

REQUEST FOR PROPOSAL

Date: **February 16, 2022**
Subject: Request for Proposal (RFP) for a **Baseline Evaluation**

RFP Number: **1105-022022-01**
Offer Deadline: **April 8, 2022; 5:00 PM Dakar, Senegal**

Counterpart International (hereinafter Counterpart) is soliciting proposals for the **Baseline Evaluation for the McGovern-Dole Food for Education project, entitled *Sukaabe Janngo II*** as described in this Request for Proposals (RFP). The project is funded by the United States Department of Agriculture (hereinafter USDA).

Firms invited by Counterpart (hereinafter “bidders or Offerors”) to submit offers (hereinafter “bids” or “offers”) for the services described in the attached supply schedules are under no obligation to do so. The Bidder shall bear all costs associated with the preparation and submission of the Proposal.

This Request for Proposal includes the following sections:

- I. Instructions to Bidders
- II. Technical Specifications

All correspondence and/or inquiries regarding this RFP should be requested in accordance with the enclosed Instructions to Bidders (Section I, Clause 10, Clarifications).

The Instructions to Bidders (henceforth ITB) shall not form part of the bid. They are intended to aid bidders in the preparation of bids. For the purposes of interpretation of these ITB, unless otherwise stated, the number of days stated herein shall be consecutive calendar days.

Submission of bids should be completed in accordance with the enclosed instructions to Bidders (Section I, clause 11, Submission of Bids).

REQUEST FOR PROPOSAL

TABLE OF CONTENTS

REQUEST FOR PROPOSAL	1
REQUEST FOR PROPOSAL	2
TABLE OF CONTENTS.....	2
SECTION I: INSTRUCTIONS TO BIDDERS.....	4
1. Introduction.....	4
2. Eligible Source Countries for Goods and Services	4
3. Preparation of Bids.....	4
4. Bid Content.....	4
Technical Proposal.....	4
Price Quote.....	4
5. Format and Signing of Bid	4
6. Price Quote	4
7. Statement of Qualifications.....	5
8. Bid Validity Period	5
9. Deadline and Late Bids.....	5
10. Clarification of Bidding Documents.....	5
11. Submission of Bids	5
12. Amendment of Bidding Documents	5
13. Modification of Bids.....	5
14. Criteria for Award and Evaluation.....	6
15. Counterpart’s Right to Accept Any Bid and to Reject Any or All Bids.....	6
16. Notification of Award	6
17. Acceptance of Privacy Policy and Terms and Conditions.	6
SECTION II – TECHNICAL SPECIFICATIONS.....	7
1. General Background.....	7
2. Program Overview	7
Results and activities :	8
3. Objectives.....	8
a. Objectives of the Assignment.....	8
b. Specific objectives of the evaluation.....	9
4. Research Questions	9
<i>MGD project level performance</i>	Error! Bookmark not defined.
<i>School feeding and nutrition</i>	Error! Bookmark not defined.
<i>Education and Literacy</i>	Error! Bookmark not defined.
<i>Health</i>	Error! Bookmark not defined.
5. Methodology	12
a. Design overview	12
b. Document review	12
c. Pilot survey	12
d. Survey	12
e. Reading Tools	15
f. Data analysis.....	15
6. Ethical considerations and Other Conditions.	15
7. Assignment Duration and Deliverables	16
8. Staff Structure.....	17
9. Qualifications.....	18
10. Monitoring and Reporting	18

11. Evaluation Criteria	19
12. Method of payment	20
1. Results framework	21

SECTION I: INSTRUCTIONS TO BIDDERS

1. **Introduction**

RFP No. 1105-022022-01, dated **February 16, 2022**: Counterpart is hereby soliciting bids from Senegalese evaluators for the baseline evaluation of the *Sukaabe Janngo II* project in Senegal as described in Section II of the ITB.

2. **Eligible Source Countries for Goods and Services**

A bidder will be considered ineligible if it has been suspended, debarred, or ineligible, as Indicated on (1) the “List of Parties Excluded from Federal Non-procurement Programs” and/or (2) the “Consolidated Lists of Designated Nationals”.

3. **Preparation of Bids**

- 3.1 Bidders are expected to examine the specifications and all instructions contained in this RFP. Failure to do so shall be at the Bidder's risk.
- 3.2 The Bid prepared by the Bidder and all correspondence related to the Bid and exchanged by the Bidder and Counterpart shall be in English.

