



Terms of Reference

AWARD:	Learning Loss & Psychosocial Well-Being during COVID-19 Research Study
TYPE:	Fixed Firm Price
PROJECT:	USAID Education Data activity
SUPERVISORS:	Program Manager / Team Lead and HO Program Manager
PLACE OF WORK	Eastern, Muchinga, North-Western, Southern and Western provinces
QUESTIONS DUE BY:	December 11, 2020
FINAL SUBMISSION OF PROPOSAL DUE BY:	December 27, 2020
TENTATIVE START DATE:	January 1, 2021

I. BACKGROUND

The 3.5 year USAID Education Data activity implemented by DevTech Systems, Inc. began in April 2018, with the objective to provide education assessment, data management, and research and evaluation services in support of the USAID *Let's Read Project* that targets five provinces in Zambia. The Education Data activity is also working closely with MoGE units and Examinations Council of Zambia (ECZ) to carry out all planned activities.

To date, major activities Education Data activity conducted include but are not limited to:

1. Language mapping exercise that provided a detailed database of 4,626 schools in the five Let's Read, Zambia target provinces by Language of Instruction, school type and location.
2. A large-scale Baseline Early Grade Reading Assessment (EGRA) to assess the reading skills of over 15,000 Grade 2 learners
3. Dissemination events of the Baseline EGRA results in each of the five target provinces with stakeholders from the MoGE and ECZ
4. Early Childhood Education research study examining the differences in performance levels between learners that have and have not taken ECE in Eastern and Western provinces in 52 GRZ schools

DevTech Systems, Inc.

II. INTRODUCTION

During 2006, USAID began creating the Early Grade Reading Assessment (EGRA): a simple instrument that could report on the foundational levels of learning, including learner acquisition of reading skills. USAID/Zambia has supported EGRA data collections through partnerships with the Ministry of General Education (MoGE) and the Examinations Council of Zambia (ECZ). The USAID Education Data activity is responsible for conducting two large-scale EGRAs to examine differences in learner reading and performance levels for the USAID Let's Read (Let's Read) project in Eastern, Southern, Western, Muchinga, and Northwestern provinces implemented by Education Development Center (EDC). The purpose of Let's Read is to improve early grade reading skills among learners from – Early Childhood Education (ECE) to Grade 3. USAID Education Data activity conducted a Baseline EGRA in 2018 which assessed over 15,000 learners in Grade 2 in 816 schools. The Midline EGRA was scheduled to take place in 2020 with the purpose of comparing learner performance and reading skills among learners that have and have not received the Let's Read intervention. However, due to COVID-19 resulting in nationwide school closures from March to September 2020, the Midline EGRA has been postponed until 2021-2022. As a result, Education Data activity in close collaboration with other education stakeholders, has pivoted its plans to conduct another research study in early 2021 that is of interest to USAID/Zambia, the MoGE and Let's Read project.

During school closures, MoGE and the Zambia National Education Coalition (ZANEC) with financial and technical support from UNICEF commissioned the School Readiness Accountability Monitoring project to examine 1) school adherence to the COVID-19 guidelines that MoGE provided for the partial reopening of exam classes beginning June 1, 2020; and 2) reach of alternative learning modes implemented by MoGE to provide continuity of learning at home. Research has provided MoGE with substantial firsthand information about continuity of learning, effectiveness of COVID-19 guidelines, and school needs. Despite current research and information to understand the effects of COVID-19 on school populations, there has been limited information to measure the extent of learning loss due to school closures, as well as psychosocial wellbeing and learning needs.

Based on stakeholder engagement with the Zambian education sector, research quantifying learning loss will aid MoGE and ECZ to fill data gaps on learning levels to tailor remedial supports and inform policy-making. To this end, USAID Education Data activity intends to conduct the Learning Loss and Psychosocial Wellbeing Research Study, with the purpose of estimating the overall learning loss of Grade 2 learners due to COVID-19 and explain how it affects learners' ability to learn and their psychosocial wellbeing. The study will also identify areas for remediation and reinforcement to support government planning for the upcoming school year.

The study aims to answer five research questions:

- 1) What is the current reading level of Grade 2 learners?
- 2) To what extent do learners in Grade 2 experience learning loss due to COVID-19?
- 3) To what extent does COVID-19 affect the learner psychosocial wellbeing and learning process?
- 4) What are the academic skill areas that need strengthening and reinforcement?
- 5) What can teachers and schools do to support remediation and learning needs?

The research study will employ a cross-sectional—pre- and post-COVID-19—mixed methods research design. The data and results from the 2018 Baseline EGRA in Five Target Provinces¹ will be used as pre-COVID-19 data, and the post-COVID-19 data will be collected early in Term 1 of the 2021 school year,

¹ For more information about the 2018 Baseline EGRA in the Five Target Provinces, please see: https://pdf.usaid.gov/pdf_docs/PA00TZM9.pdf.



currently scheduled for January – April 2021. Quantitative data will be collected on post-school closure learning levels using the EGRA assessment tool in all seven local languages². Qualitative data will be collected using an interview protocol with learners, teachers, and headteachers. EGRA data will provide current reading levels for Grade 2 learners³. Learner interviews will provide information on psychosocial wellbeing and learning needs, and teacher and headteacher interviews will provide information about school remedial support. Baseline 2018 EGRA data was used to determine the sample size for this research study. A sample of 26 schools will be selected for each of the seven local languages for a total of 182 schools (up to 10 boys and 10 girls will be assessed per school, and one Grade 2 teacher and the headteacher will be interviewed), resulting in up to 3,640 learners. Education Data activity will provide the Learning Loss and Psychosocial Wellbeing Research Study instruments and sample and will select all replacement schools if needed during data collection.

