

Request for Proposals, DRC Sasa Tuna soma! Midline Evaluation Individual Consultant Support

SC-PR-37 Terms of Reference (ToR) for Individual Consultant Support

**USAID WE'RE READING/ SASA TUNASOMA! USAID ACTIVITY
Midline Assessment Analysis and Report.**

Submitted to Save the Children - RDC.

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Terms of Reference (ToR)

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I. Introduction

Save the Children is seeking an individual consultant to support the USAID Sasa Tunasoma! Project, a USAID-funded education program implemented by Save the Children (SC) in partnership with World Vision and local partners Kujitegemea Actions (**from the first year to the third quarter of the third year**) and Collectif Alpha Ujuvi in Uvira and Kalehe in South Kivu. This four and a half-year project aims to support 34,060 children in 80 schools and communities. The individual consultant will support the midline assessment of this project through data analysis and writing of the mid-term report and supplementary classroom supervision report.

II. Background on Save the Children

Save the Children is the leading global independent organisation for children. Save the Children believes every child deserves a future. Around the world, we work every day to give children a healthy start in life, the opportunity to learn and protection from harm. When crisis strikes, and children are most vulnerable, we are always among the first to respond and the last to leave. We ensure children's unique needs are met and their voices are heard. We deliver lasting results for millions of children, including those hardest to reach.

We do whatever it takes for children – every day and in times of crisis – transforming their lives and the future we share.

Save the Children in the DRC

Save the Children began working in the Democratic Republic of Congo in 1994, when conflict began in the east of the country. The Democratic Republic of Congo is known as one of the countries where children are subjected to the greatest atrocities. Access to essential services is very limited and children are subjected to widespread exploitation and abuse, including recruitment into armed groups, forced labour, sexual abuse and abandonment.

Our vision: A world in which every child attains the right to survival, protection, development and participation.

Our mission: To inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

Our values: Accountability, ambition, collaboration, creativity and integrity.

We are committed to ensuring our resources are used as efficiently as possible, in order to focus them on achieving maximum impact for children.

III. Background information/context of project

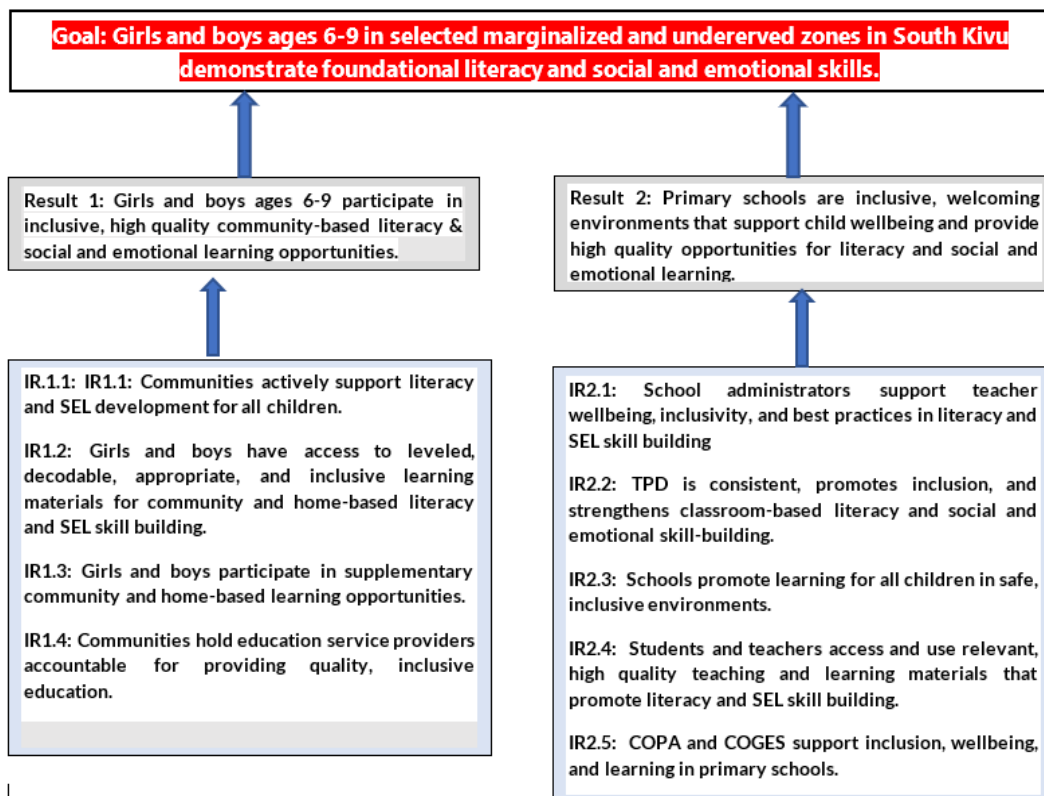
Sasa Tunasoma! Ya USAID (“We’re Reading!” in Kiswahili) is a USAID-funded education program implemented by Save the Children (SC) in partnership with World Vision and local partners Kujitegemea Actions (**from the first year to the third quarter of the third year**) and Collectif

Alpha Ujuvi in Uvira and Kalehe in South Kivu. This four and a half-year project aims to support 34,060 children in 80 schools and communities.