4. **Bid Content**

Submitted bids are required to consist of the following documents:

Technical Proposal

1. Organizational background showing evidence of prior performance in conducting **projects baseline evaluations**
2. Outline of proposed services, solutions, and team
3. Plan of action and implementation timetable to address the Specific Tasks under Section II
4. CVs of proposed professional staff
5. Statement of Qualifications, referenced in Clause 7.

Price Quote

6. Price Quote – in Microsoft Excel, unlocked, and with formulas intact.

5. **Format and Signing of Bid**

The Bidder shall prepare one bid in two parts (technical and price quote) with all the required sections of the proposal and shall be signed by a person duly authorized to bind the Bidder.

6. **Price Quote**

- 6.1 Bidders shall prepare a price quote in a workable Microsoft Excel document specifying the detailed cost breakdown and the total price of the services being offered in response to this RFP. The Bid shall clearly indicate that the prices shall be for the services whose technical specifications are described in Section II – Technical Specifications.

- 6.2 The Bidder shall indicate the unit price in USD for each service, the description, the quantity, and the total cost in USD of the Bid. It shall be assumed that the Bidder is not bidding on any item for which a unit price or total amount is not indicated.

7. Statement of Qualifications

The Bidder shall include three references for successful prior projects of a similar nature. These references should include contact names, e-mail addresses, and telephone numbers of people who can be contacted regarding the Bidder's prior performance.

8. Bid Validity Period

Bids shall remain valid 90 days after the offer deadline.

9. Deadline and Late Bids

- 9.1 It is the Bidder's sole responsibility to ensure that bids are received by Counterpart electronically on or before the Offer Deadline of **March 16, 2022**.
- 9.2 A Bid received after the deadline for submission of bids shall be rejected. Bidders will be held responsible for ensuring that their bids are received in accordance with the instructions stated herein and a late bid will not be considered even though it became late as a result of circumstances beyond the Bidder's control. A late bid will be considered only at the sole discretion of Counterpart.

10. Clarification of Bidding Documents

Clarifications may be requested in writing no later than five (5) business days prior to the Offer Deadline. The contact for requesting clarifications is: mgd.senegal@counterpart.org.

11. Submission of Bids

- 11.1 Only electronic submissions will be accepted, please email mgd.senegal@counterpart.org and include in the subject line "Baseline Evaluation of Sukaabe Janngo II"
All questions relating to this call for tenders must be submitted by 5:00pm on February 28, 2022. Questions will be answered within three (3) business days by email. Questions and answers will be published publicly. Questions may be submitted, in writing, to mgd.senegal@counterpart.org.
- 11.2 Ensuring successful transmission and receipt of the bids is the responsibility of the Bidder. It is recommended that no e-mail exceeds the size of 10 MB, inclusive of attachments.

12. Amendment of Bidding Documents

Counterpart may at its discretion, for any reason, whether at its own initiative or in response to a clarification by a Bidder, modify bidding documents by amendment. All prospective Bidders that have received bidding documents will be notified of the amendment by e-mail and such amendments will be binding on them.

13. Modification of Bids

Any Bidder has the right to withdraw, modify, or correct its bid after it has been delivered to Counterpart, provided the request for such a withdrawal, modification, or correction is received by Counterpart at the email address given above before the deadline. Counterpart may ask any Bidder for a clarification of its bid; nevertheless, no Bidder will be permitted to alter its Bid Price or make any other material modification after the deadline unless the RFP has been amended or the deadline extended.

14. *Criteria for Award and Evaluation*

Subject to Clause 15, Counterpart will award the **evaluation** to that Bidder whose proposal is deemed acceptable, and which offers the best value based upon the evaluation criteria in Section II – Technical Specifications – Evaluation Criteria. For a bid to be deemed acceptable, it must comply with all the terms and conditions of the RFP without material modification. In addition, the successful bidder must be determined to be responsible. A responsible bidder is one who has the technical expertise, management capability, workload capacity, and financial resources to perform the work. Counterpart may, at its option, reject all bids.

15. *Counterpart's Right to Accept Any Bid and to Reject Any or All Bids*

Counterpart will reject any bid that is nonresponsive. Further, Counterpart reserves the right to reject the bid of any bidder if, in Counterpart's judgment, the bidder is not fully qualified to provide the services, or to reject all bids.

16. *Notification of Award*

- 16.1 Before the expiration of the period of bid validity, Counterpart will notify the successful Bidder in writing that its bid has been accepted.
- 16.2 Upon the successful Bidder acknowledging receipt of the Notification of Award, Counterpart will promptly notify the unsuccessful Bidders that their bids were rejected. If after notification of award, a Bidder wishes to ascertain the grounds on which its bid was not selected, it should address its request to Counterpart in writing.