Generally, EGRA is administered at the end of a school year to measure the literacy skills they have learned throughout the year. The 2018 Baseline EGRA conducted in the five target provinces was conducted in Term 3 of the 2018 School Year, October – December 2018, to examine Grade 2 learning levels. Accordingly, to generate comparable data to the Baseline 2018 EGRA, the Learning Loss and Psychosocial Wellbeing Research Study data collection will occur during Term 3 School Year 2020, or between January to April 2021.

Under the Learning Loss & Psychosocial Well-Being during COVID-19 Research Study, several instruments will be administered in sampled schools including:

1. EGRA Assessment with five subcomponents: (1) listening comprehension in local languages, ((3) syllable sounds, (4) non-word reading, (5) oral reading fluency, (6) reading comprehension; and
2. Snapshot for School Management Effectiveness (SSME) tools that include head teacher, teacher, and learner questionnaires and school profile checklist.

III. OBJECTIVES OF THE SUBCONTRACT

The purpose of this Terms of Reference is to procure a Zambian survey firm to provide administrative and logistical support to carry out a small-scale EGRA of up to 182 schools across the five target provinces to assess learning loss and psychosocial wellbeing in all seven Zambian local languages.

Specific Objectives

The specific objectives of this contract are to support the overall successful implementation of the learning loss EGRA by carrying out the following:

1. Support EGRA coordination planning through the development of an efficient and cost-effective data collection plan as specified by Education Data activity staff.
2. Ensure collection is adequately supported with hiring and supervising of approximately 14 Quality Control Officers (QCO) and 28 assessors to carry out data collection.
3. Assist in preparing all assessors and QCOs to carry out data collection, including implementing all logistical arrangements for both the QCO and assessor training, presenting sessions on data

² Seven languages include Chitonga, Cinyanja, Silozi, Lunda, Luvale, Kiikaonde and Icibemba

³ Given data collection will be conducted at the beginning of the 2021 school year, Grade 3 learners who completed Terms 1 and 2 of Grade 2 in 2020 will be assessed using the EGRA tool.



collection logistics and preparedness, and coaching data collection teams to apply assessment tools with fidelity.

4. Ensure all data is accurate and of high-quality through tracking data collection in all 5 provinces in an Excel database to guarantee each sampled or replaced school and the required number of learners are assessed.
5. Ensure data collection teams are coordinating with provincial (PEO), district education board (DEB) offices and headteachers to observe proper MoGE protocols
6. Support data collection teams to problem solve and communicate needed support to effectively assess all schools in the sample and replacement selection. The sample selection and all replacement schools will be solely be selected by Education Data activity staff.
7. Collaborate in all working group and preparation meetings for the research study to carry out methodology, requirements, and implementation according to the research design.

IV. SCOPE OF THE SUBCONTRACT

I. Preparations

- Prepare for and co-lead preparation meetings, including but not limited to drafting and printing agendas, to discuss and agree upon the methodology and implementation of the research study with ECZ, Education Data activity, and other education stakeholders as needed.
- Review and revise as necessary select sections of the Education Data activity Test Administration Manual used at Baseline in accordance with the logistics arrangements for the research study.
- Prepare training materials for logistical sessions for the QCO and assessor training as agreed upon with Education Data activity. Other research study training materials focused on the EGRA tools, including how to administer them with students will be developed by staff from ECZ and Education Data activity.
- Develop a detailed training and data collection plan that includes a schedule for each data collection team to assess each sampled school with maximum efficiency. The detailed training and data collection plan should include but is not limited to: (1) logistics and preparations, including at least 2 virtual planning meetings; (2) logistics and preparations for both the QCO and assessor training; (3) team distribution by province and language that aligns to the sampling plan; (4) dry run logistics and preparations; (5) detailed data collection timeline including how teams will be assigned; (6) overview of policies and procedures for daily subsistence allowances and payment during training and data collection for QCO and assessors in accordance with USAID and MoGE regulations; (7) travel arrangements to provinces, districts and schools; (8) checklist(s) for all preparations leading up to midline data collection; (9) protocols and procedures for engaging with provincial, district and school level stakeholders such as, PEOs, DEBS, and headteachers; (10) key risks and assumptions in addition to methods of mitigating those risks; and (11) COVID-19 Safety plan that includes safety measures and protocols for training and data collection teams.
- Procurement of Personal Protective Equipment (masks, sanitizer etc.) for subcontractor staff, data collection teams and participants (learners, teachers, etc.) to ensure proper safety protocols are adhered to throughout training and data collection to protect against COVID-19.

2. Recruitment

- Draft and submit recruitment and screening protocols for QCOS and assessors with input from Education Data activity and ECZ staff.