The USAID's We're Reading (Sasa Tunasoma Ya USAID) is to leverage USAID/DRC's prior experience to support improved reading & literacy and social & emotional learning outcomes to ensure that children ages 6-9 in select marginalized and underserved zones in South Kivu gain foundational literacy and social & emotional skills enabling them to function in school at a grade 2 level or above.

Sasa Tunasoma! Ya USAID utilizes a multi-pronged approach to increase literacy and social and emotional learning (SEL) outcomes for all 6–9-year-olds. The program supports school-based improvement through improved teacher professional development, the provision of high-quality teaching and learning materials, capacity building of parent committees (COPA) and school management committees (COGES), and the implementation of school improvement plans. Sasa Tunasoma! Ya USAID supports communities to implement complementary learning and engage marginalized populations through capacity building, locally developed reading materials, and reading materials adapted for children with disabilities. Caregivers are engaged in home-based activities to support children's wellbeing, literacy, and SEL development, and serve as role models and peer leaders. Sasa Tunasoma! Ya USAID devotes particular attention to three typically marginalized groups: girls in any group, boys and girls from Batwa/ Bazoba communities, and boys and girls with disabilities.

Figure 1. Sasa Tunasoma! Ya USAID Results Framework



The project theory of change aim to achieve the following outcomes:

- **Outcome 1:** Girls and boys ages 6-9 participate in inclusive, high-quality community-based literacy and social emotional learning opportunities
- **Outcome 2:** Primary schools are inclusive, welcoming environments that support child wellbeing and provide high-quality opportunities for literacy and SEL

The core activities are implemented in 80 schools and Accelerated Learning Centers (ALC) in two cohorts of schools and AEP Centers. The school cohort # 1 includes 20 schools (10 in Uvira and 10 in Kalehe) of the year # 1 project pilot (October 2021 to September 2022) while the second cohort of schools include 50 schools in formal education and 10 AEP Centers (non-formal education) - 30 in Uvira and 30 in Kalehe, which are targeted by the following midline assessment.

II.1. Purpose of the Midline

The objective of the midline assessment is to assess the learning outcomes and well-being of learners as well as the quality of education in the supported schools and document lessons learned and success stories. The findings will be used to assess the project's theory of change and course correction/adjustments of the project's programming approach for the remainder of the project period.

II.2. Specific Objectives

Specifically, the assessment will seek to:

- Assess the reading skills of learners.
- Assess the well-being of learners;
- Assess the community support for literacy and SEL development for all children.
- Assess the participation of girls and boys in additional learning opportunities at household and community levels;
- Assess the competencies of teachers in inclusive and child-centered teaching as well as SEL; and
- Assess the safety and inclusiveness of school environments.

II.3. Methodology

II.3.1. DATA COLLECTION

The Sasa Tunasoma! Ya USAID assessment will use a three-stage stratified sampling approach to select a cross-section of students in grade 2 and teachers to conduct the performance assessment. The assessment team will administer a suite of qualitative (lesson observation) data collection tools to assess Project performance at the midline (mid-way through project implementation). The assessment team of Sasa Tunasoma! Ya USAID will randomly select a sample of schools from each district across all Project cohort 2 proportional to the number of Project schools in that district. Within each school, Save the Children will randomly select students to participate in the assessment using the "Equal Probability of Selection" method. The assessment team will use a combination of assessment tools with Project participants to answer the evaluation questions. All

data will be collected in secure classrooms during reading lessons, and training for Coaches (Directors and Inspectors) will include topics on gender sensitivity and child protection.

II.3.2. SAMPLING

The Sasa Tunasoma! Ya USAID assessment will use a three-stage stratified sampling approach to select a cross-section of students from the 50 cohort #2 schools in grade 2 (Level 1: school, Level 2: grade 2 students) and teachers to conduct the Midline assessment. The sampling strategy starts from the two educational provinces, within which the schools of the second cohort will be selected, and finally a second-grade teacher will be randomly selected from schools with more than one second-grade class. The sample will take into account gender representation.

