**REQUEST FOR PROPOSALS**

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| --- | --- |
| **Project:** | **Haiti Early Reading Program Impact Evaluation** |
| **Phase:** | Endline – Quantitative data collection |
| **Funder:** | United States Agency for International Development (USAID) |
| **Contract Type:** | Firm Fixed Price |
| **RFP Release Date:** | Monday, February 3, 2020, 12:00 PM ET |
| **Deadline for Questions:** | Thursday, February 6, 2020 8:00 AM ET |
| **Answers to Questions:** | To be released by Friday, February 7, 12:00 PM ET |
| **Deadline for Proposals:** | Thursday, February 13, 2020, 10:00 AM ET |
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| **Annexes** | Annex A: Budget Template (see attachment) |

# 1. Project Background

**Description of Program:** To address flaws in national-level curriculum and teacher training and strengthen the implementation of evidence-based early grade reading instruction in Haitian schools, in 2017 the United States Agency for International Development (USAID) launched a new program known as the Early Reading Project (ERP). Under ERP, USAID works with the LAC/READS program and its partner (FONHEP); UND, and UNICEF to implement a streamlined and enhanced early grade reading program.

ERP is a two-year intervention in the first two grades of primary school in up to approximately 450 public, community, and semi-private Haitian schools. The ERP program has the following three objectives:

1. Improve the MENFP’s capacity to implement and eventually scale reading reform
2. Improve teachers’ ability to teach early grade reading
3. Improve students’ early grade reading outcomes

This impact evaluation is intended to assess the effectiveness of the ERP intervention on early grade reading among grade 1 and grade 2 students in targeted schools as compared to their peers in non-targeted homologous schools.

The primary stakeholders for this evaluation include the Ministry of Education and Professional Training (MENFP), USAID/Haiti, the Early Reading Project implementing partners (the LAC/Reads program, UNICEF, UND, and UNOPS), and other donors and entities active in Haiti’s education sector (the World Bank, JICA, IDB, World Vision), and a variety of NGOs and religious affiliations devoted to improving learning in Haitian primary schools. The program is currently being implemented in the departments of Artibonite, Ouest, Grand’Anse, Sud, Sud-Est, Nord, and Nord-Est.

USAID has contracted Social Impact’s (SI) Haiti Evaluation and Survey Services (ESS) project to design and implement an independent evaluation of its Early Reading Program (ERP) project. The evaluation is being implemented over two and a half years and will be comprised of three discrete data collection events: baseline (fall 2017), midline (spring 2019), and endline (spring 2020). This procurement is solely for the endline data collection phase.

**Evaluation Approach:** The evaluation is a pre-post, longitudinal statistical matching design that involves collecting and analyzing baseline, midline, and endline data on program participants and comparing the performance of these participants to a comparison group. This design provides a measure of change in students’ academic achievement in participating schools regarding the primary learning indicator of reading/literacy. Learning tests will be administered to children in grades 1 and 2 in school, supplemented by qualitative data to better explain/understand key findings from quantitative data. The proposed methodology will utilize the following quantitative and qualitative tools: a school-based learning test for students (EGRA) including a short questionnaire on student characteristics, a school-based survey for directors, a classroom observation tool, focus group discussions (FGD) with parents, and key informant interviews (KII) with Ministry of Education (MoE) officials and teachers. These tools will be utilized in communities, schools, and other locations across all departments (refer to the sampling plan in the table below). The total sample size for the evaluation is 3,168 students across 176 schools, 176 school director surveys, and 352 classroom observations. **This procurement is solely for the quantitative data collection (i.e. the learning test and student questionnaire, school-based survey for principals, and classroom observation tool).** Data collection will occur in the departments of Artibonite, Ouest, Grand’Anse, Sud, Sud-Est, Nord, and Nord-Est. The period of performance for endline data collection will be upon signing through June 30, 2020.

The sections that follow further detail the scope of work and technical requirements for this assignment, as well as guidelines for proposal submission.