- Assess and verify the language abilities of all applicants in accordance with the language of instruction that they will assess learners in.
- Verify that all selected applicants meet child protection requirements, have prior experience with data collection and familiarity with tablets or other handheld electronic devices.
- Adapt independent consulting agreements (ICA) provided by DevTech for all hired QCOs and assessors that outline their scope of work, the terms of remuneration and all requirements, and rules and policies to be followed. All ICAs will be reviewed by DevTech Home Office contracts department against USAID rules and regulations.
- Invite up to 50 QCO and assessor candidates and approximately 15 study stakeholders, up to 65 participants in total—including QCO and assessor candidates, trainers, MoGE, and ECZ participants—in proportion to the language requirements aligned to the sampling plan to participate in the QCO and assessor training. Approximately 14 QCO and 28 assessor candidates will be selected to conduct data collection in the field. Additional individuals will serve as back-ups in the case of illness, emergencies, or unsatisfactory performance.

3. QCO and Assessor Training

- Procure the venue, required multimedia equipment, tea breaks and lunches consistent with USAID cost principles and competitive market rates for a 2-day QCO training and 3-day QCO and assessor training in Lusaka plus the option of one additional day of training if needed. For the QCO training it is anticipated that there will be approximately 32 participants and for the assessor training, it is anticipated that there will be a total of 65 participants. The contractor is expected to attend and participate all days and is encouraged to consider several cost-effective training methodologies and ensure participants will practice social distancing of at least two meters.
- Make and pay for logistical arrangements for transportation and accommodation plans for QCOs and assessors traveling to participate in the training, during data collection, and return to home of record as necessary.
- Make and pay for logistical arrangements for transportation and meals for participants to practice administering the EGRA and SSME tools in a primary school in the language of instruction
- Print all training materials ahead of the training and distribute accordingly.
- Design training materials to support training sessions and lead sessions dedicated to logistics, the data collection plan, and other sessions as appropriate.
- Make timely electronic disbursement of both daily subsistence allowances and transportation refunds to all participants who are traveling to attend the QCO and/or assessor training in accordance with USAID and MoGE regulations, .
- Hire at least 14 QCOs and 28 assessors that meet inter-rater reliability (IRR) quality standards of 90% during training for Learning Loss data collection. Submit all signed ICAs to Education Data activity prior to data collection.
- Education Data activity will provide electronic tablets, chargers, and power banks for each assessor to practice during training and for data collection. However, the local survey firm will be responsible for ensuring that all tablets and associated materials are accounted for and safeguarded during training and data collection and are returned to Education Data activity after data collection has finished. Each QCO and assessor will be required to sign a tablet agreement form in order to be provided with a tablet for their usage during training and data collection



- Other equipment for training – such as projectors⁴, whiteboards, markers, chart paper should be procured by the local survey firm or institution in consultation with Education Data activity.

4. Dry-runs

- Communicate with PEOS, DEBS, and headteachers from each of the selected schools ahead of the dry-runs to ensure Grade 3 learners will be present and a quiet place has been arranged to conduct the assessment.
- Working with ECZ and Education Data activity, seek permission from the appropriate MoGE personnel to schedule and conduct dry-runs in primary schools in each of the five provinces
- Make logistical arrangements for all QCOs and assessors, including transportation and accommodation during dry-runs.
- Timely disbursement of both daily subsistence allowances and transportation refunds to all QCOs and assessors who are traveling to attend the dry-runs in each of the provinces.
- Coordinate, secure logistics for, supervise, and monitor the 2-days of dry-runs in each of the five provinces with ECZ staff to ensure QCOs and assessors are following procedures and protocols and are provided with feedback as needed.
- Secure a meeting room (e.g. provincial resource centers) to be used after each day's dry-run to provide clarifications and debrief with all QCOs and assessors.
- Support ECZ and Education Data activity staff to lead debrief sessions with QCOs and assessors and facilitate support that is required.
- Communicate performance feedback to each data collection team.
- Troubleshoot problems as they arise and communicate any issues with Education Data activity staff.

5. Data Collection

- Ensure the EGRA and learner questionnaire are administered to up to 20 learners (10 girls and 10 boys) in each of the sampled schools from all five provinces.
- For each of the sampled schools, ensure the headteacher and teacher questionnaires are administered to at least one Grade 2 teacher and one headteacher or representative.
- Communicate with headteachers from each of the sampled schools ahead of data collection to ensure Grade 3 learners, Grade 2 teacher and headteacher are present and a quiet place has been arranged to conduct the assessment.
- Communicate with Education Data activity if school replacements are needed due to closures or other circumstances. Education Data activity staff will retain sole authority to select all replacement schools.
- Working with ECZ and Education Data activity, ensure the appropriate permission from MoGE personnel to schedule and conduct the EGRA and SSME tools in primary schools in each of the five provinces.
- Make logistical arrangements for all QCOs and assessors, including transportation and accommodation for the entire period of data collection, including return travel to their home district afterwards.

⁴ Projectors may be hired or rented on a short-term basis for training. However, the local survey firm is not allowed to purchase any IT equipment without explicit prior approval from DevTech Systems to ensure procurement procedures follows USAID rules and regulations to telecommunications equipment.



