

## REQUEST FOR PROPOSAL

Date: April 7<sup>th</sup>, 2022  
 Subject: Request for Application for **Final Evaluation**

RFP Number: **RFP-1082-032023-01**  
 Offer Deadline: **May 7, 2022; 5:00 PM Dakar, Senegal (GMT)**

Counterpart International (hereinafter Counterpart) is soliciting proposals for the **Final Evaluation for the McGovern-Dole Project** 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

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## SECTION I: INSTRUCTIONS TO BIDDERS

### 4. *Introduction*

**RFP No. RFP-1082-032023-01**, dated **April 7, 2022**: Counterpart is hereby soliciting bids from evaluators for the final evaluation of the *Sukaabe Janngo* project in Senegal as described in Section II of the ITB.

### 5. *Eligible Source Countries for Goods and Services*

- 2.1 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”.
- 2.2 Both individual consultants and firms are eligible.

### 6. *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.

### 7. *Bid Content*

Submitted bids are required to consist of the following documents:

#### **A. Technical Proposal**

Proposed methodology and structure of the evaluation, which will include:

- a. Proposed sampling methodology
- b. Proposed evaluation design with a detailed description of tools to be used
- c. Team composition and structure
- d. Quality control methods and tools

**B. Workplan** which will include a detailed timeline (in days) required for each stage of the evaluation. It is important to note that the final evaluation will not exceed three months from contract signature to submission of final report to USDA.

#### **C. CVs of proposed professional staff**

Bidder shall include organizational background showing evidence of prior performance in conducting projects final evaluations for consulting firms. Native French speaker, or near-native level command of French is **required**. Pulaar and Wolof speakers are highly desirable. If the proposal is submitted by a consortium of partners, the qualifications of each proposed partner should be presented.

a. Lead evaluator qualifications

- i. Resume/CV of the lead evaluator of the firm that demonstrates at least 5-7 years of solid experience in evaluating USG-funded program/project or similar donor-funded projects (preferably USDA-funded projects), especially in Sub-Saharan Africa. Prior experience working in Senegal is a plus.
- ii. The lead evaluator should have a master's degree (PhD preferred) in social science (Education, Anthropology, Economics, Sociology), and excellent knowledge and experience in education program evaluation including school feeding programs.
- iii. The lead evaluator of the firm should demonstrate expertise and experience in the techniques, approaches and methodology related to the collection and analysis of quantitative and qualitative data: sampling techniques, focus groups, surveys, semi-structured interviews, crossing data, content analysis. S/he shall also have professional experience in conducting sociological surveys in the field of international development, preferably in education, health, poverty, literacy and/or school feeding projects.
- iv. The lead evaluator should have excellent knowledge and experience in education program evaluation including administrating Annual Status of Education Report ASER and EGRA
- v. Ability to hire experienced enumerators that are fluent in French; proficiency in Pulaar and Wolof is desired.

b. Associate evaluator qualifications

- i. Resume/CV of the associate evaluator that demonstrates at least 3-5 years of solid experience; MS in statistics, international development, or any related background.
- ii. Experience and knowledge in the use of electronic data collection tools in evaluations.
- iii. Background in statistics and evaluation methods that use counterfactual and experimental/quasi-experimental approach.
- iv. Experience in data processing, analysis, and reporting
- v. To the extent possible, the evaluation team will be gender balanced.

**D. References:** The applicant is required to submit three references with email and telephone contact information related to past experiences of evaluation research within past five years.

**E. Price Quote:** An itemized budget in US dollars. Counterpart in Senegal will coordinate with the consultant/firm to provide transportation of the evaluation team from Dakar to Saint-Louis. All other costs associated with logistics should be included in the evaluator's budget.

## 8. *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.

## 9. *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 been 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 CFA for each service, the description, the quantity, and the total cost in CFA 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.

### ***10. Statement of Qualifications***

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

### ***11. Bid Validity Period***

Bids shall remain valid 90 days after the offer deadline.

### ***12. 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 May 7, 2022, at 5:00 PM GMT.**
- 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.