17. *Acceptance of Privacy Policy and Terms and Conditions.*

By Submitting quotation/proposal to Counterpart International, the company or the individual consents to Counterpart's privacy policy terms and conditions (<https://www.counterpart.org/terms-and-conditions/>), and provides Counterpart International permission to process the company's or individual's personal data specifically for the performance of, and purposes identified in, this solicitation document and in compliance with Counterpart's legal obligations under applicable United States and European Union laws, data protection and regulations and any other applicable legal requirements. The company/Individual may withdraw their consent at any time by contacting privacy@counterpart.org. If consent is withdrawn, Counterpart reserves the right to accept or reject the offer.

SECTION II – TECHNICAL SPECIFICATIONS

1. General Background

With USDA funding of the *Sukaabe Janngo* project in the St. Louis region from 2018 to 2022, Counterpart has been awarded funding for *Sukaabe Janngo II (2021-2026) in the Casamance region*. The McGovern-Dole Food for Education (FfE) project targets the regions of Sédhiou and Kolda, in 5 departments, and will be implemented from 2021 to 2026. Counterpart is launching a call for proposals for the recruitment of a firm that will conduct the baseline evaluation before the start of project implementation. The results of the baseline will be used to revise the annual targets of the project's performance indicators and will serve as a benchmark to measure performance on a semi-annual basis, at the baseline, mid-term, and for the final evaluation. The results of the baseline will also be used by the project management to re-examine the terms of reference, refine the project design with input from the technical project management, and answer the learning agenda questions.



2. Program Overview

The proposed five-year project in the Kolda and Sédhiou region is a follow-up and expansion of Counterpart's implementation of two phases of McGovern-Dole projects in St. Louis, including the current funding cycle for the *Sukaabe Janngo* project (2021-2026). In the new project, *Sukaabe Janngo II*, Counterpart will work with 285 preschools and elementary schools. Counterpart will phase out support for the 270 schools in Saint-Louis and support 238 elementary schools and 47 preschools in the Kolda and Sédhiou regions of Casamance. To avoid duplication with USAID's literacy programming (RELIS), the project will focus reading interventions on grades 4-6 in the Casamance's 238 primary schools.

Counterpart will serve a total of 119,395 primary school children and 14,942 preschoolers in 555 schools with a range of activities including school feeding, nutrition, health, WASH, and literacy interventions (primary schools only). School communities will also benefit from maternal and child health and nutrition actions targeting pregnant and lactating women and children under five.

In the St. Louis project, the Local and Regional Procurement (LRP) component was implemented as a separate project (TACSS). For *Sukaabe Janngo II*, the LRP component and agricultural activities are integrated into one package. *Sukaabe Janngo II* will address three standard objectives, namely, Improved literacy of school-aged children (SO1), Increased use of Health, Nutrition and Dietary

practices (SO2), and Improved Effectiveness of Food Assistance through Local and Regional Procurement (SO3).

Results and activities:

Sukaabe Janngo II will:

(1) accelerate capacity building at multiple levels. Counterpart has already begun working with government agencies, regional/departmental school administrators, and school management committees (SMC) to fund and manage school feeding while overseeing improvements in nutrition, health and hygiene in schools;

(2) advance and innovate literacy acquisition through teacher professional development and tutoring for students to maximize literacy outcomes;

(3) strengthen positive social and behavioral practices to maintain learning opportunities, especially for girls (Casamance), through community actions with families, and

(4) build sustainable school feeding operations, through systemic capacity building, agricultural linkages, and local procurement; and

Project schools in St. Louis will have fully transitioned to community-led school feeding, while schools in Casamance will focus on the transition from donor-led canteens to sustainable community-led school feeding from the very beginning of the project.

3. Objectives

The results of the independently contracted baseline evaluation will be used to establish certain baseline targets, to revise the annual targets of the project's performance indicators and will serve as a benchmark to measure performance every six months of the fiscal year and at the mid-term and final evaluations.

a. Objectives of the Assignment

To carry out the baseline study, the Evaluator must perform the following tasks.