- Supervise and monitor data collection in each of the five provinces with ECZ and Education Data activity staff to ensure QCOs and assessors are following procedures and protocols and are provided with feedback as needed.
- Communicate IRR feedback to each data collection team based on reports from Education Data activity staff.
- Provide logistical and IT support to data collection teams in addition to adequate data/airtime for tablets to ensure all assessments are uploaded to the server daily. Communicate and troubleshoot any issues as they arise with support from Education Data activity staff.
- Ensure timely electronic disbursements of transport stipends, salaries, and daily subsistence allowances (DSA) payments as appropriate to all QCOs and assessors to enable them to conduct data collection. Payments should be split up into several installments to incentivize teams to complete it. Upon return, ensure there are certifications of payment for all funds disbursed per QCO and assessor.
- Ensure that all tablets and associated EGRA equipment are accounted for and safely stored throughout data collection.
- Ensure data collection teams properly store and safeguard all testing materials during dry-runs and data collection.
- Ensure data collection teams collect the following information as part of the School Profile for each school that is assessed: (1) name of school; (2) name of head teacher; (3) contact details; (4) location (Province, district and zone); (5) type of school (community or public, with or without Early Childhood Education(ECE)); (6) GRZ Designated Language of Instruction; (7) Education Management Information System (EMIS) number; (8) total number of students (disaggregate by sex, grade); (9) total number of teachers (disaggregated by sex/trained by Let's Read Zambia)

6. Post Data Collection

- Collect all electronic tablets (inclusive of their chargers, adapters, and other project equipment), physical copies of all EGRA and SSME tools as well as any other materials provided to data collection teams and deliver them to the Education Data activity office in Lusaka.
- Provide logistical support to data collection teams to return to their home district as soon as they complete data collection.
- Disburse and collect proof of payment forms from all QCOs and assessors who received daily subsistence allowance and/or funds under the local survey firm. DevTech will provide a template that the local survey may use. Scanned copies of all forms with signatures from all QCOs and assessors will be submitted to DevTech at the conclusion of data collection.
- Organize and lead a debrief meeting with DevTech Field Office to review lessons learned, challenges and solutions from the midline data collection.

V. DELIVERABLES

To meet the requirements of the contract, the local survey firm will develop and submit the following deliverables:

I. Work Plan - Training and Data Collection

- a. Logistics and preparations for the QCO and assessor training, including procurement of the training venue, tea breaks and lunch, and necessary materials to support training



- b. Team distribution by province and language that aligns to the sampling plan
 - c. Dry run logistics and preparations
 - d. Detailed data collection timeline for the Learning Loss EGRA including how teams will be assigned
 - e. Overview of policies and procedures for daily subsistence allowances during training and data collection for both government and non-government employees in accordance with USAID and MoGE regulations⁵
 - f. Travel arrangements to provinces and districts such hiring of vehicles etc.
 - g. Checklist with timeline for all preparations leading up to Learning Loss data collection
 - h. Supervision plan that outlines the data quality assurance procedures that will be utilized
 - i. Key risks and assumptions in addition to methods of mitigating those risks
 - j. COVID Safety Plan – outlining precautions and protocols to ensure safety for all data collection teams and participants
2. **Assessor and QCO documentation packet**
Scope of work and employment contracts for hiring quality control officers and assessors to carry out data collection; signed independent consulting agreements for all hired QCOs and assessors; ethical procedure form; criminal statement form; tablet agreement; and consent for photography and video form submitted to Education Data activity prior to data collection.
3. **Weekly progress update report**
Contains a technical and financial component to be submitted on a weekly basis throughout the duration of the sub-contract. The technical component will feature the number of schools and learners assessed by school, district, and province for that week, in addition to lessons learned, challenges, issues, and other relevant aspects of the data collection. The financial component will document all expenses using funds received from USAID Education Data activity. A template will be provided to the selected firm in Microsoft Excel.
4. **Completion of the data collection**
Verification from the Myna dashboard⁶ that assessors and QCOS assessed 100 percent of the Grade 3 sample, comprising of: EGRA assessments using the final, approved tool; learner, teacher and headteacher questionnaire; and school profile .
5. **Data collection tracking tables**
Submission and approval of tables for all 5 provinces which includes verified school profile data for each sampled school. The excel dataset will include the following information for each school assessed at midline: (1) name of school; (2) name of head teacher; (3) contact details; (4) location (Province,

⁵ Per USAID and MoGE regulations, no government employee may receive an additional salary payment for these activities, however, DSA per MoGE rates and transport refunds are permitted during travel/field data collection. Non-government employees may receive salary compensation at an agreed upon daily rate for each day that they conduct EGRA assessments in schools. Over weekends and holidays where no data collection is conducted, DSA payments are permitted while in the field, but no salary payments are permitted.

⁶ The Myna dashboard is an online system used by DevTech Systems and its subcontractor, Management Systems International (MSI) to track completion of assessments in the field and monitor the inter-rater reliability between QCOs and assessors to ensure high-quality data is collected.



district and zone); (5) type of school (community or public, with or without Early Childhood Education(ECE)); (6) GRZ Designated Language of Instruction; (7) Education Management Information System (EMIS) number; (8) total number of students (disaggregate by sex, grade); and (9) total number of teachers (disaggregated by sex/).