### ***13. 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](mailto:mgd.senegal@counterpart.org).

### ***14. Submission of Bids***

- 11.1 Only electronic submissions will be accepted, please email [mgd.senegal@counterpart.org](mailto:mgd.senegal@counterpart.org) and include in the subject line "Final evaluation of Senegal MGD". **All questions relating to this call for tenders must be submitted by 5:00pm on April 21, 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](mailto: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 exceed the size of 10 MB, inclusive of attachments.

### ***15. 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.

## ***16. 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.

## ***17. 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.

## ***18. 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.

## ***19. 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.

## ***20. 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](mailto:privacy@counterpart.org). If consent is withdrawn, Counterpart reserves the right to accept or reject the offer.

## SECTION II – TECHNICAL SPECIFICATIONS

### 7. General Background

Counterpart is seeking a qualified consultant/firm to implement the final evaluation for the McGovern-Dole Food for Education project called Sukaabe Janngo “Children of Tomorrow”. This four-year program (2018-2022) is funded through a cooperative agreement with the United States Department of Agriculture (USDA). The goal of the project is to improve literacy and primary education, food security, reduce the incidence of hunger, and thereby contribute to a more self-reliant, productive society in Senegal.



In March 2019, the project carried out a baseline assessment which provided baseline values for its performance indicators. The project also carried out a mid-term evaluation in 2021. After three and a half years of project implementation, as stipulated in the cooperative agreement, Counterpart is required to carry out a final evaluation. Counterpart expects this final evaluation to be fully integrated in the body of information that the project will use for performance monitoring and evaluation, and for learning. This final evaluation will also serve as the baseline for some activities which will continue in the same schools in St. Louis but is under another McGovern-Dole project that is focused in the Casamance. This evaluation will be completed by June 2022, with completion of data collection after Ramadan 2022 which is in April.

### 8. Goal of the Evaluation

The project is implemented for children and their communities in a food insecure area. In accordance with the project document and USDA’s evaluation policy, a final evaluation is to be conducted to examine the degree of achievements against expected results. This evaluation should also make recommendations and give insight into further developing the second phase of the project (*Sukaabe Janngo II*, awarded in FY21 October 1, 2021-September 30, 2026). The final evaluation, to be carried out in the 2nd quarter of 2022, will produce quantitative data used to compare the progress from the base line to the mid-term to the final, and the impact of the project. It will also produce qualitative results that will be used for comparison purposes, and identify the successes and lessons learned from the next phase of the project.

Counterpart expects the final evaluation to provide information on the contextual factors that enabled or prevented reaching the goals which the program aimed to make. This information should enable project staff to validate the strategy and methodology of the project and, if necessary, provide recommendations for future implementation of McGovern-Dole projects. The final evaluation will utilize a similar methodology as the midterm. It will also focus on the sustainability of key interventions, especially the school feeding activity. Counterpart has received additional funding for McGovern-Dole programming (2021-2026) and plans to conduct an impact evaluation of the existing St. Louis programming under that new funding source (impact evaluation of St. Louis programming is anticipated for 2023); data collected, and data collection tools utilized under this final evaluation of *Sukaabe Janngo* can be used for any future impact evaluations to be conducted.

### 9. Dissemination

The summary brief of the final report will be shared with stakeholders including the Ministry of National Education (Minister, Secretary General, DEE, DCAS), Ministry of Health, Ministry of Agriculture, Governor of Saint Louis Region, Academic Inspector and all the inspectors of the Saint Louis Region, School Management Committees, and USDA/Dakar. Counterpart will also give a presentation to

USDA/Washington stakeholders. A dissemination workshop will be held to share findings. Per the USDA Monitoring and Evaluation policy, the final evaluation report will be made publicly available. The publicly available version of the report will be free from personal identifying information.

#### **4. Program Overview**

Counterpart, and partners Save the Children (SAVE) and Associates for Research and Education for Development (ARED), are implementing this McGovern-Dole project with a budget of \$21,567,415 in the Saint Louis region of Senegal (see map). Counterpart implements activities in the same 270 schools as the previous McGovern-Dole project (2015/2018). The project targets 65,709 students across 204 primary schools and 66 preschools in the departments of Dagana, Podor, and Saint Louis.