# 2. Scope of Work

ESS is seeking to subcontract a Haitian firm that is experienced in carrying out high-quality, large-scale learning assessments and surveys to implement quantitative data collection for this impact evaluation. Subcontractors must submit proposals which demonstrate a clear understanding of the assignment, address all aspects of the scope of work detailed in the following sections, and clearly demonstrate their ability to complete the work within the timeframe without sacrificing quality, explicitly discussing any relevant trade-offs to be considered as part of the technical approach. **Note that this RFP is for the quantitative data collection for endline only as outlined below, and a separate RFP has been released for the qualitative portion of the methodology.** Subcontractors are welcome to submit proposals for both.

Technical proposals should be organized into three sections: Technical Approach, Personnel, and Past Performance. Requirements for each section are described below.

# 2.1 TECHNICAL APPROACH

**Subcontractors must describe their ability to access all relevant departments and communes in Haiti.** There are a total of seven departments covering many communes that are part of the sample (see Table 2 below). Subcontractors must describe the extent to which they will be able to reliably enter, sample, and conduct the survey in these locations. Subcontractors must also describe their approach to obtaining all relevant permissions from local government, communities, or other entities, in order to ensure that they can reliably and safely administer the survey and comply with the sampling methodology. This must include any specific challenges anticipated with proposed mitigation strategies.

**Each learning assessment is expected to take no more than 30 minutes per student.** Subcontractors must specify in proposals the anticipated number of assessments/student questionnaires that can be conducted per enumerator per day given anticipated travel and logistics. The Subcontractor will be responsible for adhering to the sampling plan and documenting all contact attempts at the school-level, including detailed information on any schools they are unable to conduct data collection activities at (e.g. closed schools, non-response and/or refusal). Note that all grade 1 students in the sample will receive a Creole learning assessment only. All students in grade 2 will receive both a Creole and French assessment. The total sample size is 3,168 students while the total number of learning assessments is 4,752 (3,168 in Creole and 1,584 in French).

**The survey will be administered electronically** using hand-held tablets, and/or other Android mobile devices that must be provided by the Subcontractor. SI will program the tools for the school director survey and classroom observations using SurveyCTO and manage the server as well as any changes to the scripting; however, firms will be asked to program the learning assessment and student questionnaire using Tangerine, and demonstrate the ability to use the relevant mobile applications for collecting and managing data. Firms will be responsible for furnishing the required devices to conduct the work. These devices should be able to capture GPS points. If there are any areas where Subcontractors expect that the survey cannot be administered electronically for any reason, this should be stated explicitly in the proposal, with a list of those areas and proposed alternative approaches.

**There will be one round of data collection** – an endline launched in May 2020. Given the number of assessments that can be completed per day per enumerator, Subcontractors must specify the proposed team size in order to complete the assignment in no more than five weeks of data collection. Subcontractors must include a GANTT chart as part of the technical proposal.

**Technical proposals should further describe any other potential challenges anticipated in successfully implementing the survey within the specified timeframe, as well as proposed ways to mitigate these challenges.** This could include challenges, risks, or limitations related to seasonality, holidays or observances, difficulties in identifying intended respondents, known limitations in the Subcontractors’ proposed sampling approaches, or others.

**In addition to responses to the technical requirements described above, Subcontractors must also demonstrate a clear understanding of ESS’s requirements for fieldwork preparation as well as quality control**. Subcontractors must describe their approach to fulfilling these requirements as part of the technical proposal. Each of these is described in detail below.

## 2.1.1 Data Collection Activities

The subcontract will consist of the following activities. The final number of schools is subject to change based on information from implementing partners concerning which schools from the initial sample are operational during the 2019-2020 academic year.

