REQUEST FOR PROPOSALS

Number:	**RFP-2022-04**
Project:	**Ethiopia 101 Course for the USAID Organizational Development Activity (ODA)**
Funder:	Social Impact/USAID
RFP Release Date:	April 7, 2022
Deadline for Questions:	April 14, 2022 9AM EAT
Answers to Questions:	April 15, 2022
Deadline for Proposals:	April 25, 2022 5PM EAT
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Annexes	Annex A: Budget template

I.   Project Background

About Social Impact and ODA

Social Impact is a global development management consulting firm. We provide monitoring, evaluation, strategic planning, and capacity building services to advance development effectiveness. We work across all development sectors including democracy and governance, health and education, the environment, and economic growth. Since 1997 we have worked in over 100 countries for clients such as US government agencies, bilateral donors, multilateral development banks, foundations, and nonprofits.

SI is implementing a two-year USAID-funded Ethiopia Organizational Development Activity (ODA). ODA's goal is to provide continued support of the Mission's Organizational Objectives of creating Mission of Leaders and support the Leadership Behavior Charter established by the Mission to include design and facilitation of both Mission-wide and team-centric events and activities; data collection and analysis of leadership values, behaviors, and goals; and individual, team, and executive coaching services.

Project Background

USAID has requested that ODA conduct the Ethiopia 101 course: an informative 40-hour course designed to provide US Government staff working in Ethiopia with the foundational grounding in the historical, social, and economic features of Ethiopia, and current political and developmental challenges and opportunities. To successfully implement this course, ODA will bring together a team of recognized researchers and experts on Ethiopia and the Horn of Africa region to offer a wide range of perspectives on Ethiopia's complex historical, social, and political fabric.

Objectives of the Course

Given the dynamic and evolving sociopolitical and economic context in which the Mission operates, it is critical that Mission staff have the requisite historical and contextual understanding of Ethiopia in order to:

- Prepare them for working in Ethiopia in a culturally sensitive manner, particularly as they engage with government counterparts and partners.
- Improve cross-cultural understanding and team building between Foreign Service Officers and Ethiopian Foreign Service Nationals.
- Develop a level of understanding required to design and manage the implementation of evidence based and contextually grounded development programs.

ODA will be responsible for the coordination and quality assurance of the course, ensuring that highly qualified lecturers deliver dynamic, and engaging sessions, including the use of multimedia resource materials.

Design Principles

Based on the background and objectives of the course, ODA is proposing several design principles for the Ethiopia 101 course that will guide the design and implementation of this important learning opportunity. Ethiopia has a long and rich history that will certainly exceed the time allotted for this course, hence the following principles will ensure the successful implementation of this activity, while recognizing that we cannot cover the breadth of topics relevant to Ethiopian History.

- *Divergent and balanced perspectives*: There will be a diversity of lecturers, Ethiopian and international experts both inside and outside of Ethiopia, with a gender balance wherever possible. The diversity of backgrounds and perspectives will provide USAID staff many opportunities to engage with experts from different technical backgrounds and provide interesting and enriching learning experiences.
- *Safe space*: The course must be a safe space for lecturers and staff to speak freely without fear of judgement or attribution to enhance learning and open exchange. Recognizing the diversity of technical backgrounds and experiences of the Mission staff, ODA will facilitate open discussions where no question is deemed too simple or inappropriate. The course will follow the Chatham House Rule, anyone who participates in the session is free to use information from the discussion but is not allowed to reveal who made any specific comment. This design principle will increase openness of discussion and ensure that

discussions cannot be attributed to anyone whether lecturer or USAID staff. ODA will ensure ample opportunities for anonymous questions and feedback, via online and in-person tools, such as Jamboard, Mentimeter, or in-person use of unsigned sticky notes in a pot. Sessions will not be recorded to ensure this safe space. Instead, detailed sessions notes, and key takeaways will be provided by ODA.