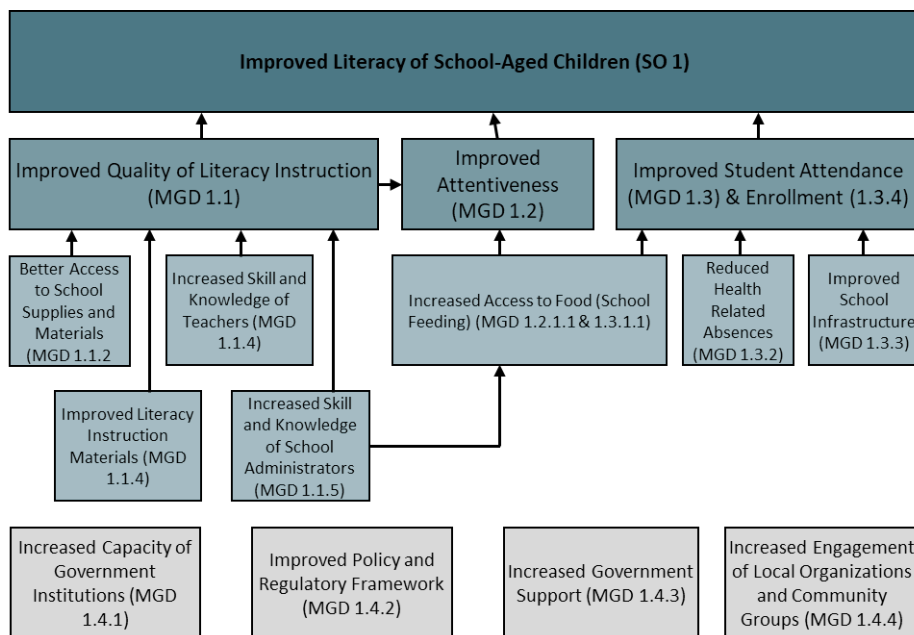
Counterpart continues to work towards achieving the two McGovern-Dole strategic objectives of 1) improved literacy of school-age children (MGD SO1), and 2) increased use of health, nutrition, and dietary practices (MGD SO2). As part of the work towards achieving these two objectives, the McGovern-Dole project fosters the capacity of regional and community-level stakeholders in implementing their own graduation and sustainability plans. As part of the continuing activities in the St. Louis region, school feeding will continue, along with support for the sustainability action plans, while the remaining activities will continue with GoS partners but not as part of the McGovern-Dole project. This McGovern-Dole project is being implemented in synergy with another USDA funded project, Local & Regional Procurement (LRP), which is a three-year project focused on procuring local food items (millet and cowpea) for school feeding that ended in March 2022 after a six month no-cost extension. LRP also includes a component for production of orange-flesh sweet potato and mung beans as very nutritious additions to school canteens and family diets.

##### ***A) Results Framework for Improved Literacy of School-Age Children and activities***

Improved literacy of school-aged children (SO1) will be achieved through improved quality of literacy instruction, improved in-class concentration (attentiveness), and increased attendance. Improved literacy will be achieved through increased access to learning and literacy teaching materials, and more skilled teachers and school administrators. Improved student attentiveness will be achieved through school feeding. Improved quality of literacy education is also expected to increase student attentiveness. Improved student attendance and enrollment will result from increased access to food, reduced health absences and improved school infrastructure. Foundational improvements in GOS institutional capacity, policy framework, and budget support will also contribute to improved literacy outcomes. The triad (school, GOS, community) is completed with increased engagement of the local community. This causal pathway for SO1 is illustrated in the results framework below. Increased use of health, nutrition, and dietary practices (SO2) will contribute to the broader goal of improving literacy by reducing health related absences, increasing attentiveness, and providing incentives for parents to enroll their children in school and encourage attendance.

*Figure 2: Results Framework for Improve Literacy of School-Age Children*





The following are the primary activities that were undertaken by Counterpart to achieve SO 1. Note that in classroom reading activities targeted grades 4 and 5 whereas extra-curricular reading activities targeted grades 4, 5, and 6.

