID Sasa Tunasoma!
Submit final midterm report to USAID	August 2024	Evaluator via USAID Sasa Tunasoma!
Discuss actions to address findings and recommendations with USAID	August 2024	USAID Sasa Tunasoma!
End line Evaluation		
Submit draft TOR to USAID	February 2025	USAID Sasa Tunasoma!
Finalize final evaluation TOR with USAID and consultant	February 2025	Evaluator, USAID Sasa Tunasoma!
Prepare for final evaluation - Finalize internal evaluation team - Finalize evaluation design and tools with consultant and government	March 2025	USAID Sasa Tunasoma!, Evaluator
Data collection	April/May 2025	Evaluator
Data analysis	June 2025	Evaluator

Conduct stakeholder meetings to share initial findings	July 2025	Evaluator, USAID Sasa Tunasoma!
Finalize and submit draft final report to USAID	July 2025	Evaluator via USAID Sasa Tunasoma!
Submit final evaluation report to USAID	August 2025	Evaluator via USAID Sasa Tunasoma!
Dissemination workshop with government and other stakeholders	August 2025	Evaluator, USAID Sasa Tunasoma!
Special studies		
Refine methodology and data collection tools	July 2022	USAID Sasa Tunasoma!, Evaluator
Data collection (pre-test)	October 2022	Evaluator
Data collection (post-test)	April/May 2023	Evaluator
Data analysis	June 2023	Evaluator
Conduct stakeholder meetings to share initial findings	July 2023	Evaluator, USAID Sasa Tunasoma!
Finalize and submit draft final report to USAID	July 2023	USAID Sasa Tunasoma!
Submit final evaluation report to USAID	August 2023	USAID Sasa Tunasoma!

VIII. Proposed Evaluation Criteria

An external consultant or evaluation firm will be selected in the first year, and Save the Children will work with the same firm throughout the life of the program. The third-party consultant or firm will demonstrate the following characteristics:

- Be financially and legally separate from Save the Children and *Sasa Tunasoma!* partner organizations
- Have staff with demonstrated knowledge, analytical capability, language skills, and experience in conducting evaluations of development involving education with a particular focus on early grade reading and inclusive education
- Use acceptable analytical frameworks, such as surveys, involvement of stakeholder in the evaluation, and statistical analyses
- Use local consultants, as appropriate and feasible, to conduct portions of the evaluation
- Provide a detailed outline of the evaluation, major tasks, and specific schedules prior to initiating the evaluation.

SC 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
I. 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 	40
2. Key Personnel	
<ul style="list-style-type: none"> A. Academic qualifications B. Team Leader/coordination experience C. Professional experience and expertise in technical area <ul style="list-style-type: none"> 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 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 	35
3. Fees and Associated Costs	
<ul style="list-style-type: none"> A. The degree to which costs are allocable B. The degree to which costs are reasonable C. The degree to which costs are allowable D. A clear and concise budget narrative 	25
Total Points Possible	
100	

IX. Proposed Submission

The evaluator 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. Plan for data analysis.
2. Budget for the evaluation in US Dollars
 - a. The cost of the evaluation 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 evaluation work or a list of three references.
 6. A minimum of two examples of evaluation reports that the evaluating organization has led
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Annex I: USAID SASA TUNASOMA! Indicators

GOAL	Girls and boys ages 6-9 in selected marginalized and underserved zones in South Kivu demonstrate foundational literacy and social and emotional skills.
1	ES.1-1: Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2.
2	ES.1-45: Percent of primary-grade learners targeted for USG assistance who have the appropriate variety of decodable, leveled, AND supplementary readers in the language of instruction with inclusive representation of diverse populations.
3	ES.1-47: Percent of learners with a disability or from minority groups targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2.
4	Percent of students who have improved social and emotional skills, as locally defined, with USG assistance.
IR.1	Girls and boys ages 6-9 participate in inclusive, high quality community-based literacy & social and emotional learning opportunities.
IR 1.1	Communities actively support literacy and SEL development for all children.
6	Percent of caregivers reported supporting their children's learning in the last week.
IR 1.2	Girls and boys have access to leveled, decodable, appropriate, and inclusive learning materials for community and home-based literacy and SEL skill building.
7	Percent of learners reported reading independently in the last week.
IR 1.3	Girls and boys participate in supplementary community and home-based learning opportunities.
8	Percent of learners reported participating in a community learning activity in the last one week.
9	Number of learners enrolled in community learning activities/centers.
10	Number of parents or community members trained to support children's education and wellbeing with USG assistance.
IR 1.4	Communities hold education service providers accountable for providing quality, inclusive education.
11	Percent of Inspectors TPD providers demonstrate the knowledge of inclusive and evidence based TPD practices.
R2	Primary schools are inclusive, welcoming environments that support child wellbeing and provide high quality opportunities for literacy and social and emotional learning.
IR 2.1	School administrators support teacher wellbeing, inclusivity, and best practices in literacy and SEL skill building.
12	Percent of teachers who demonstrate the use of Sasa Tunasoma! literacy and SEL teaching techniques.
IR 2.2	TPD is consistent, promotes inclusion, and strengthens classroom-based literacy and social and emotional skill-building.
13	ES 1-7. Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance.
14	ES 1-8. Number of primary or secondary school educators who complete professional development activities on teaching students with special educational needs with USG assistance.
15	ES 1-12. Number of education administrators and officials who complete professional development activities with USG assistance.
IR 2.3	Schools promote learning for all children in safe, inclusive environments.
16	Percent of teachers who demonstrate an increased understanding of inclusive teaching.
17	Percent of children who feel comfortable, safe and encouraged at school.

IR 2.4	Students and teachers access and use relevant, high quality teaching and learning materials that promote literacy and SEL skill building.
18	ES.1-10: Number of primary or secondary textbooks and other teaching and learning materials (TLM) that are inclusively representative provided with USG assistance.
19	ES.1-3: Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance.
IR 2.5	COPA and COGES support inclusion, wellbeing, and learning in primary schools.
20	ES.1-13: Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance.
	Context Monitoring
21	Number of security incidents involving NGOs in project territories in the last term.
22	# of policies changes adopted to promote marginalized communities' access to education (sustainability).
23	Integrated Food Security Phase Classification for current term.
24	Presence of school closures due to pandemics for current term.
25	Number of registered internally displaced people (IDPs) moving into Project areas for the previous term.

Annex 2. 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

Any Bidder is required to confirm in writing:

- 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.8rKLIXMGlpI4E/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.