6. **Final Summary report**

Outlines the major achievements, challenges and lessons learned from the (1) QCO training; (2) assessor training; (3) dry-runs and (4) data collection. Attendance registers and the results of evaluations forms from participants should be included as annexes. The report should be no longer than 5 pages (not including annexes).

7. **Final Financial report**

Compilation of all expenses using received funds and corresponding proof of payment. The report should include verified funding for local survey firm staff, additional fees, QCO and assessor expenses disaggregated by individual, and resources and materials, including fuel, tolls, and car hire. All receipts should be scanned, organized into folders and shared via email, google drive folder or flash drive.

VI. PROFESSIONAL PROFILE

Minimum Qualifications of the Local Survey Firm or Institution:

1. Be legally registered by PACRA as a company to operate with certificate of incorporation; or, if an institution, be legally registered by the Government and Higher Education Activity and possess all the appropriate permissions to conduct the aforementioned activities.
2. Have at least 8 years of experience working in Zambia, with knowledge of the five provinces included in the Learning Loss EGRA and institutional recognition by stakeholders for their work
3. Have at least 5 years of experience in planning, organizing, and carrying out data collection in government-run and/or community schools in Zambia.
4. Have leadership and supervision experience of data collection teams in the field, in addition to experience in evaluations and research in the education sector.
5. Possess a deep understanding of the Zambian education system, including the MoGE units at the zonal and district level.
6. Understanding of the linguistic diversity within the five target provinces included in the Learning Loss EGRA.
7. Strong organizational culture that centers around teamwork, strong interpersonal skills, mutual respect for team members and an unwavering commitment to excellence and detail in all aspects of their work.

Desired Qualifications:

1. Experience with electronic data collection, including the configuration of tablets, use of a dashboard for monitoring and uploading assessments to a server
2. Within team members possess knowledge or expertise in the seven languages of instruction, or Chitonga, Cinyanja, Icibemba, Kiikaonde, Lunda, Luvale, and Silozi
3. Prior experience working with USAID/Zambia, the MoGE and ECZ to carry out data collection



Organizations may propose staff positions and structures as deemed fit to successfully carry out the work outlined in this document. The proposal should include, however, candidates for the following positions.

Lead Study Coordinator

Description Role: serve as the primary point of contact with DevTech Systems under the resulting subcontract. He/She will be responsible for ensuring all contractual deliverables and activities are coordinated with DevTech systems staff, completed on time and are of high quality to enable Learning Loss training and data collection to be implemented efficiently and effectively. He or she will oversee assessor recruitment, hiring and management, procurement of all venues, vehicles and other required items and data collection in the field ensuring that all activities are conducted in accordance with USAID rules and regulations. For the duration of the subcontract, the estimated level of effort for this role is approximately 50 days.

1. Professional with at least 10 years of experience in Education, Sociology, Psychological and preference for a teacher or researcher working in an institution
2. Previous experience coordinating studies, with special preference to those with EGRA or large-scale assessment experience
3. Knowledge of best practices in data collection and data quality assurance measures, including familiarity with inter-rater reliability scores, common data entry or assessor errors, remote and in-person monitoring methods among others
4. Strong skills in planning, design and conducting training of assessors to conduct data collection. Experience delivering training for adults using participatory approaches
5. Strong organizational, financial, and analytical skills to develop data collection plans and timelines, field work reports and other management and technical reports in relation to data collection
6. Experience in the education sector and in research assessing learner outcomes. Preference for a candidate with deep knowledge of the core EGRA reading skills (listening comprehension, non-word reading, oral reading fluency and reading comprehension)
7. Professional proficiency in at least one of seven of the languages of instruction in addition to English
8. Possess an unwavering commitment to excellence in all the work they do, and commitment to collaboration and teamwork among several different stakeholders

Training Specialist

Description Role: support technical preparations and implementation for the QCO and assessor training and dry-runs, supporting QCOs and assessors to apply the instruments with fidelity and ensuring quality assurance throughout data collection. The estimated level of effort for this role is approximately 20 days.

1. Professional with an advanced degree and at least 5 years of experience in education, sociology, or psychology with experience designing and delivering training and/or instruction to adults
2. Previous experience training enumerators for data collection, with special preference to those with EGRA or reading initiatives for primary school learners
3. Strong skills in planning, design and conducting training of assessors to conduct data collection Experience managing and delivering training for adults using participatory approaches
4. Strong planning skills to design PowerPoints, handouts, and other training materials in accordance with best practices in implementation of EGRA or other large-scale assessments
5. Experience in the education sector and in research assessing learner outcomes. Preference for someone with deep knowledge of the core reading skills of the EGRA (listening comprehension, letter sounds, non-word Reading, oral Reading fluency and reading comprehension)
6. Professional proficiency in at least one of seven of the languages of instruction in addition to English
7. Possess an unwavering commitment to excellence in all the work they do, and commitment to collaboration and teamwork among several different stakeholders



Logistics and Administrative Assistant

Description Role: support logistical preparation and arrangements for recruitment of assessors, training, dry-runs and during data collection. This may include but is not limited to: coordinating with provincial, district and school-level leaders to plan data collection, procuring of venues, tea breaks, vehicles and other items, administrative support to the financial manager including proper documentation and other support as needed to ensure all subcontract objectives and deliverables are met. The estimated level of effort for this role is approximately 50 days.