**Table 1: Quantitative Sampling Plan**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Population** | **Estimated Duration** | **Artibonite** | **Ouest** | **Grand’ Anse** | **Nord** | **Nord-Est** | **Sud-Est** | **Sud** | **Total** |
| **Learning assessment – Creole\*** | Students in grade 1 only | 20-30 minutes | 144 | 1026 | 378 | 342 | 630 | 180 | 468 | 3,168 |
| **Learning assessment – French\*** | Students in grade 1 and grade 2 | 20-30 minutes | 72 | 513 | 189 | 171 | 315 | 90 | 234 | 1,584 |
| **Student questionnaire** | Students in grade 1 and grade 2 | 15 minutes | 144 | 1026 | 378 | 342 | 630 | 180 | 468 | 3,168 |
| **School Visit Survey** | Primary schools | 30 mins. | 8 | 57 | 21 | 19 | 35 | 10 | 26 | 176 |
| **Classroom Observation tool** | Primary schools | 45-60 mins. | 16 | 114 | 42 | 38 | 70 | 20 | 52 | 352 |

\*Note that all grade 1 students in the sample will receive a Creole learning assessment only. All students in grade 2 will receive both a Creole and French assessment. **The total sample size is 3,168 students while the total number of learning assessments is 4,752 (3,168 in Creole + 1,584 in French).**

**Table 2: Geographic Locations**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Ouest** | **Artibonite** | **Grand’ Anse** | **Nord** | **Nord-Est** | **Sud-Est** | **Sud** |
| **Commune** | Carrefour; Port-au-Prince; Arcahaie; Cabaret | St. Marc | Abricots; Anse d'Hainault; Beaumont  Bonbon; Chambellan; Corail; Dame-Marie; Jeremie; Les Irois; Moron; Pestel; Roseaux | Borgne; Cap-Haitien; Dondon; Limbe; Milot; Pilate; Plaisance; Port-Margot; Quartier-Morin | Capotille; Caracol; Carice; Ferrier; Fort-Liberté; Mombi Crochu Mont-Organisé; Ouanaminthe; Sainte Suzane; Terrier-Rouge; Trou-du-Nord; Vallières | Anses-à-Pitres; Belle-Anse; Grand- Gosier; Thiote | Aquin; Arniquet; Camp Perrin; Cavaillon; Chantal; Chardonnieres; Coteaux; Les Anglais; Les Cayes; Maniche; Port-a-Piment; Port-Salut; Roche-A-Bateau; Saint Louis du sud; St Jean du Sud; Tiburon; Torbeck |

### **Learning Assessment and Student Questionnaire**

The learning assessment will be the Early Grade Reading Assessment (EGRA), both a Creole and a French version, validated and tested for the Haitian context. The test will measure the following core concepts:

1. Letter-sound mastery (phonetic awareness)
2. Non-familiar word reading
3. Familiar word reading
4. Reading connected text/Oral Reading Fluency (ORF)
5. Reading comprehension
6. Writing of a sentence dictated to the student
7. Writing of a sentence the student generates in response to an open verbal prompt

The learning assessment will be administered to a minimum of nine students in grade 1 and nine students in grade 2 in each school, for a total of 18 students per school. Where a school does not have 18 students for testing, other schools may be oversampled (e.g. testing 20 or 22 students) to ensure the correct total sample number is reached. Approximately half of students sampled should be female and half male at each school (e.g. 4-5 boys and 4-5 girls in each of grades 1 and 2). The learning assessment will be applied in French and Creole for students in grade 2, while grade 1 students will complete the assessment in Creole only. Therefore, students in grade 2 will be tested for twice the amount of time as Students in grade 1. EGRA will be conducted electronically using phone or tablet by an interviewer, using a tool programmed by the Subcontractor.

### **Student Questionnaire**

In addition to the learning assessment, a short questionnaire will be administered to all students to capture key student-level (e.g. age, language, attendance, etc.), classroom-level (e.g. if they have time to read independently at school) and household-level characteristics (e.g. asset ownership, access to sanitation). The student questionnaire will be conducted electronically using phone or tablet by an interviewer, using a tool programmed by the Subcontractor. The student questionnaire should be administered to a student immediately prior to administering the learning assessments.