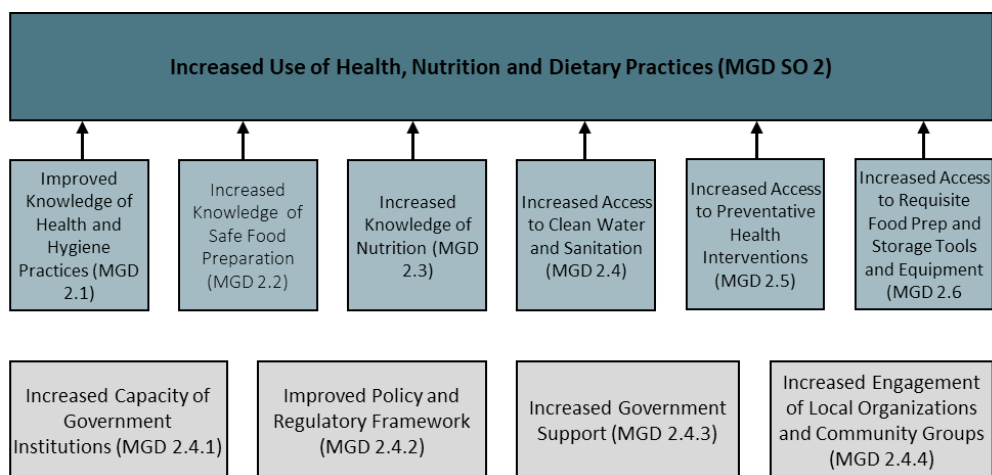
- **Provide school meals:** In preschools and primary schools, breakfast was provided five days a week for 170 school days. In primary schools, lunch was provided two days a week.
- **Take home rations:** Provided to boys in grades five and six who have attendance records of 90 percent or higher.
- **Training in commodity management:** Counterpart trained master trainers who then trained school management committees (SMCs) on sustainable commodity management, using revised national guidelines. Counterpart provided refresher trainings to SMCs.
- **Work with farms to supply food to schools:** Counterpart supported the 20 school farms established previously and worked to identify food donations from other farms.
- **Training for cooks and SMCs on food preparation and storage:** Counterpart trained school cooks, SMCs, and master trainers on safe and nutritious food preparation and management.
- **Teacher training:** Counterpart trained government master trainers who trained teachers on improved literacy approaches.
- **School administrator training:** Counterpart trained school directors on literacy, data collection and other topics.
- **Literacy extra-curricular activities:** Counterpart organized reading clubs at all primary schools.
- **Building and rehabilitating classrooms:** Counterpart built or repaired 30 classrooms.
- **Providing furniture and equipment:** Counterpart provided furniture and equipment for the 30 classrooms.
- **Training for government officials:** Government officials were trained on management and data collection and how to sustain the program.

#### ***B) Results Framework for Increased Use of Health, Nutrition and Dietary Practices***

Increased use of health, nutrition, and dietary practices (Strategic Objective 2) will be achieved through improved knowledge of health and hygiene practices, increased knowledge of safe food preparation, increased knowledge of nutrition, increased access to water and sanitation, increased

access to preventative health interventions and increased access to food preparation and storage tools and equipment. The effectiveness and sustainability of these results are supported by the same foundational results as for SO 1. This causal logic is shown in the results framework in figure 3 below.

Figure 3: Results Framework for Increased Use of Health, Nutrition and Dietary Practices



In addition to the related activities described under SO 1 above, the following activities supported the achievement of SO 2.

- **Provide latrines and water stations:** Counterpart build or rehabilitated 20 latrines and water station systems and trained students on their proper use. Mobile hand washing stations were also be provided.
- **Maintain or replace canteen equipment:** Canteen equipment including energy efficient stoves and pots were provided in the previous program. Counterpart replaced equipment if needed.
- **Train teachers on good health and nutrition practices:** Government master trainers were trained by Counterpart on these practices and provided training annually to teachers.
- **Distribute deworming medicine, vitamins, and minerals:** Counterpart supported GoS existing initiatives to ensure children, cooks and teachers are dewormed.

## 5. Objective of the Assignment

### Overall Objective

The evaluation will assist Counterpart and its partners to objectively assess project implementation vis-a-vis the projects objectives by examining project outputs and results using the project's performance monitoring plan.