Data will be collected from a sample of 50 Cohort #2 schools (20 in Kalehe and 30 in Uvira), including 41 primary schools and 9 Accelerated Education Program/Centers (AEP). To ensure data quality, enumerators (Coaches) will receive three full days' training on data collection using Sasa Tunasoma! Ya USAID tools.

The sampling method is shown in the table below: (Table 1).

TABLE 1. SAMPLE SIZES

<p>Sample Size:</p> <ul style="list-style-type: none"> - 1 Teacher of Grade 2 per formal School/ 1 Teacher of level 1 per Non formal school/ Accelerated Learning Center in 50 schools total (n=50 (Woman n = 25; Man n = 25) - 10 learners of Grade 2 at the end of the school year (Boys n = 5; Girls n = 5) across 50 schools (n=500, including 50 learners with disability (Boys n = 25; Girls n = 25)
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TABLE 2a. COHORT 2 SAMPLE FRAME OF SCHOOLS

		Number of students			Number of Batwa Students		Number of Students Living with Disability	
		Boys	Girls	Total	Boys	Girls	Boys	Girls
		40 Schools (Grade 2)	Sud Kivu 1	622	578	1, 200	32	31
	Sud Kivu 2	764	829	1, 593	61	60	16	14
10 Accelerated Learning Center (Level 1)	Sud Kivu 1	111	163	274	1	2	0	2
	Sud Kivu 2	133	138	271	16	10	5	2

TABLE 2b. COHORT 2 TEACHER SAMPLE FRAME

Schools	Total Number of Teachers		
	Region	Male	Female
School (Grade 1 and 2)	Sud Kivu 1	24	23
	Sud Kivu 2	24	41
Accelerated Learning Center (Level1)	Sud Kivu 1	2	3
	Sud Kivu 2	2	3

TABLE 3. SAMPLE BY TOOL

Tools	Type		Sample	
	QUAL	QUANT	Respondents	Midline Sample Size
1. Teacher' mixed methods questionnaire.	X	X	Teachers	50
2.a FGD COPA	X		COPA	4 grps (12-24 M 12-24 F)
3. FGD PCGs	X		Caregivers	4 grps (12-24 M 12-24 F)
4. KII TPD	X		Inspectors	6
5. TPD mixed methods questionnaire.	X	X	Directors	50
6. Caregivers Questionnaire		X	Caregivers	500
7. ASER		X	Learners	500
8. ISELA		X	Learners	500
9. Students' questionnaire		X	Learners	500
11. Lesson Observation Sheets for Inclusive Teaching, Reading and Socio-Emotional.	X		Classrooms/ Teachers	50

II.3.3. ASSESSMENT QUESTIONS

The Sasa Tunasoma!'s Ya USAID assessment questions are grouped into four categories: relevance, effectiveness, sustainability, and efficiency as follows:

TABLE 5. ASSESSMENT QUESTIONS, TOOLS, AND TIMEPOINTS

	Assessment Questions ²	Tools	Midline
RELEVANCE			
1.	Do the key stakeholders (Teachers, Parents, TPD providers) and beneficiaries (Students) in the project perceive the educational and instructional materials to be culturally appropriate and empowering for girls, Children with Disabilities, and children from other marginalized communities?	Student Questionnaire TPD provider FGD Teacher Mixed-Methods Questionnaire Parent FGD	X
EFFECTIVENESS			
1.	Do the PROVED TPD providers demonstrate the knowledge and skills required to deliver effective and inclusive TPD?	TPD Provider Questionnaire	X
2.	Do PROVED TPD providers feel adequately equipped to deliver TPD effectively and inclusively?	TPD provider Questionnaire and FGD	
3.	Do the teachers demonstrate the use of inclusive and evidence-based practices to deliver literacy and SEL instruction?	Lesson Observation Sheets for Inclusive Teaching, Reading and Socio-Emotional.	X
4.	To what extent has the Project achieved its output and outcome targets? Did these outcomes vary for: girls? children from Batwa communities? and CwD?	TPD provider Questionnaire and FGD, Parent/Caregiver FGD ; Caregivers Questionnaire, Student Questionnaire, Teacher Mixed-methods Questionnaire.	X
5.	What factors have inhibited or facilitated the achievement of Project goals, objectives, and expected results?	TPD provider Questionnaire and FGD, Parent/Caregiver FGD ; Caregivers Questionnaire, Student Questionnaire, Teacher Mixed-methods Questionnaire.	X
6.	To what extent do the key stakeholders and beneficiaries perceive the project interventions to be effective for all students and to have reduced discrimination and promote empowerment and inclusion of girls, people with disabilities, and Batwa families?		
EFFICIENCY			