1. Establish values for outcome indicators with non-zero baseline values against which future progress towards expected results can be measured.
2. Compare outcomes between treatment and control schools in the Casamance.
3. Collect data which will be used to answer the research questions.
4. Produce a reference report containing a) descriptive statistics of the reference values, including, where appropriate, disaggregated by sex, department, year, and preschool vs primary school. In addition to descriptive statistics, the report will include recommendations on methodology for the implementation of subsequent evaluations.

b. Specific objectives of the evaluation

1. Assess literacy skills in French for students in grades, 4, 5, and 6 via Early Grade Reading Assessment (EGRA) tool
2. Observe literacy teaching, teachers' use of materials, and students' reading behaviors and attention in class.
3. Assess knowledge and practice of effective food storage management, food inventory management, and food preparation, including the use of local products for school feeding in addition to USDA food aid products of SMC and parents.
4. Assess knowledge and practices of nutrition (healthy eating habits), hygiene /WASH practices, and deworming for students, teachers, SMC, and parents.
5. Assess school infrastructure (presence and conditions of latrines, storerooms, and cooking areas).
6. Assess SMC knowledge and practice about school governance and community participation in school management.
7. Assess the knowledge of school feeding in a broader stakeholder group, including ministry of education, local authorities, and the school community (parents).
8. Measure the average nutritional status of a small sample of students.
9. Capture the knowledge and attitudes of a wide range of respondent groups about the thematic areas to capture insights that are not feasible through surveys.

4. Research Questions

The evaluation will be based on the five standard evaluation criteria: relevance, effectiveness, efficiency, impact and sustainability. The main evaluation questions are as follows:

1. What are the benchmarks for the indicators?
2. What are the factors influencing non-USDA funded activities in project schools and their impact? What are the mitigating factors for uptake of project activities?

Specific research questions

The following points below highlight the areas of particular interest for the baseline evaluation, they are not exhaustive and do not necessarily cover all the objectives of the evaluation. They are intended to guide the evaluator in defining the direction of this evaluation.

School Feeding

- Where there was a school canteen in the past, (1) How did it operate, (2) Why did it stop, and (3) What was the impact of the canteen?

- What contributions are parents willing to make to have a school canteen?

Nutrition

Nutrition

- What do stakeholders (students, parents, and teachers) know about good nutritional practices? What are the kinds of meals that students regularly eat at home?

Education/Literacy

- What value do students and parents place on education? Why is it important to them, in particular for girls?
 - What is the value of being able to read and write?
- What are the pedagogical practices used by teachers to help upper-grade students increase their reading and writing skills?
 - What pedagogical materials are used in the classroom by teachers and students?

Health

- Where students are receiving deworming medicine, what are the perceptions of students, teachers, and parents on the impact of deworming?
- What do students and teachers know about good WASH practices? How do they apply this knowledge at home?
- What is the impact of having and not having latrines and access to safe drinking water at school, in particular for girls?
- What is the overall level of application of Minister of Health community-health protocol for pregnant women in the community surrounding the school?

Agriculture

- What are the agricultural activities that are linked to the school, and what is their impact?
- Are school stakeholders (students, parents, SMC) interested in agricultural activities linked to a school canteen? If so, what would those activities be? Does the school have access to land and water? What impact do stakeholders think these activities would have on the canteen?

Sustainability of school feeding

- How do local stakeholders (mayor, medium-sized private enterprise, IEF) see their role in school feeding?
- What is the government capacity to manage a school feeding program (without project assistance) at the national and regional levels?
- What commitment is the Government of Senegal/Ministry of Education currently showing towards school feeding?

Methodology

What is the most effective and efficient method to measure “non-attentiveness” in upper-grade students?

Indicator Number	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Target	Unit of Measure
Custom	MGD SO1	Improved Literacy of School Age Children	Outcome	Percent of students who, by the end of 4 th , 5 th , and 6 th grades, demonstrate that they can read, and understand the meaning of grade level text for 4,5,6 grades	Students in grades 4, 5, 6	Percent
Custom	MGD SO1	Improved Literacy of School Age Children	outcome	Percent of students who are non-learners (zero score students) on grade appropriate reading tasks	Students in grades 4, 5, 6	Percent
Custom	MGD SO1	Improved Literacy of School Age Children	outcome	Percentage of students rated as “non attentive” during data collection	Students in grades 4, 5, 6	Percent
MGD 27	MGD SO2	Increased use of Health, Nutrition and Dietary practices (SO2)	output	number of schools using an improved water source,	schools	number
MGD 28	MGD SO2	Increased use of Health, Nutrition and Dietary practices (SO2)	output	number of schools with improved sanitary facilities	schools	number
Custom	MGD SO2	Increased Use of Health, Nutrition and Dietary Practices	Outcome	Average Body Mass Index	Cohort in 1st and 4th grades	Number
2	MGD 1.3	Improved Student Attendance	Outcome	Average student attendance rate in USDA supported classrooms/schools	Students in Grades 4, 5, 6	Percent
10	MGD 1.4.2/ 2.7.2	Improved Policy and Regulatory Framework	output (stages 1 & 2) outcome (stages 3, 4 & 5)	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	DCAS, DEE	Number
21	MGD SO2	Increased Use of Health, Nutrition and	Outcome	Percent of participants of community-level nutrition interventions who practice promoted	Health posts, communities	Percent