### Specific Objectives

With reference to the baseline and midterm evaluation, the final evaluation should address the following elements:

- Assess performance with respect to relevance, effectiveness, efficiency, impact, and sustainability according to the definitions below and likelihood of reaching targets and achieving objectives.
- Assess the performance of outcomes indicators compare to baseline

- c. Serve as the baseline for the continuing activities in the St. Louis region which are part of the new McGovern-Dole project in the Casamance.
- d. Assess the literacy outcomes of participating students
- e. Assess student knowledge and practices in health and nutrition
- f. Provide a clear picture of project strengths and weaknesses
- g. Examine the links between program activities and results
- h. Assess the pertinence of project design to the problems the project is aiming to solve
- i. Document lessons learnt and strategies for improvement project design and performance
- j. Provide a quality check of the M&E system and monitoring activities
- k. Assess sustainability of efforts
- l. Assess the reach of radio programming and the impact of that messaging (health, nutrition, SAP, Covid-19, literacy, etc.)
- m. Assess the impact of COVID-19 on performance

### **Do No Harm**

Counterpart International works on the assumption that ethics comes before evidence, in line with the principles of 'Do No Harm': ensuring that any kind of intervention does not inadvertently or in any way do harm or worsen the situation. It is essential that any interaction and work carried out as part of this evaluation do not in any way negatively impact the individuals or communities involved. During data collection, the psychological impact of the research on participants should be considered, as well as their physical security.

### **6. Research Questions**

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

#### **(1) Criteria/ Relevance**

- Were the theory of change and the project's approach relevant?
- Did the objectives of the project meet national priorities and the expectations of the beneficiary communities?
- To what extent can this project be sustainable and community-driven with government support?

#### **(2) Effectiveness**

- What are the major external factors that have influenced (positively or negatively) the achievement of the expected results?

#### **(3) Efficiency**

- Was the funding mobilized for the project sufficient to carry out all the activities and achieve the expected results?
- To what extent have the mechanisms put in place made it possible to optimize the use of available resources?
- What is the most efficient manner that GoS partners can continue to supervise and support project activities for the next school year without direct project intervention, but with logistical support?

#### (4) Impact

- What immediate benefits does this model bring to beneficiaries (school directors, teachers, CGEs, students, parents, pregnant woman, farmers, and government officials)?
- What are the impacts of the canteen on parents (economic resources, time), and on student performance?

#### (5) Sustainability

- What are the capacities at the level of school stakeholders, for departmental, regional, and national stakeholders are necessary to have a national school feeding program?
- What are the responsibilities that local government and the private sector can realistically play within the actual context in Senegal in support of sustainable?

### 7. Evaluation Specific Research Questions:

The following list, but not limited to, of illustrative research questions will be answered cumulatively by the final (and eventually the impact) evaluation.

Question	Methods	Disaggregated targets
Project level performance		
Have program outcomes targets been achieved? Why or why not? (Counterpart)	Project data, survey, qualitative	
How can/could project performance be improved?	Project data, survey, qualitative	
School feeding and nutrition		
What demands on directors and teachers time does school feeding make? Do these added responsibilities compromise their ability to fulfil their other responsibilities?	Qualitative	
How effective are cook trainings on food preparation nutrition and hygiene? Are they practicing at home?	Qualitative	Cooks Director Master trainers of IEF Centre de formation Professional
What is the effect of school feeding on attendance, enrollment, and attention?	Project data, survey	
What are the shares of the total recommended per student feeding schedule are McGovern-Dole schools from non-USG sources (disaggregated by source)?	Project data	
Education and Literacy		
How effective are reading-oriented extracurricular activities in improving literacy?	Project data, survey, qualitative	
How effective are teacher trainings in improving literacy?	Project data, survey, qualitative	
Health		
What is the effect of deworming medicine on student attendance?	Project data, Survey	ICP, RM, DCMS, Teachers, school directors
How closely are students following handwashing recommendations? Are they practicing at home?	Project data, survey, qualitative	Students, school directors cooks, Regional Brigade of hygiene