### **School Director Survey**

The School Visit Questionnaire captures school-based factors that may affect the quality of education and appeal of the school to local students. The primary respondent is the principal or head teacher. Information on school conditions include, but are not limited to, the number of teachers and classrooms, quality of facilities including construction materials and electricity, the availability of water, sanitation, and hygiene facilities and separation of latrines by sex, teachers’ attendance at trainings on education quality or gender-based issues, and the presence of feeding programs or interventions from other groups. The questionnaire may also contain a school condition assessment, which employs observations of school facilities to determine whether school administrators maintain classroom, equipment, and water, sanitation, and hygiene facilities. The survey will be conducted electronically using a phone or tablet by an interviewer. ESS has designed and is responsible for programming the electronic survey tool.

### **Classroom Observations**

A class observation tool supplements other data with descriptions of a variety of practices in pedagogy and classroom management. This is to be done in two classrooms in each school, one for grade 1 and one for grade 2, preferably stratified by sex of teacher (one female, one male). Enumerators will observe a class and evaluate teaching practices, giving particular attention to gender-sensitive practices. Enumerators mark a ‘yes’ or ‘no’ for each observed practice and tally occurrences of repeating practices. Each classroom observation is expected to last approximately 45-60 minutes. The observations will be recorded electronically using a phone or tablet by a single enumerator per classroom, sitting to the side or in the back of the class to minimize disruption. ESS has designed and is responsible for programming the electronic classroom observation data collection tool.

## 2.1.2 Preparations for Data Collection

Subcontractors will be required to undertake several activities to prepare for fieldwork, as described below. Subcontractors must describe their approach to each in the technical proposals.

**Comment on Instrument:** ESS will provide instruments to Subcontractor for review. Subcontractor will review and provide feedback on ESS’s data collection instruments, and suggest revisions as needed for context, flow, or other aspects. The instruments that will be used for this activity include: a school survey, a learning assessment, student questionnaire and classroom observation tool. Note that ESS will provide instrument versions in an appropriate timeframe for the Subcontractor to review and provide commentary. This schedule will be finalized at the award stage.

**Translate and Back-Translate:**Subcontractors must specify their approach to translation and back-translation in the technical approach, to ensure that tools are adequately contextualized, but in a way that retains the intended concepts/meanings. Translations should be completed by the subcontractor, reconciling any differences afterward. Back-translations should be completed by a third party, who was not involved in any way in the translations. ESS will review back-translations and ask Subcontractor to make changes to the instrument translations as needed based on the results. The subcontractor will be responsible for translation and back-translation of the existing Creole instruments to French and English, as well as back-translation for any new questions added to the existing Creole instruments. Please note that this includes all quantitative tools (EGRA, student questionnaire, school director survey and classroom observation tool).

**Develop manuals for field staff:** The Subcontractor and ESS will collaboratively develop comprehensive manuals for field staff covering sampling, the various tools, professional and ethical conduct in the field, and all relevant data collection protocols and procedures, including quality control. ESS must have a chance to review and approve final manuals at least 5 business days before the start of training. In some cases, ESS may develop draft manuals, that will then be provided to the Subcontractor for review and further input. The manuals that will be developed for this activity include at least an interviewer manual and a supervisor manual.

**Obtain relevant permissions:** Subcontractor will work with ESS to submit applications for local research clearances as needed (e.g. local IRB or research clearance body), as well as obtain any relevant permissions needed to enter specific sites to collect data (e.g. local government letters of introduction). ESS will inform the subcontractor as soon as the information is available on what type of clearance or permits are required.

**Obtain Tangerine software**: Tangerine is open source software that facilitates Early Grade Reading Assessments and interviews with students. Subcontractors should budget $3,500 to obtain a Member level subscription service plan.

**Pre-testing:**The Subcontractor will be required to conduct pretesting for all data collection instruments (French and Creole). Pretesting is focused on the flow, translation, and logic of the instrument. Pretesting should be done on a sample of schools and students not part of the sample frame for the data collection, prior to training. Subcontractors must include a day of pre-testing as part of their GANTT chart in the technical proposal. Following the pre-test, ESS and the Subcontractor will convene to discuss any edits needed to the tool prior to enumerator training. The location and number of pre-test interviews will be discussed between the selected firm and ESS following award.