- *Flexibility*: Given the busy schedules and heavy workload of many USAID staff, flexibility will be key to the successful implementation of the course. Taking into consideration the feedback from the staff survey, ODA recommends that the course be offered on a rolling basis, described below.

Course Design Elements

The course will be designed with the following design rationale:

- *Rolling course design*: To increase attendance and ease of learning, the course will be sequenced and divided into two modules:
  - Module I - Prerequisite sessions: To be held over a one-week period, ideally four or five half-days and offered at least twice to capture the maximum number of interested participants.
  - Module II - Discussion sessions: A series of brown bags (combined learning/eating events, where training can occur in an informal setting) on specific topics.
- *Multimedia resource materials*: ODA will prepare, with the support of lecturers, a curated list of multimedia resources for each session, including articles, books, videos, and podcasts, to support deeper understanding and learning. Required resources will not exceed 1-2 hours, however additional resources will be provided for those who wish to explore topics further.
- *Co-design with experts*: While the Mission has already identified key topics of interest, lecturers will be given the opportunity to co-design and refine topics based on their areas of expertise.
- *Assessing effectiveness*: Pre- and post-testing will be included in each session to confirm the effectiveness of teaching approaches and materials.

II.   Scope of Work

SI is seeking to engage a development/academic organization that is well versed in curriculum design and training, in order to achieve overarching learning objectives for the course, and that has a pool of diverse lecturers, both Ethiopian and international experts both inside and outside of Ethiopia, that will bring a strong level of academic rigor to the content and delivery of the course.SI is open to a diverse range of bidders from the public and private sector, research institutions and universities. Course methodology and content design will take place around early May, with the first pilot iteration of the course taking place towards the end of May. Precise dates will be communicated upon award.

The Subcontractor will prepare a technical proposal that addresses all aspects of the course design and delivery as detailed in each section below. This activity will use a hybrid model, with both remote and in-person sessions. *Bidders can and should specify a breakdown of which*

activities or sessions will take place remotely vs. in-person, in alignment with personnel being proposed for said sessions.

Course Design

Offerors are expected to present a list of proposed training topics which, within one cohesive course, can provide a wide-ranging, concise overview of Ethiopia's political, economic, cultural, ethnic, and religious history. Offerors should include a brief summary of the content to be covered in each topic proposed and demonstrate that the topics proposed to be covered adequately provide an overview of today's most pressing issues.

Priority areas of interest include:

- Historical, Current, and Future Economic Trends for Ethiopia
- Ethno-Federalism vs Pan-Ethiopianism
- Conflict Dynamics
- Ethiopia's Religious History, Past and Present
- Understanding Ethiopia's Path to Development (including US foreign policy towards Ethiopia and regional dynamics)
- Great Power Competition (Ethiopia's evolving relationship with Russia, China, and other regional players)
- Demonstrating Ethiopian Cultural Humility (How to understand and avoid cultural pitfalls while serving in Ethiopia)

Subcontractors will be required to undertake several activities in preparation for course design.

This will include:

- **Work Plan**: The subcontractor shall present a **work plan** to Social Impact outlining the timeline for developing each topic of the course, including the phases of work and the respective submission dates for key deliverables for each topic (module 1, module 2, multimedia resource materials, pre- and post-tests, etc.).The work plan should clearly demonstrate the starting time and duration of each task, phasing and interrelations, and allocation of manpower and resources for the duration of the services. It should confirm the composition of teams and individual team member responsibilities. The work plan should be in line with the Design Principles and Course Design Elements described in Section I of this RFP. Offerors should also take into account and build into the workplan timelines intentional spaces for co-designing with SI and USAID, as needed, in addition to time to refine content and methodology after the pilot course.

Training, Piloting, and Pre-/Post-testing

- **Training**: Training will take place prior to the pilot course with close guidance from SI. The subcontractor shall be expected to conduct a minimum one full working day training for all experts leading sessions/topics as part of the course.