Indicator Number	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Target	Unit of Measure
		Dietary Practices		infant and young child feeding behaviors		

5. Methodology

a. Design overview

In the Kolda and Sedhiou regions of Casamance, Counterpart will contract an Independent Evaluator (IE) to conduct the baseline prior to the start of interventions. The baseline evaluation in Casamance will serve to (1) establish values for indicators with non-zero baseline values against which to measure future progress against expected results, (2) establish comparability of treatment and comparison schools in Casamance, and (3) establish questions to test the project theory of change (ToC). Findings from the baseline will build a solid foundation and will be used to revise yearly targets for the project's performance indicators and will be used as a reference upon which to measure performance every six months of the fiscal year and in the midterm and final evaluations. The findings of the baseline will also be used by the project leadership to re-examine the ToC, refine the program design with input from the project's senior technical management, and answer learning agenda questions.

b. Document review

Documents to be reviewed as part of the baseline study include the evaluations of the previous phase of Counterpart's McGovern-Dole programming in Senegal (baseline, midterm), the monitoring and evaluation plan as well as baseline studies and evaluations for other McGovern-Dole or similar projects worldwide and the FAS indicator Handbook.

c. Pilot survey

The awardee is required to conduct a pilot survey to test all questionnaires. The pilot is especially important because question phrasing will be used for the subsequent evaluations and must elicit accurate responses. Sufficient time must be allocated for updating all instruments based on pilot findings.

d. Survey

The basic sample will be based on a two-stage random cluster sampling design. In the first step, schools will be randomly selected from each cluster, then students, teachers, school administrators, SMC members, parents, cooks, community members, and government officials (education, health, and agriculture) from the sampled schools will be selected. The sample size for the sampling unit (pupil) was calculated using a continuous outcome measure. Optimal Design software was used to calculate sample sizes with a standard power of 80%, a significance level of 5% and an ICC of 0.30. The required sample size is 1,800 students, or 900 students in 65 treatment schools and 900 students in 65 comparison schools. Initially, the sample will be distributed evenly between the grades of 4, 5, and 6 (300 students per class in each group). The sampling plan will compare the 13 beneficiary preschools against 13 control schools. See table for sample sizes for other respondent groups.

Tool	CLUSTER	Target Beneficiaries	Indicators/ Questions
Quantitative EGRA	65 target schools and 65 comparison schools	Grades 4-6 in 65 target schools and 65 comparison schools (8 students per school with at least 3 who are tracked), 26 preschool (13 target /13 comparison),	<ul style="list-style-type: none"> - Percent of students who, by the end of 4th, 5th, and 6th grades, demonstrate that they can read, and understand the meaning of grade level text for 4,5,6 grades - Percent of students who are non-learners (zero score students) on grade appropriate reading tasks - Percentage of students rated as “non attentive during data collection
Quantitative school survey	<p>Beneficiary schools: 65 primary schools &13 preschool schools</p> <p>Control Schools: 65 primary schools & 13 preschool schools</p>	Per school: 2 CE2 and CM2 teachers; 1 director, 2 cooks and 2 members of CGE	Indicators MGD 2, MGD 9, MGD 10, , MGD 21, LRP 12 and school directors on management, procurement, literacy, WASH, etc.
Quantitative BMI	65 target primary schools and 65 comparison primary schools (with 4 students of 1st grade and 4 th grade who are tracked)	Cohort of 650 students to track BMI (same students each evaluation 2 girls, 2 boys in the 1 st grade and 4 th grade classes per school)	Research questions about nutrition and track impact of school feeding
	Beneficiary Communities: health districts	Pregnant women per community covered by a health post per district.	MGD21
Qualitative Survey	<p>Beneficiary schools: 65 primary schools &13 preschool schools</p> <p>Control Schools: 65 primary schools & 13 preschool schools</p>	School Director (1), SMC (2), teachers (3), parents (2), cooks (2),	Research Questions on school feeding and nutrition