1.a	Were the <i>Sasa Tunasoma!</i> interventions and activities implemented as intended and within the planned timeline?	Project Report + Monitoring Data	X
1.b	How did the context contribute to the Project's ability to achieve its intended objectives?		X
1	Do TPD providers in PROVED gain the required resources and skills to continue coaching after <i>Sasa Tunasoma!</i> Ya USAID activities closed out.	<ul style="list-style-type: none"> • TPD provider FGD; • TPD provider Questionnaire. 	X
2	Do teachers in <i>Sasa Tunasoma!</i> Ya USAID schools gain the necessary resources and skills to continue teaching systematically and inclusively after <i>Sasa Tunasoma!</i> Ya USAID activities closed out.	<ul style="list-style-type: none"> • Teacher Mixed-methods Questionnaire; • Lesson Observation Sheets for Inclusive Teaching, Reading and Socio-Emotional. 	X
3	Do caregivers/parents gain the necessary resources and skills to supplement their children's learning at home after <i>Sasa Tunasoma!</i> Ya USAID activities close out.	<ul style="list-style-type: none"> • Parent/Caregiver FGD; • Caregivers Questionnaire. 	X

II.3.4. Data Collection Tools

II.3.4.1. QUANTITATIVE TOOLS

The existing tools (ISELA and Student Questionnaire) will be administered in Kiswahili, the language of instruction in grade 1 & 2 of primary schools in DR Congo as well as parents' tools.

Other tools, e.g. teacher questionnaires and Schools Directors FGD will be administered in French. Accordingly, enumerators' will be selected amongst people with knowledge of both Kiswahili and French and local languages.

Additionally, instruments also will be adapted to accommodate children with disabilities. These modifications might include giving students extra time and/or large-print stimuli.

- **ASER:** this survey tools will be used to assess the level of reading skills achieved by students and learners with disabilities or from minority groups at the end of grade 2 of primary schools or level 1 of AEP Centre.
- **ISELA:** The International Social and Emotional learning Assessment (ISELA) assess the development of self-concept, stress management, perseverance, empathy, and conflict resolution in children 6-12 aged. The tool was developed by Save the Children and uses vignettes and performance-based assessment to measure children SEL skills. This tool has been used in the DRC before and the adaptation will focus on integrating language - and context-appropriate items.
- **Student Questionnaire:** this survey will be used to respond to several research questions, including measuring student's attitudes, school environment and practices towards gender and children with disabilities and marginalized.

Quantitative tools	Summary of key themes	Key indicator for which tool will be used	Sampling strategy & targets
Annual Status of Education Report (ASER)	Literacy	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. ES. 1-47: Percent of learners with a disability targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2.	Two-stage stratified sampling; 10 Grade 2 students in 50 schools (n=500); 5 girls and 5 boys
International Social Emotional Learning Assessment (ISELA)	Social emotional learning	ES-13-CUST: Percent of students who have improved social and emotional skills, as locally defined, with USG assistance.	Two-stage stratified sampling; 10 Grade 2 students in 50 schools (n=500); 5 girls and 5 boys

Students' Questionnaire	Background characteristics; knowledge, attitudes, and practices: reading and school environment	<ul style="list-style-type: none"> • Percent of learners reported reading independently in the last week. • Percent of children who feel comfortable, safe, and encouraged at school. • 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. 	Two-stage stratified sampling; 10 Grade 2 students in 50 schools (n=500); 5 girls and 5 boys
TPD provider Questionnaire	competencies to implement TPD content/ activities	ES.2.1-1-CUST: Percent of PROVED TPD providers demonstrate the knowledge of inclusive and evidence based TPD practices.	1 School Director per school (n=50)
Caregivers' Questionnaire	Supporting Children by they caregivers.	<p>ES-23-CUST: Percent of caregivers reported supporting their children's learning in the last week.</p> <ul style="list-style-type: none"> • 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. • Percent of learners reported reading independently in the last week. 	Two-stage stratified sampling; 10 Caregivers in 50 schools (n=500); 5 women and 5 Men.

II.3.4.2. PROJECT INDICATOR REPORTING

Secondary analysis of project monitoring data will be used to report on the following indicators:

- Number of learners enrolled in community learning activities/centers.
- Supp-7. Number of parents or community members trained to support children's education and wellbeing with USG assistance.
- ES 1-7. Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance.
- 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.
- ES 1-12. Number of education administrators and officials who complete professional development activities with USG assistance.
- ES.1-10: Number of primary or secondary textbooks and other teaching and learning materials (TLM) that are inclusively representative provided with USG assistance.