**Training:** Training will take place prior to data collection. There will be one training for all enumerators, supervisors, and other staff prior to the start of data collection. ESS recommends a six-day training, and Subcontractors are required to specify the recommended duration and content of field staff training as part of the technical approach. Subcontractors shall describe in their technical proposal their approach to assessing interviewers’ readiness to conduct data collection during and after the training, i.e. specifically how they will determine non-performing trainees. It is required that inter-rater reliability (IRR) tests are conducted during training, and that the results are included in the training report. It is recommended that more interviewers be trained than will be required for this data collection activity, so that to performers are selected, as well as to maintain a pool of back-up interviewers; non-performing trainees will not be selected as part of the main or back-up teams. No interviewer is to be sent to the field until he/she has demonstrated sufficient understanding of the protocols. Representatives of ESS will attend the training and may test enumerators as needed and may require, at their discretion, replacement of enumerators deemed to be performing inadequately in training or in the field.

**Piloting:** Piloting will be done as part of training, with all enumerators at training participating in the activity. It is focused on the entire process of data collection and is meant to be a “real-life” practice of the data collection. In this way, it is different from the pretest, which is specifically focused on the tools. Following piloting, it is not expected that major changes to the tool will be needed but minor adjustments can be made based on any challenges faced or lessons learned during piloting. Subcontractors should describe their approach to piloting, including how it will monitor enumerator performance during piloting, the expected number of pilot interviews to be conducted, and the timing of the debriefing following the pilot.

## 2.1.3 Quality Assurance

Subcontractor will be required to conduct quality control, at minimum following the requirements listed below. ESS will be conducting independent quality assurance for the duration of this activity. Subcontractor will be required to respond in a timely manner to ESS questions regarding data quality control and other measures of data quality assurance.

*Led by Subcontractor:*

* *Daily team debriefs:* Subcontractors will be expected to coordinate daily debriefs among interview teams to review any challenges faced, allow for questions and clarifications, and provide feedback to the wider group. These are especially important early in the data collection activity to ensure that proper interviewing habits are formed.
* *Supervisor checks:* Supervisors will be expected to review their team’s forms before they are submitted to the server, to ensure completeness and spot-check for errors. Subcontractors should describe their approach to ensuring supervisors are conducting reviews, have a reasonable workload, and the procedures that supervisors will follow to escalate issues identified in the field.
* *Accompaniment*: Subcontractors will be expected to conduct accompaniment (supervisor direct observation of interviews) in 5% of interviews. All enumerators should be directly observed at least once during the first week of data collection. Supervisor accompaniments will be documented through an accompaniment form developed by ESS, and further customized for this activity with input from the selected firm. Subcontractors should describe their overall approach to accompaniment (i.e. direct observation) of enumerators throughout data collection.
* *Co-enumeration*: Subcontractor will co-enumerate at least one interview per interviewer during the first five days of field work (i.e. fill in a duplicate version of the interview form concurrently during direct observation). Thereafter, at least one percent of interviews should be co-enumerated. ESS also reserves the right to request co-enumeration for specific interviewers if questions are raised during ESS’s regular data quality checks.
* *Back-checks*: Subcontractors will be expected to conduct back-checks on at least 25% of the sample, using a back-check tool to be developed by ESS and customized for this activity with input from the selected firm. Due to the nature of the instruments, only school director surveys will be back-checked. Back-checks should be conducted by separate teams form the enumerators, and the Subcontractor is expected to work collaboratively with ESS to determine the allocation of back-checks throughout data collection (e.g. all enumerators should have 10 of their surveys back-checked within the first two weeks, and thereafter back-checks may be specifically targeted to certain interviews or enumerators). Subcontractors should describe in their proposals their approach to conducting back-checks, including: in-person versus phone, how back-checks will be triggered during data collection, and the approach to resolving discrepancies between survey and back-check responses. Subcontractors should describe any experience in conducting back-checks on similar assignments.
* ESS will be conducting its own independent quality assurance for the duration of this activity, including high-frequency checks using data as it is submitted to the server on an ongoing basis. Subcontractors will be required to respond in a timely manner to ESS questions regarding data quality control and other measures of data quality assurance.