- **Piloting**: The subcontractor, upon approval of draft course design, content, and methodology, will pilot a first iteration of the course with USAID staff. Piloting will provide an opportunity to refine the course design. The subcontractor should include a clear plan or approach for soliciting open, honest feedback from pilot course attendees, and outline timelines for incorporating that feedback into an updated course to be rolled out.

- **Pre-testing and Post-testing**: The subcontractor shall be expected to assess the effectiveness of the course by including a pre- and post-test in each session to confirm the effectiveness of the teaching approaches and materials being used. The subcontractor is responsible for developing the pre- and post-tests, in collaboration with ODA, in addition to providing high-level analysis of the results to be presented to ODA.

III. Personnel and Staffing Plan

Bidders should provide CVs for required team members (key personnel) positions as listed below, which meet the minimum qualifications. In this section, bidders should also specify the total number of subject matter experts that will conduct the activity.

The Subcontractor is expected to provide appropriate experts who will bring inputs as per the work plan. **SI has a preference for bidders that have personnel that demonstrate a high level of academic rigor, and that present a diversity of backgrounds and perspectives (both Ethiopian and international experts).** The proposed team shall consist of a Team Leader that meets the minimum qualifications listed in the table below. The total number of subject matter experts and the rest of the proposed team structure and staffing plan should be proposed by the subcontractor as necessary and based on the subcontractor's proposed approach to the assignment. Personnel must have experience in leading trainings, conducting workshops, and/or facilitating learning events/sessions.

KEY PERSONNEL:

Key Personnel	Qualifications
Team Lead	- Master's Degree preferred - At least 10 years' experience in designing and implementing courses, trainings, or facilitating technical lecture sessions, with direct experience in the Horn of Africa, including Ethiopia - At least 5 years' managerial experience - Demonstrated experience working in cross-cultural environments to improve understanding among team members - Strong acumen for delivering dynamic and engaging sessions with an eye towards achieving overarching learning objectives for the course through specific learning objectives for each module and lesson - Strong written and verbal communication skills, with ability to communicate to multiple audiences and stakeholders

Recruitment and staffing procedures should be outlined in the technical proposal, along with contingencies for staff replacement, should the need arise.

IV. Reporting

- **Work Plan**: The subcontractor is responsible for developing a detailed work plan which outlines the timeline and process for staffing, enumerator and moderator training, pilot testing, data collection, data entry/transfer, and data quality control. The work plan should outline any areas for which the subcontractor requires support from SI.
- **Final Report**: At the conclusion of the complete cycle of the course, the subcontractor will deliver a final report. This will include information about challenges in course implementation, peer learning, and a high-level analysis of pre- and post-test data. The subcontractor will be responsible for submitting all raw data to SI.

V. Deliverables & Payment Schedule

The subcontractor will submit invoices according to the payments listed below. Weeks are estimated, and relative to contract signing. Submission dates for each deliverable invoiced and SI approval dates should be specified on the invoice. Invoices cannot be submitted prior to SI accepting deliverables/milestones in writing.

Phase	Deliverables / Milestones	Week (est.)	Payment
1: Prep	Kickoff call	1	
	Work plan	1	
2: Training	Training, piloting, revisions	2	
	Course design and materials	3	25%
	Training and piloting debrief	4-6	25%
	Revised course	7	
4: Reporting	**Datasets from pre- and post-tests**	6	25%
	Final Report	TBD	25%
Total	--	--	100%

The subcontractor shall be expected to be available during the entire duration of the services and shall be responsible for management of the services. This includes supervision and management of the team of subject matter experts, liaising with the SI team (both technical and administrative) and other parties, and ensuring quality control of services. As part of project management, a number of meetings between Social Impact and the subcontractor may be scheduled at any point in time. The subcontractor shall produce minutes of all proceedings. The subcontractor shall submit all the deliverables to the Social Impact Chief of Party and Organizational Development (OD) Specialist for approval.