- ES.1-3: Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance.
- 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.
- ES.1-50: Number of public and private schools receiving USG assistance.
- ES.1-56: Number of learners with improved access to education through USG - assisted programs.

II.3.4.3. QUALITATIVE TOOLS

Teacher Mixed-Methods Questionnaire: this tool will be used to survey teacher’s knowledge, attitudes, and practices to improve student’s literacy and SEL skills. Additionally, it will be used to assess teachers’ perception towards girls, PwD and other marginalized groups e.g. Batwa and Badjoba.

School Director Mixed-Methods Questionnaire: these tools will be used to assess school directors’ competencies to implement TPD content/ activities in their schools for effective coaching /mentoring teachers.

Lesson Observation tools: Sasa Tunasoma! will use the lesson observation tool to gauge the percent of teachers who mastered Sasa *Tunasoma!* literacy, Social and Emotional Learning and inclusive teaching competencies. The lesson’s observation tool is intended to grade #2 teachers only.

Focus Group Discussions (FGD): the focus group discussions (FGD) will be organized for TPD providers, COPA members and parents/caregivers (PCGs). FGDs aim to respond to assessment questions as well as providing contextual information about the project beneficiaries perceptions, attitudes and practices related to teaching and learning environment.

Separated FGDs will be conducted for Parents and Caregivers Groups (PCGs) who are not engaged in COPAs or COGES to capture insights from populations who are not as engaged in school project activities.

Following baseline methodology, ten (8) FGDs will be conducted during midline as detailed in table below.

Qualitative tools	Summary of key themes	Respondents	Sample strategy & targets
Focus group discussion (FGD)	Respondents’ feedback on effectiveness and relevance of project interventions in meeting their needs and in achieving their intended outcomes; respondents’ reflections on	TPD Providers Each FGD will include 10-12 school inspectors working as TPD providers for cohort 2. One moderator and one note taker and one translator (as needed) will facilitate FGDs.	Purposive sampling method; one FGD per province

	inclusiveness and sustainability of interventions	Parents/caregivers COPA/COGES members Each FGD will include a target of 10-12 individuals: same age group and sex for each FGD. FGDs will be facilitated by one moderator and one note taker and one translator (as needed). Facilitators will be the same sex as the group that they are facilitating.	Purposive sampling method; two FGDs per category of respondents by sex, one per province (8 FGDs total.)
Mixed methods questionnaire		Teachers School directors	Two-stage cluster sampling 1 G2 classroom in 50 schools (n=50) 1 School Director per school (n=50).
Lesson Observation tool	Teachers who demonstrate the use of <i>Sasa Tunasoma!</i> Ya USAID literacy and SEL teaching techniques and an increased understanding of inclusive teaching	Teachers.	Two-stage cluster sampling, 1 Teachers of G2 classroom per school for formal school and 1 Teachers of Level 1 classroom per school for non-formal school (50 schools, n=50)

II.3.4.4. RATIONALE FOR DATA COLLECTION TOOLS

The assessment team will streamline the package of data collection tools to include only those tools necessary to answer the assessment questions of interest and to rendering the project's assessment component more cost and time- efficient. To this end, the assessment team examined each question in detail along with the key indicators to streamline the tools.

Annual Status of Education Report (ASER) has been adapted in Swahili and will be administered to G2 students in schools and Level 1 in accelerated education center and will serve as a robust tool to evaluate literacy outcomes.

Streamlining student tools will also help reduce test fatigue.

The TPD's FGD and the principal's mixed-methods questionnaire will serve to provide an in-depth understanding of the relevance, effectiveness, and efficiency of interventions.

The FGDs stimulate discussion, allowing the assessment team and project staff to understand the nuances around social opinions and behaviors. This approach is well-suited to assessment questions about social norms and traditions, while generating new ideas and encouraging the exploration of unknowns. In addition, FGDs reduce assessment costs because they are an efficient way to gather information from multiple sources.

II.3.5. Data collection process and quality assurance

II.3.5.1. DATA COLLECTOR TRAINING

The assessment team will recruit and train the 50 data collectors utilizing training materials developed during baseline data collection, including training on safeguarding, data protection, ethics, gender-sensitive and inclusive engagement with participants, and appropriate assessment modifications and accommodations for children with disabilities (PowerPoint presentations, handouts and other training resources to support enumerator learning). External data collectors will be required to abide by safeguarding requirements including background checks prior to interacting with participants or their personally identifiable information. Data collectors will complete a series of assessments to gauge their understanding of and adherence to quantitative and qualitative data collection procedures, including Assessor Accuracy Measures (AAM) that will be to evaluate enumerator progress in mastering the administration protocols for the ISELA. In each school, the data collection team will consist of 10 people (6 interviewers, 1 supervisor, 2 Community Reading Youth and 1 coach).