*Led by ESS Haiti:*

* + Survey programming quality control: ESS will program various quality control measures into the electronic survey. These may include: speed limits, logic checks, or audio audits. The final set of quality control measures will be agreed upon by ESS and the Subcontractor during preparations for data collection and finalization of the instrument.
  + ESS will conduct independent weekly quality checks of the data downloaded directly from the server, summarizing any questions or feedback for the Subcontractor from each check. Subcontractors will be required to respond to these questions within two to three business days of receiving them.
  + ESS will also analyze back-check data and will summarize any questions or feedback for the Subcontractor from each check. Subcontractors will be required to respond to these questions within 3-5 business days of receiving them.

## 2.1.4 Respondent Protection & Data Security

Subcontractors must also describe in their technical proposals how they will ensure adequate protection of respondent’s confidential and private information during data collection and data security. This includes physical safeguarding of devices and data; or any password-protected, permission-restricted, encrypted, or other methods of protecting data. Subcontracts are required to abide by ESS’s respondent protection and data security protocols (to be provided upon award). Subcontractors will be given an opportunity to comment on the protocol and provide feedback that allows ESS to better contextualize the protocol (without modifying ESS’s “required minimums”).

All field staff will be asked to sign a non-disclosure agreement (to be provided upon award) signifying their understanding of ethical behavior in the field and proper handling of respondents’ confidential and private information, including personally identifiable information (PII).

# 2.2 Personnel and Staffing Plan

The second section of the technical approach is Personnel & Staffing Plan.

**Subcontractors must describe the qualifications of their proposed key personnel against the requirements listed below** (see Table 3) and must provide CVs for key personnel only as part of the technical proposal. Subcontractors must describe the specific field presence and travel expected of their key personnel during the duration of the data collection activity.

**Subcontractors must describe their approach to ensure that well-qualified supervisors and enumerators are hired.** Enumerators should have relevant experience in conducting learning assessments with young children and electronic survey administration. Recruitment and staffing procedures should be outlined in the technical proposal, along with contingencies for staff replacement, should the need arise, during data collection.

**Subcontractors must also describe their recruitment strategy for other field staff and should specify the total number of enumerators and supervisors that will conduct the activity along with the proposed supervisor to enumerator ratio.** ESS recommends, as best practice, a ratio of no more than five to six interviewers to one supervisor. ESS also recommends that Subcontractors attempt to recruit an equal ration of male and female enumerators (50:50). Subcontractors should state in the technical proposal what their minimum qualifications are for enumerators, supervisors, and other field staff, and must also state which (and how many) of the field staff proposed for the activity are full-time, part-time, repeat hires with previous experience, etc. Any other positions deemed essential for the successful implementation of the activity should be listed here as well along with required qualifications, approach to recruiting qualified individuals to fill the position(s), and their proposed responsibilities as part of the IE.

Table 3: Personnel and Required Qualifications

|  |  |
| --- | --- |
| **Personnel** | **Qualifications** |
| **Team Leader (1)**  **Key Personnel** | Required 5-10 years of relevant experience managing large-scale data collection exercises in Haiti. Advanced degree in social science or related field preferred. Experience conducting surveys in topics related to education preferred. Experience with donors or multi-lateral clients also preferred. Fluency in French required, and strong preference for fluency in English. |
| **Field Managers (2-3)**  **Key Personnel** | Required 5 years of relevant experience managing large-scale data collection exercises in Haiti, including conducting quality control and managing survey teams for complex surveys. Degree in social science or related field preferred. Experience with donors or multi-lateral clients is highly preferred. Fluency in French required, and strong preference for fluency in English. |
| Field Coordinators (2-4) | Required 3 years of relevant experience managing large-scale data collection exercises in Haiti including conducting quality control and managing survey teams for complex surveys. Fluency in French is required. |