1. Professionals with at least 2 years of experience managing logistics for research and evaluations, including data collection in the field, preferably with experience or supervision of EGRAs or other large-scale assessments.
2. Professional proficiency in at least one of the seven languages of instruction in addition to English.
3. Possess an unwavering commitment to excellence in all the work they do.

Financial and Operations Manager

Description Role: manage the budget, ensure that all costs, receipts and proper documentation are maintained in alignment with sound financial management principles and all USAID rules and regulations. They will ensure proper competition for the procurement of all goods and services, ensure all assessors and QCOs are paid at regular intervals via electronic transfer to their bank accounts. They will prepare and submit all financial reports to DevTech Systems along with organized and catalogued receipts. The estimated level of effort for this role is approximately 30 days.

1. Professional with a degree in finance, accounting, financial management or another related field
2. Five or more years experiences as an accountant or finance manager with experience in procurement for organizing conducting research and evaluations with data collection in the field
3. Prior experience and qualifications in developing detailed and accurate budgets for large-scale data collection, and in supervising all procurement under contracts
4. Special preference for individuals with experience working under USAID rules and regulations regarding procurement, financial reporting, and accountability
5. Possess strong problem-solving and communications skills as well as commitment to transparency attention to detail
6. Possess an unwavering commitment to excellence in all the work they do

Quality Control Officers

Description Role: To provide quality control of the data collected by Assessors during the EGRA data collection exercise. QCOs will serve as primary points of contact for their data collection team, and will be responsible for coordinating with local MoGE and school officials to conduct data collection. QCOs will supervise their team members, must have demonstrated leadership experience and integrity in all work that they do. The estimated LOE for this position is 30 days.

1. Undergraduate degree in areas such as Primary education or development studies.
2. A minimum of 2 years of experience in data quality management and/or assessment.
3. Prior supervisory experience and/or demonstrated leadership qualities.
4. Demonstrated experience related to education, literacy and/or EGRA in Zambia.
5. Ability to read and speak at least one local language of the assessment: Chinyanja, Chitonga, Icibemba, Kiiikaonde, Lunda, and or Luvale.
6. Proficiency using a computer or hand-held device (tablet).
7. Fluent in written and spoken English.
8. Ready to work in the field and in some hard to reach locations.



Assessors

Description Role: to apply with fidelity the EGRA and other data collection instruments with grade 3 learners, Grade 2 teachers and headteachers in sampled schools to assess reading skills and the psychosocial well-being of learners throughout the school closures due to COVID-19. The estimated LOE for this position is 27 days.

1. Minimum of a diploma in Development Studies or Education. Undergraduate degree will be an added advantage.
2. Prior experience in data quality management and/or administering assessment or data collection instruments as part of research studies and/or evaluations.
3. Demonstrated experience related to education, literacy and/or EGRA in Zambia.
4. Ability to read and speak at least one local language of the assessment: Chinyanja, Chitonga, Icibemba, Kiiikaonde, Lunda, and or Luvale.
5. Proficiency using a computer or hand-held device (tablet).
6. Fluent in written and spoken English.
7. Ready to work in the field and in some hard to reach locations.

Compensation

Proposed personnel/consultants’ daily rates must be aligned with USAID’s local compensation plan. The maximum daily rate is 3200 Kwacha for a senior professional with 10 years of experience in the required area of expertise.

VII. IMPLEMENTATION PLAN:

The entire contract will last approximately 4 months, beginning with initial kick-off planning meetings in late December 2020 or early January 2021 with ECZ, Education Data activity, MoGE and USAID as applicable. It will last through the end of data collection, approximately April 15, 2021. The subcontract will begin on the day the subcontract is signed by all parties and will be considered complete with the delivery and approval of all final deliverables by April 15, 2021. Table I outlines an estimated implementation plan for the research study.

TABLE I. MIDLINE EGRA TASKS WITH LOCAL SURVEY FIRM OR INSTITUTION INVOLVEMENT							
TASKS	DESCRIPTION	LOCAL SURVEY FIRM RESPONSIBILITIES					
			Dec-20	Jan-21	Feb-21	Mar-21	Apr-21
I.PREPARATIONS FOR THE MIDLINE EGRA	Conduct preparations and planning	Attend all meetings, provide updates on progress made and contribute to preparations					
	Finalize Work Plan	Revise proposal to become the Subcontractor’s Work Plan based on further coordination and collaboration with DevTech, ECZ and USAID					
	Finalize subcontract	Sign on the terms outlined in the agreed upon subcontract					
	Identify & prepare logistics	Develop and finalize the work plan and seek DevTech approval for the plan					