All data should be submitted electronically and in English. The Workplan, pre- and post-tests, and the final report shall be submitted electronically in English and in Microsoft Word. Spreadsheets should be submitted in Microsoft Excel. Any digital photo files should be submitted in JPG format.

Any presentations should be submitted in Microsoft PowerPoint. Any other format(s) must be agreed upon by Social Impact.

The subcontractor should note that payment of fees for the services is linked to approval of individual deliverables by Social Impact. The subcontractor should note that all reports will be considered draft until they are reviewed and approved by Social Impact.

VI.   Scoring Criteria

The bidder should have a strong track record of facilitating technical lecture sessions in the Horn of Africa, including Ethiopia. The bidder should have a qualified team of Ethiopian staff and be able to provide adequate logistical resources to organize, train, deploy, and supervise them. Selection will be made on a best value tradeoff process based on the criteria listed below. Criteria are listed in order of importance. The technical quality of proposals will be weighted the most. However, offerors should strive to be as economical as possible in their offers.

Social Impact will weigh the following factors to score proposals:

- **Technical Proposal**: Compliance with requirements of scope of work; understanding of course methodology, design, and implementation. The proposal should include a description of (1) project management, (2) design and piloting, (3) testing and refining, (4) reporting, and (5) a work plan. SI is open to changes in approach if the organization feels a modification to the course design elements is required; should offerors propose a modification to the approach, a clear justification should be included for the proposed changes.
- **Personnel**: Compliance with required qualifications and overall demonstrated experience of the personnel presented. Preference will be given to bidders who present a diversity of backgrounds and perspectives (both Ethiopian and international experts).
- **Past Performance**: Demonstrated, successful experience conducting similar activities in comparable settings, as specified in the Scope of Work. This experience should reflect institutional capacity, not just that of individual team members.
- **Cost**: Compliance and alignment with technical scope of work; competitiveness; value.

VII.   Submission Instructions

Bidders should follow the instructions below for submission of questions and proposals:

QUESTIONS

Please use subject line "PROJECT NAME – RFP NUMBER"

Please send to <u>all</u> 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 by the SI project team.

PROPOSALS

Technical Proposals: Bidders will submit technical proposals, using the page limitations described below. Material that exceeds the page limitations will not be reviewed or scored by Social Impact. Technical proposals will <u>not</u> include any financial information; Social Impact may disqualify bids that include financial information in the technical proposal. The technical proposal will consist of the following components, such that the full technical proposal does not exceed 15 pages (including CVs).

- <u>Technical Approach</u>: no longer than five (5) pages including the above-outlined sections.
- <u>Personnel</u>: no longer than two (2) pages summarizing key personnel qualifications and experience within the technical proposal along with a description of the approach for recruiting other field staff for the data collection activity; CVs for key personnel should be included in the technical proposal, and altogether shall not exceed five (5) pages.
- <u>Past Performance</u>: Three (3) past performance reports, including contact information for references, not exceeding three (3) pages. Social Impact reserves the right to contact references provided in these past performance reports. At least one of these reports should include directly relevant experience in Ethiopia.

Cost Proposals: No costing data should be included in the technical proposal. Instead, it should be saved in a separate document clearly marked. The cost proposal shall consist of a budget in Excel with traceable formulas and clear explanation of any assumptions made. Bidders are strongly encouraged (though not required) to use the budget template provided in Annex A to this RFP. Costs should be presented in USD and should not exceed USD $30,000.00.

Bidders are also required to submit a budget narrative (Word or PDF) summarizing key assumptions in the budget. Budget narratives should not exceed a total of two (2) pages.

<u>Submission</u>: Please use subject line "PROJECT NAME – RFP NUMBER". Please send to <u>all</u> email addresses in the "Contact" field on page 1 by the deadline for proposals. Late submissions will not be accepted.