10 communities	10 parents per community	Research Questions on school feeding and nutrition
2 medical districts, 15 health posts (Kolda 8, Sedhiou 7)	15 ICP, 2 MCD, 2 MCR	Research Questions on school feeding and nutrition
5 MoE, IEF	1 Canteen officer by IEF 2 IA 1 DCAS	Research Questions on school feeding and nutrition
20 schools	5 community members	Research questions on agriculture and school feeding

e. Reading Tools

Sukaabe Janngo II will utilize an EGRA in French to measure the literacy skills among students in grades 4, 5 and 6 in oral and written subtasks in the Casamance. The EGRA will translate the standards for 4, 5 and 6 grades into testable subtasks. The EGRA will include subtasks designed to (1) report against the required McGovern-Dole Standard Indicator #1 (customized) on reading ability at the end of each grade; and (2) assess the abilities of students at their grade level (i.e., Grades 4, 5 and 6) to inform project interventions. For comparability across reading results under SJ II, common French-language EGRA subtasks of reading passage and comprehension questions will be included in student assessments in both St. Louis and Casamance.

Data analysis

Survey data analysis will be carried out using an appropriate statistical package such as R or Stata. Analysis will include means and means comparisons by gender, grade, and department, along with tests of statistical significance. For EGRA reading scores, this includes mean reading scores by grade as well as the share of students reading at or above their grade levels. All the indicators' results will be disaggregated based on the FAS indicator handbook.

Dissemination of baseline findings

We will share findings from the baseline study with the Minister of Education at national/regional/departmental levels, Ministry of Health (DSME), and the Ministry of Agriculture (ANCAR), other stakeholders in school feeding (GRDR, WFP, etc.).

6. Ethical considerations and Other Conditions.

The location of schools is in the two regions in 5 departments: Kolda, Velingara, Medina Yoro Foula, Sedhiou, and Bounkiling. The producer organizations are in the Kolda and Sedhiou regions.

Some ethical considerations should be considered during the survey:

- Research participants should not be subjected to harm in any way whatsoever.
- Respect for the dignity of research participants should be prioritized.
- Full consent should be obtained from the participants prior to the study.
- Individuals who do not have the **legal capacity to provide consent** (e.g. children or cognitively impaired adults) **should not be interviewed** in the survey or otherwise involved in the research without the consent of a parent or guardian.
- The protection of the privacy of research participants must be ensured.
- Adequate level of confidentiality of the research data should be ensured.
- Anonymity of individuals and organizations participating in the research must be ensured.
- Any deception or exaggeration about the aims and objectives of the research must be avoided.
- Affiliations in any form, sources of funding, as well as any possible conflicts of interests have to be declared.
- Any type of communication in relation to the data collection should be done with honesty and transparency.

To mitigate risks specific to COVID-19:

- Surgical masks will be worn by data collectors and respondents.
- Social distancing will be used during focus groups and interviews.
- Each person will be provided with antiseptic hand gel.

7. Assignment Duration and Deliverables

The total estimated duration of the consultation is approximately five months. The table below presents the main deliverables of the evaluation process with the corresponding deadlines.

Deliverable	Description	Date
RFQ launch	The call for tenders will be launched and open for 30 days	January 3
Signature of the contract	After bids submission deadline, a committee will be formed for the bidders' evaluation and selection of the candidate	February 15
Inception report submission (English and French)	The report will include the data collection tools and the evaluation methodology, including Workplan, Quality assurance plan, sampling plan: it will explain how the proposed approach will provide answers to the questions and achieve the evaluation objective. Also, the report will include the sample of schools and beneficiaries to be surveyed and a detailed schedule of activities	February 28
Inception report validation	The document will be shared with the team in Senegal and at HQ for review and validation	March 1
Data collection	This process will begin with the recruitment and training of enumerators. After testing the tools on non-sampled schools in the Saint Louis area, the data collection will be carried out	March 3 – 27 March (take account Ramadan)
Debriefing for CPI team	The evaluator will prepare a PowerPoint presentation outlining general tendencies in the data and difficulties during data collection to the Counterpart team	April 10
Submission of the first draft of the report (English and French)	Folder should contain: <ul style="list-style-type: none"> - This report will generate evidence-based knowledge and identify gaps in both the design of the project and its proposed implementation. It will also determine good practices and successes - Clean data sets - A 2-3 page stand-alone brief describing the evaluation design, key findings and other relevant considerations. It will serve to inform any interested stakeholders of the evaluation and should be written in easy-to-understand language by non-evaluators and with appropriate graphics and tables. 	April 20