Question	Methods	Disaggregated targets
What is the effect of home visits for pregnant who use MMS in prenatal consultation (CPN) in Pété and Podor?	Project data, survey qualitative	70 Relay, 2 MCD, 38 SFE, lactating women with children under 23 months
What is the effect of MMS distribution for pregnant and effect in prenatal consultation?	Project data, survey qualitative	Pregnant women, MCD, SFE, ICP
Agriculture		
What is the most effective modality for generating local agriculture contributions for school feeding programs? E.g., a community run school farm or several private farmers in the community who make partial contributions from their crops?	Project data, survey, qualitative	
Methodology		
How appropriate are/were Counterpart's criteria for transitioning schools? Did they accurately predict schools' ability to sustainably manage school feeding?	Project data, qualitative	
Sustainability		
What are the challenges and successes of the program activities and what lessons can be drawn for the future sustainability of the program?	Project data, qualitative	

The target for the surveys is Ministry of Education (at departmental and regional levels), Agency in Charge of Early Childhood Development (ANPECTP), Ministry of Health (regional level), ANCAR, students, school management committees, school directors, teachers, health structure nurses (ICP), parents, pregnant women, etc.

#### Indicators

The following table are the outcome indicators which the final evaluation must measure.

Indicator Number	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Unit of Measure	Frequency of Reporting
1	MGD SO1	Improved Literacy of School Age Children s	outcome	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Percent	<i>Baseline, Midterm and Endline</i>
2	MGD 1.3	Improved Student Attendance	outcome	Average student attendance rate in USDA supported classrooms/schools	Percent	Biannual
4	MGD 1.1.4	Increased Skills and Knowledge of Teachers	outcome	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	Number	Annual

6	MGD 1.1.5	Increased Skills and Knowledge of School Administrators	outcome	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Number	Annual
9	MGD 1.3.4	Increased Student Enrollment	outcome	Number of students enrolled in school receiving USDA assistance	Number	Annual
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	Number	Annual
19	MGD SO2	Increased Use of Health, Nutrition and Dietary Practices	outcome	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Number	Annual
20	MGD SO2	Increased Use of Health, Nutrition and Dietary Practices	outcome	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Number	Annual
21	MGD SO2	Increased Use of Health, Nutrition and Dietary Practices	outcome	Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors	Percent	Annual

## 8. Sample

Sampling method and sample size for this evaluation will be finalized with the consultant. A minimum of 60 project schools and 60 control schools should be targeted for both quantitative and qualitative data. The midterm evaluation collected quantitative data in 195 schools (168 project school and 27 control schools) from 2,052 elementary students plus school directors, teachers, and school management committees. Qualitative data was only collected in 27 schools, of which 12 were project schools, from 621 informants. These numbers are illustrative and not to be used for the final evaluation. The sampling method for the final evaluation must ensure rigorous results within the budget and time parameters Please note that Bids for this evaluation must include a sampling method and a supporting explanation for the proposed sample.

The elementary student surveys will use a two-stage cluster design with the first stage being school selection and the second stage being student selection. The sampling method will consider gender so that respondents will be 50% male students and 50% female students. Sampling for other beneficiaries, including teachers, school directors, school management committee members, cooks, parents, pregnant/lactating women, and local officials from municipalities, the Ministry of Health, and the Ministry of Education will be finalized with the evaluator. It will depend on which target groups are assessed with quantitative and/or qualitative tools. Preschools and elementary schools are included

in the sample with tools that are tailored to the different educational settings; however, there are no student surveys in preschools. All sampling will comply with the 95 percent confidence level, 5 percent margin of error standard.

## **9. Key informant interviews and focus group discussions**

Key informant interviews and focus group discussion will be the primary methods for collecting qualitative data. They are most successful when loosely structured with question guides or checklists to ensure key questions are asked across similar respondent types but also plenty of freedom to uncover unanticipated but important information. Candidates for focus group discussions include students, teachers, and SMC members whereas school directors, ICP, McGovern-Dole staff and government are more appropriate for KIIs.

## **10. Document review**

Final evaluations will feature desk reviews of range of documents including but not limited to evaluations of the previous phase of McGovern-Dole, performance monitoring plan, the baseline report, the midterm report, work plans and work planning reports, and performance reports.