TABLE I. MIDLINE EGRA TASKS WITH LOCAL SURVEY FIRM OR INSTITUTION INVOLVEMENT							
TASKS	DESCRIPTION	LOCAL SURVEY FIRM RESPONSIBILITIES					
			Dec-20	Jan-21	Feb-21	Mar-21	Apr-21
		Develop training and data collection plan and submit to DevTech for approval					
	Research study sampling plan	Use approved sampling plan to finalize data collection team logistics including transportation and accommodations					
2. RECRUITMENT	Draft QCO and assessor recruitment	Draft interview protocols and identify candidates for training in all seven Zambian languages of instruction					
3.QCO & ASSESSOR TRAINING	Finalize all logistics and materials for QCO and assessor training	Local survey firm to support venue procurement, tea breaks and lunches, local schools for practice, transportation, and accommodation as necessary					
	Seek letter of permission from PS	Education Data activity will seek permission from the PS and PEOs, but the local survey firm will confirm appropriate approvals prior to contacting PEOs, DEBS and schools to schedule data collection					
	Evaluate and hire QCOs and Assessors candidates	Local survey firm with Education Data activity and ECZ support will assess all candidates for language abilities, child protection guidelines and other agreed upon criteria					
	Invite QCOs and Assessors to training	Local Survey firm to support logistical preparations to support candidates to attend QCO and assessor training					
	Training materials and workshop venue	Print all training materials and ensure all necessary equipment is procured and set-up for training					
	Train QCOs	Participate in training, lead sessions on data collection schedule and logistics of data collection.					
	Train Assessors	Participate in training, lead sessions on data collection schedule and logistics of data collection.					
	Schedule schools for dry-runs	Once Education Data activity has communicated with PEOs, coordinate with all schools participating in the dry-runs to ensure learners are present.					
4. DRY RUNS IN PROVINCES	Make transport and accommodation arrangements for QCOs and assessors to the provinces	Local survey firm will make transport arrangements either through hiring of vehicles					
	Conduct practice sessions in provinces	Monitor dry-runs with ECZ and Education Data activity staff					
	Local survey firm to plan and supervise dry runs	Supervise transportation, accommodation, and funds disbursements for QCOs and assessors					



TABLE I. MIDLINE EGRA TASKS WITH LOCAL SURVEY FIRM OR INSTITUTION INVOLVEMENT							
TASKS	DESCRIPTION	LOCAL SURVEY FIRM RESPONSIBILITIES					
			Dec-20	Jan-21	Feb-21	Mar-21	Apr-21
5. DATA COLLECTION	Data collection	Supervise and support data collection teams to carry out the midline data collection					
	Monitor data collection	Monitor data collection in each of the five target provinces. Make all logistical arrangements to support monitoring for the local survey team					
	Verify data collection	Verify that data collection teams are uploading finished assessments and questionnaires on the Myna cloud server and meeting quotas according to the sampling and data collection plans					
	Payment of DSAs	Ensure the timely disbursement of electronic payments to all QCOs and assessors to support data collection					
	Verification of research study data collection	Education Data activity staff via the Myna dashboard and field reports to verify that data were collected from up to 20 learners in each of the sampled schools along with the questionnaires and school profile checklist.					
6. POST DATA COLLECTION	Proof of payment and financial summary	Submit detailed financial report and proof of payments for all QCOs and assessors to DevTech staff					
	Collect data & materials and clear QCOs	Submit all materials to Education Data activity office in Lusaka					

VIII. TECHNICAL REVIEW CRITERIA

Proposals for the term of reference will be evaluated against the following criteria and weights:

1. Previous experience conducting nationwide assessments in education, specifically EGRA, other primary school assessments that focus on literacy
2. Quality and service methodology, including realistic timeframes, technically sound and comprehensive approaches encompassing all requirements outlines in the terms of reference, alignment to Zambian context, and quality control processes to assess and mitigate risks and challenges
3. Experience and ability of proposed staff according descriptions in *Section VI. Professional Profile*
4. Delivery date based on planning, allotted timeframes to complete deliverables and tasks, and consideration of high volumes of work and/or simultaneous deadlines
5. Costs are based on competitive market research and all requirements that incur costs outlined in the terms of reference

IX. RESPONSE SUBMISSION

To apply to this ToR, please submit an application with the following:



Component I: Technical Proposal

- (1) Cover Sheet with contact information
- (2) Organizational Profile including DUNS number. If not registered, please register in www.sam.gov
- (3) Statement of interest in the scope of work.
- (4) Description of the applicable organizational capabilities similar to activities carried out by the organization, including past experience under USAID contracts
- (5) Detailed Training and Data Collection Plan (see Deliverable I, part V) that outlines the proposed technical approach including your recruitment, training, and data collection plan in alignment with the scope of work. It should also include a detailed timeline for each activity as well as critical assumptions, risks, and mitigation strategies.
- (6) Management structure of proposed staff members with accompanying CVs (maximum of 2 pages per CV). CVs are required **only** for the following positions:
 - a. Lead Study Coordinator
 - b. Training Specialist
 - c. Logistics and Administrative Assistant
 - d. Financial and Operations Manager
- (7) Contact information for three recent client references

The Technical Proposal should not exceed 15 pages in length, excluding CVs and any annexes.

Component II: Cost Proposal

- (1) An Itemize budget including, at minimum: all staff wages, travel and transportation, equipment, supplies/materials, venue fees, and other direct costs. Applicants are to include all costs deemed necessary to execute this scope of work in the application budget and it must include individual daily rates for the key personal outlined in section VI. Please use the provided template to submit the cost proposal.
- (2) Budget narrative to provide details on the costs provided.