Submission of a second draft of the evaluation report	After receiving feedback from the CPI team, the evaluation team will deliver a second draft of the evaluation report to be shared with USDA and stakeholders	April 25
Submission of an interim final report (English) and all data	The evaluation team will incorporate the feedback received from USDA and stakeholders. This report will contain an executive summary, the objectives of the evaluation, an overview of the methodology, the main findings, conclusions, and recommendations. The annexes will include all information relevant to the evaluation including data collection tools	April 30
Final version of the evaluation report in English and French	The final version of the report is approved by USDA All final versions of international food assistance evaluation reports will be made publicly available. Evaluators shall provide a copy of the evaluation reports that is free of personally identifiable information (PII) and proprietary information. Final versions of evaluation reports ready for publication should be accessible to persons with disabilities. For guidance on creating documents accessible to persons with disabilities, please see the following resources: https://www.section508.gov/create/documents https://www.section508.gov/create/pdfs	April 30

8. Staff Structure

A. Evaluation lead (Counterpart):

The evaluation will be led by the Senegal-based project monitoring and evaluation manager. The main tasks and responsibilities of the evaluation lead are to:

- Select the evaluator from the offers received in response to the RFP (a collaboration between the Senegal team and HQ) c .
- Coordinate with all relevant stakeholders the implementation of the evaluation.
- Perform quality control throughout the evaluation process (provide feedback to the evaluation team, comment on drafts of the initial report, and preliminary and final evaluation reports, and approve the final report).
- Organize the meetings of the technical committee for monitoring the evaluation.
- Advise relevant stakeholders on evaluation issues.
- Organize a workshop for the presentation of the evaluation results.

B. Technical team (Counterpart):

The main tasks and responsibilities of the technical monitoring team are as follows:

- Oversee the evaluation process.
- Provide the consulting team with all available documentation on the project.
- Facilitate meetings between the evaluation team and various stakeholders.
- Review all draft deliverables and provide feedback to the evaluation team.
- Ensure that all feedback is incorporated in the final version of the evaluation report.
- Share the final evaluation report.

C. Evaluation team (External evaluator):

The evaluation will be carried out by a team of independent evaluators who will:

- Plan, organize, and execute the data collection.
- Be accountable for the findings, conclusions, and recommendations of the evaluation.
- Report weekly by email to the Evaluation Manager (every Thursday) on the progress of the evaluation process.
- Produce all deliverables on time and ensure high quality. Final report must be submitted in English and French.
- Data collectors should be fluent in Pulaar and Wolof. Lead evaluator must be fluent in French and have strong writing skills in English. The lead evaluator must be physically present in Senegal during the evaluation until the post-data collection debriefing.

9. Qualifications.

Bidders will be evaluated based on their ability to meet the below criteria and to respond to the methodology, core services, and specific tasks. See Section I, 16.2 for baseline criteria and priority rank.

Within the technical response, bidders should include information which will allow Counterpart to adequately assess the following qualifications:

- Evaluation Team Lead must have a masters or PhD degree in a social science discipline or related field
- Minimum 8 years experience designing and leading quantitative data collection and analysis in developing countries
- Experience designing and managing surveys
- Ability to research and write at a high level of technical mastery
- Ability to research and conduct interviews with key informants
- Skill with statistical software such as Stata or R.
- Experience working in Senegal required
- French speaker required and strong writing skills in English

10. Monitoring and Reporting

The purpose of the evaluation: The purpose of the evaluation must be clearly defined, including why it is necessary, what information is needed, who needs it and how it will be used.

Evaluation questions and criteria: The evaluation report should specify the evaluation questions as well as the evaluation criteria.

Methodology: The report should contain a clear description of the methodology and the involvement of stakeholders in the evaluation. It will detail what data will be collected, how it will be collected and by whom, as well as the possible limitations of the evaluation, etc.

Evaluation results: The results will be objectively presented with data and evidence. The limitations /gaps in the data as well as the unanticipated results will be also presented and discussed. The reasons for non-realization of certain activities must be identified as much as possible. Finally, the results must be presented with clarity, logic, and consistency.

Conclusions: should address evaluation objectives and key issues, be evidence-based, and logically linked to the evaluation findings. It will provide an overview of the issues and successes.