# 2.3 Past Performance

The third section of the technical proposal will be Past Performance. Subcontractors must submit at least **three (3) past performance reports** describing relevant experience to the IE, preferably in education. Each past performance report must include at minimum an overall description of the scope of work, period of performance, the results of the activity, the budget of the activity, and contact information for a reference from that assignment. ESS reserves the right to contact references provided in these past performance reports. Examples of some specific past performance that ESS wants are related to demonstrated experience in conducting data collection in the education sector and/or with youth, demonstrated experience in successfully conducting large scale surveys (households, schools, enterprises, etc.) with sample sizes of several thousand using electronic data collection, and demonstrated experience collecting data in Haiti. For this specific evaluation, experience with the Tangerine and SurveyCTO/ODK software is strongly preferred and ESS encourages Subcontractors to highlight this experience. This experience should reflect institutional capacity, not just that of individual team members. Of particular importance is relevant work in the management and implementation of data collection, with methodologies and populations/locations similar to those in this scope of work. Experience working with US Government preferred, but not required.

# 3. Reporting and Deliverables

Subcontractors will be required to submit the following reports: **Inception Report, Weekly Reports; Pretest Report; Training & Pilot Report and Final** **Report.** ESS will provide report templates as guidance to the Subcontractor following award. Subcontractors will also be required to provide the following deliverables:

* Raw datasets
* Clean datasets (including translation of all text fields into English)

The Subcontractor will submit invoices according to a payment schedule to be determined following award.

**While communication between ESS and the Subcontractor may be conducted in French, all deliverables should be submitted in English.**

Table 4. Timeline

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Milestone** | **MAR** | | | | **APR** | | | | **MAY** | | | | **JUN** | | | |
| **9** | **16** | **23** | **30** | **6** | **13** | **20** | **27** | **4** | **11** | **18** | **25** | **1** | **8** | **15** | **22** |
| Subcontract signing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inception Report and Work Plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Questionnaire Review and Comments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Translation and Back Translation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Finalization of Fieldwork Manuals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Questionnaire Pretest |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Interviewer Training and Pilot Tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Training and Pilot Test Report |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Data Collection |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Data Cleaning and Processing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Submission of a Clean Dataset |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Final Data Collection Completion Report |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# 4. Scoring Criteria

The Subcontractor should have a strong track record of conducting large-scale, education survey data collection in Haiti, especially using electronic data collection methods. The Subcontractor should have a qualified team of local staff and be able to provide adequate logistical resources to organize, train, deploy, and supervise them in the field. Selection will be made on a best value tradeoff process based on the criteria listed below. The technical quality of proposals will be weighted the most. However, Subcontractors should strive to be as economical as possible in their offers.

The award will be made to a responsible Subcontractor whose offer follows the RFP instructions, meets all the specifications, and is judged to be the most advantageous. ESS will weigh the following factors to score proposals.

**Technical Proposals will be scored based on:**

* Ability to access all relevant departments and communes in Haiti
* Approach to minimizing refusals & non-response
* Overall approach to fieldwork preparations & enumerator training
* Approach to quality control before, during, and after data collection
* Clear capability for on-time delivery in rapid timeframe
* Mitigation strategies for any anticipated challenges, risks, limitations
* Qualifications and experience of key personnel
* Quality of overall team composition (e.g. total staff, team size, clarity of roles/responsibilities)
* Past experience working on surveys of similar scope (required), and ideally of similar subject matter (preferred)
* Demonstrated past experience conducting electronic data collection required
* Demonstrated past experience conducting learning assessments with young children preferred

**Cost Proposals will be scored based on:**

* Overall competitiveness of rates and unit costs
* Reasonableness of other cost inputs
* Transparency of calculations
* Completeness of budgets

The Subcontractor must furnish adequate and specific information in its proposal. A proposal may be eliminated from further consideration before a detailed evaluation is performed if the proposal is considered obviously deficient as to be totally unacceptable on its face or which prices are inordinately high or unrealistically low. In conducting its evaluation of proposals, ESS may seek information from any course it deems appropriate to obtain or validate information regarding a Subcontractor’s proposal.