Please email all questions and applications in .pdf and .doc files to Education Data activity to: Ed-Data@devtechsys.com

1. Questions should be submitted no later than **December 11th, 2020**
2. Full response to the RFP with technical and cost proposal should be submitted no later than **December 27th, 2020**.

Education Data activity reserves the right to not review applications received after the deadline.

Please note: The selected local survey firm and resulting contract may be subject to USAID approval and may be cancelled at any time for cause, convenience or due to changed circumstances.



X. PAYMENT

This contract will be disbursed in four payments, according to the submission and approval of the following products:

No	Deliverable(s)	Payment Proportion
1	Submission and approval of detailed training and data collection plan (deliverable 1).	40%
2	Successful completion of the (1) QCO and assessor training; (2) assessor and QCO documentation packet (deliverable 2); and (3) submission of the first week of the technical and financial progress report (deliverable 3).	30%
3	After the completion of the learning loss data collection in approximately 186 schools as verified by the Myna dashboard (deliverable 4 and 5) and submission of all weekly progress updates (deliverable 3).	20%
4	After the approval of the data collection tracking database, submission and approval of the summary report and financial report documenting expenses, submission of all Education Data activity equipment such as tablets, chargers etc., and submission of all receipts and proof of payment for all QCOs, assessors and local survey firm staff to the satisfaction of DevTech and USAID (deliverables 6 and 7).	10%
		100%

XI. CHILD PROTECTION, CONFIDENTIALITY AND THE USE OF INFORMATION

The organization will assure that in all processes related to this study, DevTech’s child protection policy is implemented, along with all USAID regulations regarding the use of primary data collected for the study. The data collected as part of this study including the; (1) EGRA assessment results; (2) learner, teacher and headteacher questionnaires; (3) school profile checklist and the EGRA tools themselves belong to USAID and DevTech and should not be used for any other purpose outside the elaboration of reports that will be revised and approved by DevTech and USAID. The unauthorized use of this information will result in the cancelation of this subcontract.

In addition, to comply with USAID Standard regulation, the organization should ensure adherence to the following basic principles to protect the children involved in this study:

- (1) Ensure compliance with Zambian child welfare and protection standards, in addition to any additional international agreement or regulations Zambia has signed, whichever provides the greatest protection, and with the law of the United States where applicable.
- (2) It is prohibited to engage in child abuse, exploitation, or neglect.
- (3) Consider the protection of children in all planning and implementation to determine if there are potential risks to the children that are associated with the activities and operation of the project, if applicable.
- (4) Apply measures to reduce the risk of child abuse, exploitation or neglect, including, but limited to, limiting actions with children without proper supervision, prohibiting exposure to



pornography, complying with all applicable laws, regulations, including those regulations pertaining to taking pictures, film or generating images any other images of children.

- (5) Promote child safety selection procedures for staff, especially those whose work puts them in direct contact with children.
- (6) Have (demonstrable) policies and procedures to ensure that staff and others have been trained on issues of child abuse, exploitation or neglect; making it mandatory for staff and others to report accusations; investigate and administer accusations; and take appropriate action in response to such accusations, including, but not limited to, firing said personnel.

The selected personal will receive, as part of the EGRA training, a session on sexual harassment and the appropriate procedures for dealing with cases of violence and / or trafficking by the Master Trainers under Education Data activity.

XII. USAID REGULATIONS

The entity will ensure that all work activities conducted under this contract towards the successful completion of this scope of work is completed in accordance with all applicable USAID and USG regulations, including but not limited to FAR and AIDAR.

XI. PENALTIES

This consultancy may be suspended for cause, at any time, in whole or in part, by DevTech by written notification to the organization, provided it is determined that the organization has not complied with the conditions of the contract. If, for reasons attributable to it, the organization incurs a delay with respect to the established deadlines and the reports to be submitted, so that it rationally presumes the impossibility of complying with the final deadline or if it is not complied with, DevTech may opt interchangeably for the resolution of the consulting contract.

XII. TECHNICAL SUPERVISOR

The technical supervisors for this contract will be the Deputy Program Manager and the HO Program Manager.

XIII. CONFIDENTIAL INFORMATION

As a potential organization for a subcontract with DevTech Systems, Inc. (DevTech), I recognize the highly sensitive nature of proprietary information, as well as the competitive nature of DevTech's business, and understand the importance of protecting confidential, sensitive and / or information. patented by the firm and its client. Specifically, this includes, but is not limited to, the Client: USAID / Zambia Education Data activity, contract number 72061118C00005 under IDIQ AID-QAA-I-14-00057-ABE ACR.



I agree to treat all non-public confidential information, including confidential and acquisition or proposed information, with the strictest confidentiality. I will not disclose DevTech or customer confidential information to any person for my own purposes or for purposes other than those of DevTech Systems, Inc., unless I have first obtained in writing the prior consent of the DevTech Senior Corporate Management or Disclosure of information as required by the court order or regulatory body.

I understand that my obligations under this confidentiality agreement will remain in effect until the date DevTech or its customers publicly disclose confidential information. I agree that, at DevTech's request or upon termination of the subcontract with DevTech, I will immediately return all materials, in all formats, received and created as a result of the subcontract directly to the DevTech Agreement Coordinator or a member of Senior Corporate Management.