II.3.5.2. DATA COLLECTION & DATA QUALITY ASSURANCE

The MEAL personnel of Save The Children, World Vision, Kujitegemea in Action and Collectif Alpha Ujuvi and Individual Consultant will supervise data collection through daily data monitoring, quality assurance checks, and debriefings with their respective field staff especially World Vision and Collectif Alpha Ujuvi for Kalehe and Save The Children and Kujitegemea in Action in Uvira.

Enumerators and facilitators will be trained in proper data anonymization procedures to ensure that no irrelevant personally identifiable information (PII) is collected, and that any necessary PII data is handled properly and not shared (see Ethics and Human Subjects Considerations for a more in-depth discussion of treatment of PII).

Quantitative data will be collected with mobile devices and uploaded daily to SC's secured online sever. Data capture and monitoring procedures will ensure that data is securely collected and tracked throughout data collection. SC's daily data tracking tool automatically updates with counts of the records downloaded from the digital data platform. These totals will be cross-checked by individuals in the field responsible for data monitoring. Any issues or discrepancies will be resolved with the data collection teams and then documented for data cleaning in quantitative data collection software. For qualitative data, SC and WV MEAL personnel will monitor data collection process through daily debriefing to resolve any issues or discrepancies.

School directors and school inspectors from the first cohort of schools will be involved in conducting teacher lesson observations and student's assessment using ASER tool. School cohort #1 YYCLL will also be used as enumerators.

II.3.6. Analysis

Quantitative data will be cleaned and prepared for analysis. The SC and WV MEAL team and Individual Consultant will work with enumerators to ensure all missing data are handled appropriately and that the four steps of the cleaning process are followed. Cleaning will occur within Excel or SPSS and will include a comprehensive outlier analysis of quantitative results to

establish data consistency. SC will utilize frameworks based in best practice and our specific experience in assessment reading and education activities to guide the analysis. Furthermore, reading assessment and ISELA results will be merged with survey responses and school administrative data to provide context to student reading performance. A detailed analysis plan will also be developed to answer specific Assessment questions for all the timepoints.

Qualitative data will be used to deepen and contextualize understanding of quantitative findings, to build a holistic picture of the project's operating environment at midline and provide information to tweak the design beyond what is uncovered from quantitative data. Transcribed and translated qualitative data will be analyzed using a qualitative software program. The SC and WV and **Individual Consultant** will begin data analysis by developing a preliminary coding structure based on the Assessment questions, interview protocols, and themes that emerge during data collection. Using this coded data, SC will identify themes that emerge from the data refining the concepts as they go along and eventually inform the overall findings. During this process of data reduction, SC will characterize the prevalence of responses, examine variations in responses among groups, and identify key themes related to the Assessment questions. Qualitative results will serve to fill gaps in information as well as shed light on factors not anticipated by the quantitative portion of the study, for instance to answer design or sustainability questions. SC and WV and **Individual Consultant** will write findings based on generated themes, which will then be contextualized into information gathered during the document review phase.

III. Consultant Objective

Save the Children is seeking an Individual Assessment Consultant for the Midline assessment student to support data collection, analysis and production of the midline assessment report.

The Individual Consultant will be involved in training interviewers to help them master the classroom observation data collection tools and gain a better understanding of the project.

IV. Location and official travel involved

Data will be collected from a sample of 50 Cohort #2 schools (20 in Kalehe and 30 in Uvira), including 41 primary schools and 9 Accelerated Education Program/Centers (AEP).

The Individual Consultant will work full time in SCI's offices in Bukavu during the preparation of the evaluation and during the data analysis and drafting of the evaluation report and in Uvira during the data collection. He/she will also be required to work in the World Vision Kalehe office during data collection in schools in the Kalehe sub-division. Normal office hours are 8.00am to 5.00pm, Monday to Friday. During data collection in the field, the constant will be required to work on Saturdays from 8:00 to 17:00.

The Offices will be made available to the consultant, but the consultant is required to bring his/her own computer equipment. The consultant will not/will not be required to travel to other locations. Any required travel must be approved in advance by SCI in accordance with SCI's travel policy.

V. Services that the Individual Consultant will provide

The consultant should submit the following deliverables for each stage of the midline assessment process during the assessment process:

- **Supervision of data collection.**
- **Data collection supervision report;**
- **A draft of Midline Assessment 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;**
- **Data analysis database.**
- **Presentation of key findings to be delivered at an assessment stakeholders’ meeting**
- **Standalone summary¹**

The section “**II.3, Methodology**”, details how the data will be collected, the data collection tools and the analysis approach. The consultant will use this to propose his working approach, which will form part of the analysis of his technical proposal.

