



### **Terms of Reference**

<b>AWARD:</b>	Early Childhood Education Research Study
<b>TYPE:</b>	Fixed Firm Price
<b>PROJECT:</b>	USAID Education Data Activity
<b>SUPERVISORS:</b>	Program Manager / Team Lead and HO Program Manager
<b>PLACE OF WORK:</b>	Lusaka and two provinces (to be selected)
<b>ALL QUESTIONS DUE BY:</b>	December 17, 2019
<b>FINAL SUBMISSION OF PROPOSAL DUE BY:</b>	December 26, 2019
<b>TENTATIVE START DATE:</b>	January 2, 2019
<b>SUBMIT RESPONSES TO:</b>	<a href="mailto:Ed-Data@devtechsys.com">Ed-Data@devtechsys.com</a>

### **I. BACKGROUND**

The 3.5 year USAID Education Data activity implemented by DevTech Systems, Inc. (DevTech) 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 the Southern, Eastern, Muchinga, North Western, and West provinces of Zambia. The Education Data activity works closely with Ministry of General Education (MoGE) units and the Examinations Council of Zambia (ECZ) to carry out all planned activities. The Let's Read project is a 5-year project funded by USAID/Zambia and implemented by the Education Development Center. USAID Let's Read works to improve reading outcomes for children attending pre-primary school (kindergarten) through Grades 3 by providing teacher professional development and access to instructional materials to support learners in both government-run primary and community schools in Zambia. To this end, Education Data activity is charged with conducting two large-scale Early Grade Reading Assessments (EGRA) to assess learning outcomes, strengthening the capacity of ECZ to conduct assessments and also to carry out research studies in support of both the MoGE and Let's Read Project.

During its first year, the Education Data activity conducted:

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1. Language mapping exercise that provided a detailed database of 4,626 schools in the five Let's Read target provinces by language of instruction, school type, and location
2. A large-scale baseline EGRA to assess the reading skills of over 15,000 Grade 2 learners
3. Dissemination events to share the baseline EGRA results in each of the five target provinces with stakeholders from the MoGE and ECZ

In Year 2, the Education Data activity will carry out a research study which includes both baseline and end line data collection to examine Early Childhood Education (ECE) conditions and learning outcomes. The purpose of the baseline study will be to answer the following research questions: (1) how are ECE teachers implementing the MoGE's ECE curriculum; (2) what are the baseline levels of ECE teachers' pedagogy and ECE learner outcomes in the absence of the Let's Read ECE intervention; and (3) are there differences in skills among Grade 1 learners who did and those who did not attend ECE programs. The end line study will assess changes in teachers' pedagogy and learner outcomes in several ECE domains in relation to the baseline levels observed. To inform this study and research questions, Education Data activity team consulted the MoGE, ECZ, USAID/Zambia, Let's Read staff, and other key stakeholders working in ECE to better understand where further research could assist the MoGE inform policy-decisions and assist ECE learners.

## II. INTRODUCTION

The purpose of the ECE Research Study is to examine the fidelity of implementation of teacher pedagogies in relation to the Let's Read ECE intervention and the MoGE ECE curriculum and to examine ECE learner outcomes for learners that have and have not received the Let's Read intervention. The Study will utilize two internationally utilized early learning assessment and classroom observation tools that have been adapted to the Zambian context. First, the Measurement of Early Learning Environment (MELE) tool developed by ECD Measure Group, the international arm of the Nebraska Early Childhood Collaborative (NECC), will be used to conduct classroom observations of ECE teachers and assess classroom environments. The MELE tool is designed to assess the quality of pre-primary education and can be adapted based on relevance and feasibility within low- and middle-income countries. MELE has been utilized in over 20 countries worldwide with the majority in Africa. Specifically, the MELE tool is designed and can be adapted to gather data for pre-primary education in the areas of play, pedagogy, interactions, environment, personnel, parent and community engagement, and inclusion. In 2018, the MELE tool was pilot tested in five government-run ECE classrooms in Central Province to assess its suitability for the Zambian context. Second, the Save the Children International Development and Early Learning Assessment (IDELA) tool is an easy-to-use, rigorous tool that measures children's early learning and development for children aged 3.5 to 6 years old. The IDELA tool has been adapted for the Zambian context by Right to Care Zambia and assesses ECE learners' motor development, emergent literacy, emergent math, and social and emotional skills.