Subcontractors are reminded that ESS is not obligated to award a contract on the basis of lowest proposed cost or highest technical evaluation score. Although for this procurement technical proposal and past experience and personnel are weighted more important than cost relative to deciding who might best perform the work, cost factors and ESS’s prime recipient budget must also be considered. Therefore, after the final evaluation of proposals, ESS will make the award to the Subcontractor whose proposal offers the best value to ESS, and the USAID.

# 5. Questions

**Please use subject line “Haiti ERP – Quantitative Endline Data Collection RFP Questions” and send to all email addresses in the “Contact” field on page 1 by the deadline for questions.** Late submission of questions will be considered on a case by case basis, and ESS reserves the right not to answer questions received after the deadline. Answers to questions and any amendment to the RFP made as a result of this process will be sent to all Subcontractors without reference to the name of any specific Subcontractor that asked the question.

**Questions and the final Technical and Financial Proposals must be submitted in English.**

# 6. Proposal Submission

## TECHNICAL PROPOSALS

Subcontractors must submit technical proposals, that comply with the following requirements:

Table 2. Technical Proposal Page Limitations

|  |  |
| --- | --- |
| Technical Proposal Component | Page limitation |
| 1. TECHNICAL APPROACH | **5 pages** |
| 1. PERSONNEL | **2 pages** in technical proposal describing proposed personnel, plus a total of 4 **pages CVs**  *(no more than 2 pages PER proposed member of key personnel)* |
| 1. PAST PERFORMANCE | **3 pages** |
| TOTAL (including CVs) | **14 pages total** |

Subcontractors may not use annexes or appendices to circumvent page limitations. Material that exceeds the page limitations will not be reviewed or scored by ESS. ESS may disqualify bids that are non-compliant with the page limit requirements. Technical proposals must not include any cost or financial information.ESS may disqualify bids that include financial information in the technical proposal.

## COST PROPOSALS

Cost proposals shall consist of a budget in Excel with traceable, transparent formulas and must include notes/assumptions related to budget inputs. Subcontractors are required to use the budget template provided in Annex A. Costs must be presented in USD.

Subcontractors are also required to submit a budget narrative (Word or PDF, **3-page maximum**) summarizing key assumptions and inputs in the budget.

The Subcontractor must propose costs that it believes are realistic and reasonable for the work in accordance with the Subcontractor’s technical approach. All cost and financial data should be fully supported, complete in detail, and organized in a manner that facilitates review and permits cost analysis.

## SUBMISSION

**Please send technical and cost quotations in a single email as attachments. Please use subject line “Haiti ERP – Quantitative Endline Data Collection Proposal Submission" and send to all email addresses in the “Contact” field on page 1 by the deadline for proposals.**

**Late submissions will not be accepted. The final Technical and Financial Proposals must be submitted in English.**

## TERMS AND CONDITIONS

This is an RFP only. Issuance of this RFP does not in any way obligate ESS or USAID to award a subcontract, nor does it commit ESS or USAID to pay for costs incurred in the preparation and submission of a proposal.

1. The anticipated type of contract to be awarded under this solicitation is a Firm Fixed Price (FFP) Contract. For the purposes of cost analysis, Subcontractors must propose a cost in accordance with technical specifications.
2. Alternative proposals will not be considered.
3. Any proposal received in response to this solicitation will be reviewed strictly as submitted and in accordance with the evaluation criteria specified above in Section 4.
4. The person signing the Subcontractor’s proposal must have the authority to commit the Subcontractor to all the provisions of the Subcontractor’s proposal.
5. The Subcontractor should submit its best proposal initially as ESS intends to evaluate proposals and make an award without discussions. However, ESS reserves the right to conduct discussions should ESS deem it necessary.
6. Quotes must include taxes and any other applicable fees. Offers must remain valid for at least sixty (60) calendar days after submission