Lessons learned: are contributions to general knowledge. They must be well supported by the results and conclusions presented.

Recommendations: The report will provide recommendations, including consultation with stakeholders, and should identify the target group for each recommendation.

Appendices: should contain the table of indicators with a comparison with baseline and midterm evaluation values and project targets, list of interviewees and sites visited, with additional information on methodology, data collection tools, etc.

11. Evaluation Criteria

Bidders should include information which will allow Counterpart to adequately assess the following:

Evaluation criterion	Number of Points
Evaluation team previous experience in conducting evaluations and feedback from references	25 points
Proposed overall methodology including sampling method	25 points
Quality of data collection and entry procedures	10 points
Schedule for delivery of evaluation deliverables	5 points
Quality control methods	10 points
Budget	10 points
Interview with Counterpart team	15 points
Total Score	100 points

When drafting the proposal, the evaluation team must ensure that all the information requested above is included. Failure to submit a complete application will result in the rejection of the proposal.

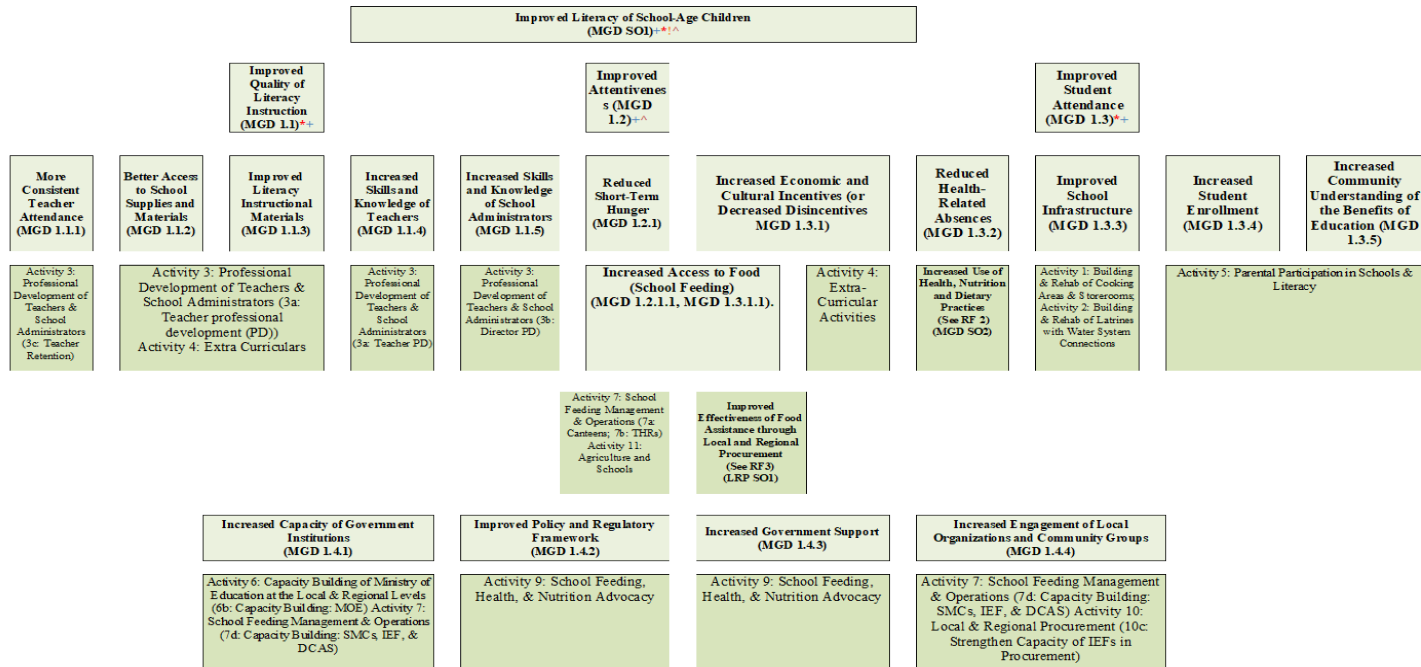
12. Method of payment

Milestone	Payment %
Inception Report Validation	35 % of the total
Completion of Data Collection and Field Work with Debriefing	25 % of the total
Approval of Draft Evaluation Report Submission with all Data	25% of the total
Approval of Final Report by USDA	15 % of the total

1. Anexes

a. Results framework

Results Framework for SO1, SO2, and SO3



RF2: Increased Use of Health and Dietary Practices Framework