The Study will analyze differences in learner groups and teachers' practices over time by collecting two data sets: a baseline in January 2020 and an end line in January 2021. The baseline data collection will include ECE teacher observations and assessments of learner outcomes for learners that are beginning ECE (ages 5 – 6) and have not yet received the intervention, learners that just finished ECE without the intervention who will serve as a comparison for the end line results. Grade 1 learners who did not attend ECE last year will also be assessed at baseline. End line data collection will assess learners that are ending ECE with the intervention and include a second round of teacher observations to examine changes in the pedagogies they employ to teach the ECE curriculum. The ECE Research Study will explore the following research questions:



#### Baseline

- What are baseline levels of cognitive, pre-mathematics, pre-literacy, and social and emotional skills of learners just entering ECE in select government-run primary schools in two provinces in Zambia?
- What differences in cognitive, pre-mathematics, pre-literacy, social and emotions skills, if any, can be observed between Grade 1 learners who attended ECE the year before and those that did not?
- How are ECE teachers in select schools teaching the ECE curriculum to ECE learners? What pedagogies do they employ?
- How is the ECE classroom and school environment set up for ECE learners?
- Does the ECE policy align to the implementation in select government-run primary schools in two provinces in Zambia?

#### End line:

- What differences, if any, in ECE learners' cognitive, pre-mathematics and pre-literacy, social and emotional and language skills are observed after a year of the Let's Read ECE interventions in comparison to the absence of the ECE interventions?
- In comparison to baseline observations, what new pedagogies and teacher behaviors can be observed in ECE classrooms?
- In comparison to the baseline observations, how is the ECE classroom and school environment set up for ECE learners?
- In comparison to the baseline observations, what materials are available and used by ECE teachers to teach the ECE curriculum?

Through this ECE Research Study, the Education Data activity, in close collaboration with USAID/Zambia, MoGE, and ECZ, seeks to better understand ECE learner outcomes. This Study will utilize a mixed-methods approach, which includes qualitative classroom observations and quantitative ECE learner assessment data to examine learner outcomes. Consistent with the purpose of the Study, DevTech outlines the following Scope of Work (SoW) for the recruitment of services for a qualified university or local survey firm to execute this contract. The successful awardee will conduct activities and create materials consistent with the responsibilities outlined in parts III. Objectives of the award, IV. Deliverables, and V. Professional Profile, and VI. Implementation Plan.

See VII. Application for directions on how to apply for the ECE Research Study SoW.

### **III. OBJECTIVES OF THE SCOPE OF WORK**

The purpose of this Scope of Work is to provide logistical and administrative support for this ECE Research Study to assess classroom and teacher observations and differences in ECE learners who have received the ECE Let's Read intervention (herein referred to as "intervention") and ECE learners who have not received the intervention. The Study will examine learner outcomes by examining four distinct groups: (1) Students beginning ECE with the intervention; (2) Students ending ECE with the intervention; and (3) Students ending ECE without the intervention and; (4) Grade 1 Students who did not participate in ECE the year before. The Study will draw on data collected from each group to examine the performance of the USAID Let's Read project. The Study will also examine teacher behaviors and new pedagogies observed in ECE



classrooms. Specifically, the Study will examine differences in learners' skills in cognition, pre-mathematics, pre-literacy, social and emotional capabilities, and language ability.

### **Specific Objectives:**

The specific objectives of this scope of work are the following:

1. Develop two detailed data collection plans that specify the schedule and methodology for data collection at baseline in January 2020 and end line in January 2021 in the two of the five target provinces based on a sample of about 52 schools provided by DevTech to the selected survey firm. At baseline up to 10 ECE learners and up to 12 Grade 1 learners will be selected for assessment (6 who attended ECE in the previous year and 6 who did not) in addition to the classroom observation for the ECE teacher. At end line, up to 10 ECE learners will be assessed. The baseline and end line data collection plans must include schedules and methodologies that outline training and hiring for quality control officers (QCO) and assessors, data collection, implementation timelines, and a detailed budget. For more information on the requirements for the baseline and end line data collection plans see part IV. Deliverables
2. Hire and supervise approximately 6 QCO and 18 assessors, in 6 data collection teams, in each of the two target provinces in accordance with the baseline and end line data collection plans (see Specific Objectives, 1)
3. Adapt existing materials and develop accompanying materials for Save the Children's IDELA and ECD's MELE tools and implement a 5-day QCO and assessor training for baseline data collection including practice administering the learner assessment and classroom observation tool in ECE classrooms and a 4-day training for end line data collection. As part of training, organize a 2-day dry-run in both provinces to enable data collection teams to practice administering learner assessments in the language of instruction.
4. Ensure data collection teams apply the adapted, verified data collection tools consistently, with fidelity, and in accordance with the requirements outlined in the QCO and assessors
5. Generate and successfully send a weekly progress report describing progress towards deliverables outlined in part IV. Deliverables, in addition to reporting incidents, lessons learned, challenges, and mitigating solutions
6. Organize the transportation for data collection teams to and from the provinces and districts to carry out the dry-runs, baseline and end line data collection. Support data collection teams to use public transportation or hire vehicles as is necessary, reasonable, and allowable to conduct the assessments of all sampled schools
7. Organize accommodation and other logistical support for baseline and end line data collection teams as necessary to facilitate completion of all tasks per agreed upon deliverable schedules
8. Work closely with MoGE, PEOs, DEBs, and ECZ as appropriate to coordinate the data collection process, including communications and coordination with each of the sampled schools ahead of data collection



9. Serve as the first point-of-contact for data collection teams if complications arise, such as the closure of schools and communicate issues to both the Education Data activity team and ECZ staff. The Education Data activity staff will select all replacement schools
10. Participate and collaborate in all working group meetings with Education Data activity and ECZ to support preparations for the ECE Research Study

## SCOPE OF THE AWARD

### I. Preparations

- a. Attend a kick-off meeting with to be led by DevTech, with participation from USAID and representatives from the MoGE to take place as early as December 2020
- b. Develop a baseline data collection plan that includes a schedule for each data collection team to assess each of the 52 schools at a high-quality. The baseline data collection plan must include but is not limited to: (1) data collection schedules for the three assessed student learner groups; (2) methodology to hire data collection teams; (3) methodology to provide logistical and technical support to train data collection teams; (4) team distribution by province and district that aligns to the sampling plan provided by the Education Data activity; (5) detailed timelines-provided in short summary form and a GANNT chart, including all tasks consistent with part III, Objectives of the Scope of Work; (6) overview of policies and procedures for allowances during training and data collection for all QCOs and assessors; (7) travel arrangements to provinces and districts; (8) checklists for tasks from preparation of the ECE research study to implementation; (9) detailed budget to account for all expected costs; and (10) key risks and assumptions in addition to risk mitigation

### 2. Recruitment

- a. Draft and submit recruitment and screening protocols for QCOs and assessors including professional and relevant qualifications and experience consistent with market-research and competitive rates
- b. Advertise for QCO and assessors and hold interviews with qualified candidates
- c. Assess and verify the language abilities of all applicants in accordance with the language of instruction in the targeted provinces and the distribution of individuals needed for data collection in each province
- d. Choose and recommend to Education Data activity approximately 6 QCOs and 18 assessors based on the screening protocols and choose reserve QCOs and assessors based on project needs. Data collectors should indicate interest and availability to conduct end line data collection activities for January 2021 as well as baseline data collection in January 2020.
- c. Verify that all selected applicants meet child protection requirements and are available for baseline data collection at the minimum. Ideally all selected applicants will indicate an interest to return for end line data collection in January 2021
- d. Develop independent consulting agreements (ICA) for all recommended QCOs and assessors outlining the appropriate scopes of work, terms of remuneration, and rules and policies. All ICAs will be submitted to the DevTech Home Office Contracts department for review and approval against USAID rules and regulations and IRB approval requirements, as needed



- e. Hire all qualified and Education Data activity approved QCOs and assessors and shared scanned copies of all signed ICAs with Education Data activity