The table below highlights the roles & responsibilities for the analysis of each of the tools. The consultant will be responsible for the compilation of results from all data collection tools within the draft and final reports.

Tools	Responsible of Analysis
1. Teacher’ mixed methods questionnaire.	Consultant
2.a FGD COPA	Consultant
3. FGD PCGs	Consultant
4. KII TPD	Consultant
5. TPD mixed methods questionnaire.	Consultant
6. Caregivers Questionnaire	Consultant
7. ASER	Save the Children
8. ISELA	Save the Children
9. Students’ questionnaire	Consultant
11. Lesson Observation Sheets for Inclusive Teaching, Reading and Socio-Emotional.	Consultant

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

VI. Experience and skill set required

The candidate consultant must attach to the technical and financial proposal his CV and at least three evaluation reports in support of their relevant experience when responding to this call for proposals.

Minimum competencies for the consultant candidate

- *Demonstrated experience of providing similar services in country and in INGO context;*
- *Advanced University Degree (Master) in Economics, statistics, international development, social sciences or a related discipline;*
- *Advanced experience in qualitative and quantitative data analysis and tools;*
- *A degree with a teaching qualification in literacy and socio-emotional;*
- *Experience in data gathering, analysis, interpretation and reporting;*
- *Familiarity with US government grants and cooperative agreements (or similar funding mechanisms) through USAID;*
- *At least 3 years of experiences conducting research and or project evaluations in education program, protection and gender;*
- *Excellent writing, research, and communication skills required;*
- *Experience with Microsoft Excel, Power BI, SPSS, STATA and PowerPoint required;*
- *An excellent command of the English and French languages – both written and oral*
- *Ability to produce quality work within deadline and under pressure*

VII. Evaluation Criteria

Criterion	Points Possible
1. Technical Approach	
<ul style="list-style-type: none"> A. Proposed methodology, approach and implementation plan demonstrates it will achieve the requirements of the SOW for the Project B. The proposal is clear and the sequence of activities and the planning logical, realistic and promises efficient implementation of the evaluation C. Describes the activities to be implemented, how and by whom, and the proposed timelines for each major objective/deliverable/milestone described in the TOR 	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	

VIII. Expected Deliverables

SCI expects the following deliverables to be provided:

Midline Assessment				
N°	Deliverable title	Description	Delivery date	Person
1	Preliminary results in Word format and in French and English versions.	Produce the first results of the data analysis, which is considered to be the draft evaluation report by Save The Children.	18 November-24	Individual consultant
2	Conduct stakeholder meetings to share initial findings in Word format and in French and English versions.	Share the report of the exchange meeting with SCI staff, which includes recommendations for improving the draft evaluation report.	1 day between 11 November to 15 November-24	Individual consultant
3	Finalize and submit draft midline report to Save the Children in Word format and in French and English versions.	Share the evaluation report with Save the Children, which incorporates SCI's recommendations. Save the Children will share with USAID.	18 November-24	Individual consultant
4	Submit final midterm report to Save the Children	The final midterm report which integrates the USAID recommendations. Save the Children will share with USAID once received	27 November-24	Individual consultant via Sasatunasoma! Ya USAID

IX. Timeline

Midline Assessment			
Deliverable title	Delivery date	Person	Consultant Working Days
Review of proposals by Procurement Committee	October 1-3, 2024	Procurement Committee	0
Contract winner determined and notified and contract negotiations to begin	October 4, 2024	Procurement Committee	0
Lesson observation data collection	04 to 19 October-24	Meal team	0
Kick-off workshop to review tools and indicators in Uvira	17 to 18 October-24	Meal team and individual consultant	2
Data analysis and report writing of midline report, encompassing all midline tools	21 October to 14 November -24	Individual consultant	19
Finalize and submit draft midline report to Save the Children	15 November-24	Individual consultant via USAID Sasa Tunasoma!	1
Conduct stakeholder meetings to share initial findings	1-day between 18 November to 22 November-24	Individual consultant, USAID Sasa Tunasoma!	1
Submit final midterm report to Save the Children	27 November-24	Individual consultant via USAID Sasa Tunasoma!	3
Discuss actions to address findings and recommendations with USAID and Save the Children	29 November-24	USAID Sasa Tunasoma!	1
Total consultant working days			27 days

X. Status updates/reporting

The deliverables to be provided by the consultant should refer to the sections " **V. Services that the Individual Consultant will provide** and **VII. Expected Deliverables** « which gives details of frequency, format, content, language and date of delivery.