## **11. Reading Assessment Tools**

The ASER reading tool was used at baseline and midterm to evaluate student reading levels, but different measuring criteria were used. The consultant will be required to use the same methodology/measurements that were used at baseline. The test will be given to students in grades 4 and 5. ASER is a simple reading test that scores a child's ability to read based on 12 reading levels. ASER starts children off with an average reading task and then based on their ability complete that task, give them easier or more difficult reading tasks until their reading level is determined. Please note that it takes approximately 15 minutes to administer the test to a student and requires a pair of enumerators to set up testing at any given school site.

## **12. Analysis and reporting**

The analysis of the survey data will be carried out using appropriate statistical software. The final report from this evaluation, after approval from USDA, will be shared broadly with stakeholders, including a dissemination workshop in Dakar for USDA representatives, the Ministry of Education (including all the pertinent technical bureaus), Ministry of Health, stakeholders, regional GoS authorities, and the broader community of food security actors in Senegal (WFP, FAO, GRDR, etc.)

## **13. Ethical considerations and Other Conditions**

The location of schools is in the Saint-Louis region. Some ethical considerations should be considered during the survey:

- Research participants should not be subjected to harm in any ways whatsoever.
- Respect for the dignity of research participants should be prioritized.
- Full consent should be obtained from the participants prior to the study.
- 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 forms, sources of funding, as well as any possible conflicts of interests have to be declared.
- Any type of communication in relation to the research should be done with honesty and transparency.

With Covid situation:

- Surgical masks will be worn by data collectors and respondents.
- Social distancing of at least 1 m must separate any person surveyed or present during the Focus group.

- Each person must have antiseptic gel to apply to all group members before starting the interview

#### 14. Assignment Duration and Deliverables

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

<b>Deliverable</b>	<b>Description</b>	<b>Date</b>
RFQ launch	The call for tenders will be launched and open for 1 month	April 7 – May 6
Signature of the contract	After bids submission deadline, a committee will be formed for the bidders' evaluation and selection of the candidate. Contract will be negotiated.	May 12
Inception report submission (English)	The report will include the data collection tools and the evaluation methodology, including a 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	June 9
Inception report validation	The document will be shared with the team in Senegal and at HQ for review and validation	June 13
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	June 13 – July 6
Debriefing for CPI team	The evaluator will prepare a PowerPoint presentation outlining general tendencies in the data and difficulties during data collection for the Counterpart team	July 8
Submission of the first draft of the report (English)	Folder should contain: <ul style="list-style-type: none"> <li>- This report will generate evidence-based knowledge and identify gaps in both the design of the project and its implementation. It will also determine good practices and successes</li> <li>- Clean data sets</li> <li>- A 2 to 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 final evaluation and should be written in language easy to understand by non-evaluators and with appropriate graphics and tables., including all the project indicators.</li> </ul>	July 22



Submission of a second draft of the evaluation report (English)	After receiving feedback from CPI team, the evaluation team will deliver a second draft of the evaluation report to be shared with USDA and stakeholders	July 29
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	August 19
Final version of the evaluation report in English and French	<p>The final version of the report is approved by USDA</p> <p>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:</p> <p><a href="https://www.section508.gov/create/documents">https://www.section508.gov/create/documents</a></p> <p><a href="https://www.section508.gov/create/pdfs">https://www.section508.gov/create/pdfs</a></p>	Aug 31

## 15. Staff Structure

### A. Evaluation lead (Counterpart):

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

- Select with the technical team, the evaluator from the offers received.
- 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 Friday) 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.

## 16. Qualifications

Bidders will be evaluated based on their ability to meet the criteria below 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:

- Lead evaluator must have a masters or PhD degree in agricultural economics or related field
- Minimum 5 years' experience designing and leading quantitative agricultural data collection and analysis in developing countries
- Experience designing and managing surveys
- Ability to research and write at a high level
- 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 preferred

## 17. 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.

## 18. Evaluation Criteria

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

<b>Evaluation criterion</b>	<b>Number of Points</b>
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.

## 19. Method of payment

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