XI. Acceptance

The measurement of the consultant's success will refer to the following criteria: the production of deliverables within the time mentioned in this ToR, the measurement of the project indicators according to the descriptions in the PIRS of each indicator.

XII. General assumptions and dependencies

The methodological framework describes the roles of Save The Children, World Vision and the implementing partners during the course of the mission. For example, SCI and its partners are responsible for the production of collection tools, the selection of interviewers, the identification and selection of interviewers and respondents. the individual consultant participates in the training of interviewers and their supervision during collection. Save The Children and its partners will provide data analysis support to the individual consultant.

XIII. Payment information

Detail of the payment arrangement for this service. To better control costs the SCI preference is that payment is made on a milestone basis, on specific on satisfactory completion of the work.

- 1) **30%** of the total cost payable within 45 days of satisfactory completion of A draft of Midline Assessment report in World format and in French and English versions;
- 2) **70%** of the total cost payable within 45 days of satisfactory completion of final midterm report to USAID in World format and in French and English versions.

The Fees are inclusive of all costs, overheads and expenses, including travel, subsistence and accommodation.

XIV. Other important information

Annex 1: USAID SASA TUNASOMA! Indicators

GOAL	Girls and boys ages 6-9 in selected marginalized and undererved 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 targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2.

4	ES-13-CUST: 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	ES-23-CUST: 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	ES-25-CUST: 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	Supp-7: 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	ES.2.1-1-CUST: Percent of PROVED 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	ES.2.1-2-CUST: Percent of teachers who demonstrate the use of <i>Sasa Tunasoma!</i> 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.
18	Supp-10: Percent of educators providing quality classroom instruction with USG support
19	ES.1-50: Number of public and private schools receiving USG assistance
IR 2.4	Students and teachers access and use relevant, high quality teaching and learning materials that promote literacy and SEL skill building.
20	ES.1-10: Number of primary or secondary textbooks and other teaching and learning materials (TLM) that are inclusively representative provided with USG assistance.
21	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.
22	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	
23	Number of security incidents involving NGOs in project territories in the last term.
24	# of policies changes adopted to promote marginalized communities' access to education

	(sustainability).
25	Integrated Food Security Phase Classification for current term.
26	Presence of school closures due to pandemics for current term.
27	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 SCI sole discretion exceptional circumstances which have caused the delay.
2. Correspondence
All communications from Bidders to SCI 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 SCI to all Bidders to ensure fairness in the process.
3. Acceptance of tenders
SCI may, unless the Bidder expressly stipulates to the contrary in the tender, accept whatever part of a tender that SCI so wishes. SCI 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 SCI Specification) these may, at SCI discretion, be considered as an Alternative Offer. The Bidder must make any Alternative Offer in a separate letter to accompany the Tender. SCI is under no obligation to accept Alternative Offers.
5. No reimbursement of quote expenses
Expenses incurred in the preparation and dispatch of the tender will not be reimbursed.
6. 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 SCI 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 SCI by maintaining the secrecy of the Confidential Information.
 - not employ any part of the Confidential Information without SCI prior written consent, for any purpose except that of tendering for business from SCI.
 - not disclose the Confidential Information to third parties without SCI prior written consent.
 - not employ their knowledge of the Confidential Information in any way that would be detrimental or harmful to SCI;

- use all reasonable efforts to prevent the disclosure of the Confidential Information to third parties.
- notify SCI immediately of any possible breach of the provisions of this Condition 8 and acknowledge that damages may not be an adequate remedy for such a breach.

7. Award Procedure

SCI 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.

8. Unsuccessful Tenderers

SCI 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 SCI receives the request.

9. Exclusion Criteria

- Neither it nor any related company to which it regularly contracts 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 contracts 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 contracts 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.

10. 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 SCI 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 SCI and any other Save the Children entity, and it 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 SCI 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.

11. SCI Child Safeguarding Policy and Zero Fraud Tolerance Policy

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

http://www.savethechildren.org/site/c.8rKLIXMGlpI4E/b.9364821/k.A2E4/Terms_Conditions.htm.

12. SCI 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 SCI or any other Save the Children entity if so required.

Annex 3. Activity Budget

N°	<i>Composition of the budget</i>
1	30% of the total cost payable within 45 days of satisfactory completion of A draft of Midline Assessment report in World format and in French and English versions.
2	70% of the total cost payable within 45 days of satisfactory; completion of final midterm report to USAID in World format and in French and English versions.
TOTAL BUDGET FOR MIDLINE ASSESSMENT	