### 3. QCO and Assessor Training

- a. Attend and participate in pre-training meetings with the Education Data activity team and ECZ and/or MoGE staff in January 2020 for baseline and November - December 2020 for endline
- b. Procure venues, required multimedia equipment, tea breaks, and lunches for two QCO and assessor trainings in Lusaka, five days for baseline and four days for end line
- c. Make logistical arrangements for QCO and assessors to and from the training including accommodation and travel if appropriate
- d. Plan and create all materials for the baseline and end line trainings. Training topics may include MELE and IDELA tool overview; protocols for conducting learner assessments; protocols for teacher observations; and using tablets for electronic data collection. DevTech FO staff will also provide technical assistance throughout training
- e. Print all training materials ahead of the training for all participants, including but not limited to QCOs, assessors, Education Data activity staff, USAID/Zambia staff, and MoGE and ECZ participants
- f. Provide additional technical and logistical support as needed to ensure the training runs smoothly
- g. Monitor QCOs and assessors during training to assess their suitability for participation in data collection.
- h. Disburse daily subsistence allowances (DSA) payments to all QCO and assessors as appropriate via electronic transfer to their bank accounts. Obtain proof of payment from each QCO and assessor and share scanned copies with Education Data activity

### 4. Data Collection (Baseline and End line)

- a. Ensure the adapted, verified tools are administered in approximately 52 schools in both provinces at baseline and end line with equal gender distribution based on the sampling plan provided by Education Data activity.
- b. Communicate with head teachers from each of the sampled schools ahead of data collection to ensure target learners are present, teachers are aware and consent to teacher observations, and a quiet place has been arranged to conduct the assessment
- c. Elevate the need for school replacements immediately to Education Data activity due to school closures or other extenuating circumstances. Education Data activity retains the sole authority to select replacement schools
- d. Working with ECZ and Education Data activity, seek permission from the appropriate MoGE, PEO, and/or DEBs personnel to conduct data collection and teacher observations
- e. Arrange transportation and accommodation for all data collection team members
- f. Arrange remuneration schedules and verify all QCO and assessor information is accurate for the timely disbursement of daily subsistence allowances via electronic transfers to bank accounts
- g. Disburse daily subsistence allowances (DSA) payments to all QCO and assessors as appropriate
- h. Provide additional logistical support to ensure the successful completion of all baseline and end line tasks, including but not limited to providing QCOs and assessors with printed materials



as needed to collect student data; protocols in the event unforeseen challenges emerge; and a phone tree to elevate issues to appropriate parties. Education Data activity will provide data collection teams with electronic tablets for use during data collection

- i. Serve as the primary point-of-contact for data collectors and troubleshoot complications as they arise
- j. Ensure all data from the data collection is properly accounted for and stored, including but not limited to: (i) ensuring data collectors successfully complete the assessments on the Education Data activity provided tablets; (ii) uploading completed assessments and all data into a central server designated by the Education Data activity; and (iii) verifying all completed assessments and data are uploaded onto the electronic server as instructed by the Education Data activity
- k. Communicate any issues with the Education Data activity

#### **5. After Data Collection (Baseline and End line)**

- a. Collect all materials, electronic and physical, inclusive of chargers, adapters, or other associated equipment, provided to data collection teams and deliver them to the Education Data activity office
- b. Provide logistical support for data collection teams to return to their district after data collection finishes
- c. Disburse and collect proof of payment from all QCOs and assessors who received daily subsistence allowance and/or funds under the subcontract. 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
- d. Organize and lead a debrief meeting with DevTech Field Office to review lessons learned, challenges and solutions from the midline data collection

#### **6. Reporting (Baseline and End line)**

- a. Develop a summary report documenting major achievements, challenges, and lessons learned from the QCO and assessor training and data collection. The summary report should include number of schools and learners assessed disaggregated by school, district, and province and be no longer than 3 pages
- b. Draft and submit weekly progress reports throughout the baseline and end line data collection summarizing progress, achievements, challenges, mitigation strategies, and solutions to overcome challenges. The report should be no longer than 1 page
- c. Financial summaries documenting the total cost of any events, tasks, or activities conducted pursuant with this SoW
- d. A signed ICA for each QCO and assessor in addition to proof of payment for each individual receiving funds under this SoW

### **IV. DELIVERABLES**

To meet the requirements of this scope of the work, the local survey firm or university will develop and deliver the following deliverables:

- I. Detailed Work Plan



- a. Description of the organization and team composition, including CVs of individuals that will execute this SoW
  - b. Supervision plan that will outline data quality assurance procedures throughout the period of performance of the subcontract
  - c. Finalized versions of the MELE and IDELA tools in preparation for the data collection. DevTech will retain responsibility for programming all research tools for electronic data collection utilizing Education Data activity tablet
2. Weekly Progress Reports:
- a. Summary of progress, achievements, challenges, mitigation strategies, and solutions to overcome challenges during baseline and end line data collection
3. Detailed Baseline Training and Data Collection Plan (January 2020):
- a. Data collection schedules to include the three assessed student learner groups for the baseline data collection in approximately 52 government-run primary schools with ECE programs based on the sampling plan provided
  - b. Methodology to hire QCOs and assessors
  - c. Methodology to provide logistical and technical support to train QCOs and assessors
  - d. Team distribution by province and language that aligns to the sampling plan provided by DevTech
  - e. Detailed timelines
    - i. Short summary form outlining timelines
    - ii. GANNT implementation chart, including all tasks consistent with section, Scope of Work Section
  - f. Overview of policies and procedures for allowances during training and data collection for all QCOs and assessors in compliance with all USAID regulations and Zambian labor laws.
  - g. Travel arrangements to and from provinces and districts
  - h. Checklists to support adequate planning for the implementation of this Study
  - i. Detailed budget to account for all expected costs
  - j. Key risks and assumptions in addition to risk mitigation
4. Detailed End line Data Collection Plan (January 2021):
- a. See “Detailed Baseline Data Collection Plan (January 2020)” for requirement parts
5. Screening protocols for QCOs and assessors:
- a. Separate protocols for each position outlining needed experience, assessment of their language skills and applicant scores ranked against desired qualifications
6. Training Materials:
- a. Logistics and preparation for the data collection team trainings
  - b. All presentation materials for the five-day QCO and assessor baseline data collection training and four-day QCO and assessor end line data collection training. Training material needs will be agreed upon by the local survey firm and Education Data activity team
7. Employment Contracts: Electronic copies of the signed QCO and assessor ICAs
8. Completion of the ECE Research Study baseline data collection – verification by DevTech via the electronic server that 100 percent of the sampled schools were assessed through the agreed-upon tools.





9. Financial Report
  - a. Costs associated with data collection tasks, including: (1) QCO and assessor trainings; (2) transportation to and from provinces and districts; (3) accommodations and other logistical expenses; and (4) stipends to be paid for all data collection teams
  - b. Scanned receipts for all associated costs
  - c. Scanned copies of signed proof of payment forms for all QCOs and assessors employed under this scope of work in addition to proof of payment of electronic transfer
10. Two Data Collection Summary Reports (baseline and end line): report outlining the number of data collection teams disaggregated per type, number of schools and students assessed disaggregated by gender and age, major achievements, challenges, skills gap training, and lessons learned consistent with shared protocols and procedures. Each report shall be no longer than 5 pages
11. Collection of all Materials and Documentation
  - a. IDELA and MELE physical and electronic copies and all associated materials utilized during the dry-run and data collection
  - b. Photographs taken during the dry-run and data collection with participants' informed consent for photographs to be published in promotional materials

## V. PROFESSIONAL PROFILE

The local survey firm or university should possess the following experience and qualifications:

### Minimum Qualifications

1. Be legally registered by the Government of Zambia, with all appropriate permissions to conduct all activities outlined in this SoW
2. Have at least 10 years of experience working in Zambia, with knowledge of the five target provinces of the USAID/Zambia Let's Read project
3. Have at least 5 years of experience in planning, organizing, and carrying out research study design and data collection, preferably in the education sector. Preference will be given to Zambian registered organizations that have conducted ECE education research studies
4. Have project management and managerial experience carrying out research design, analysis, and data collection
5. Possess a deep understanding of the Zambian education system, including the MoGE units at the zonal and district level,
6. Strong organizational culture that centers around teamwork, strong interpersonal skills, mutual respect for team members and an unwavering commitment to excellence in all aspects of their work
7. Strong English writing skills at a professional level and previous experience drafting high-quality reports with minimal grammatical and spelling errors

### Desired Qualifications

1. Experience with electronic data collection, including the configuration of tablets, and uploading assessments to a server
2. Internal team knowledge or expertise in the languages of instruction— Cinyanja and Silozi



### 3. Prior experience working with the MoGE and ECZ to carry out data collection

The proposal should include candidates for the following positions:

#### **Lead Study Coordinator<sup>1</sup>:**

- Professional with at least 7 years of experience and an undergraduate and/or post-graduate degree in education, sociology, or psychology with preference for a teacher, lecturer, professor, or researcher employed at or attending a university
- Previous experience coordinating studies, with special preference for an individual with demonstrated experience coordinating education or early childhood education studies
- Basic understanding of best practices in research methodology, design, ethics, data collection and pilot testing, data quality assurance measures, including familiarity with comparative methodologies examining control and treatment groups, on-site and remote monitoring methods, and qualitative research methodologies
- Strong organizational and analytical skills to develop data collection plans and timelines, budgets for activities, field work reports and other management and technical reports in relation to data collection
- Experience in the education sector and in research assessing learner outcomes. Preference for an individual with experience in early childhood education, particularly academic or practical understanding of gross and fine motor development, emergent literacy and language, emergent numeracy, and socio-emotional development
- Professional proficiency in at least one of seven the languages of instruction in addition to English
- Experience working on USAID projects and familiarity with USAID regulations and requirements is preferred
- Strong English writing skills at a professional level and previous experience drafting high-quality reports with minimal grammatical and spelling errors
- Possess an unwavering commitment to excellence in all the work they do, and commitment to collaboration and teamwork among several different stakeholders

#### **Research Assistant(s)**

- Professional(s) with an undergraduate degree in Education, Sociology, Psychology, with preference for individuals with experience in research and evaluations in the education sector
- Two years of experience supporting research studies and evaluations with data collection, preferably in the education sector
- Professional proficiency in at least one of the seven languages of instruction in addition to English
- Strong English writing skills at the professional level and previous experience drafting high-quality reports with minimal grammatical and spelling errors
- Experienced in providing administrative and logistical support, such as arranging transportation and accommodation
- Possess an unwavering commitment to excellence in all the work they do.

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<sup>1</sup> The Lead Study Coordinator will be in charge of coordinating and supervising all field work, in addition to the point of contact for relations between the organization, ECZ, MoGE and DevTech.



## Financial and Operations Support

- Professional with an undergraduate and/or graduate degree in finance, accounting, financial management or another related field
- Five years of experience in the procurement and financial management for organizing conducting research and evaluations with data collection, including drafting work agreements and/or contractually binding employment agreements
- Prior experience and qualifications in developing detailed and accurate budgets for national data collections, and in supervising all procurement under contracts
- Special preference for individuals with experience working under USAID rules and regulations regarding procurement, financial reporting and accountability
- Strong English writing skills at the professional level and previous experience drafting high-quality reports with minimal grammatical and spelling errors
- Possess an unwavering commitment to excellence in all the work they do

## VI. IMPLEMENTATION PLAN:

The entire scope of work will last approximately 14 months, beginning with initial kick-off planning meetings in January 2020 to be led by DevTech with participation from the selected local survey firm, MoGE, and USAID. It will last until March 2021, one month after the end of data collection in February 2021. The survey firm 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 March 15, 2021. Baseline and end line tasks are represented below.

Table I. ECE Research Study Subcontractor Tasks

TABLE I. ECE RESEARCH STUDY LOCAL SURVEY FIRM TASKS														
TASKS	DESCRIPTION	RESPONSIBILITIES	TIMELINE											
			Dec-19	Jan-20	Feb-20	Mar-20	April-20		Oct-20	Nov-20	Dec - 20	Jan-21	Feb - 21	Mar - 21
1.Preparations	Planning	Attend all kick-off and planning meetings												
	Finalize award	Sign the terms outlined in the agreed upon award with the selected local survey firm												
	Identify & prepare logistics	Develop baseline data collection plan and seek DevTech approval for the plan												
		Develop end line data collection plan and seek DevTech approval for the plan												
2. Recruitment	Recruitment plan	Draft and submit recruitment and screening protocols for DevTech approval, including verification of applicant language availabilities												



TABLE I. ECE RESEARCH STUDY LOCAL SURVEY FIRM TASKS														
TASKS	DESCRIPTION	RESPONSIBILITIES	TIMELINE											
			Dec-19	Jan-20	Feb-20	Mar-20	April-20		Oct-20	Nov-20	Dec - 20	Jan-21	Feb - 21	Mar - 21
	Submit Independent Contracting Agreement (ICA)	Interview QCOs and assessors according to provincial and school assessor needs and Lol capabilities. Recommend candidates for Education Data activity review.												
		Draft ICA and submit to the Education Data activity for approval												
		Sign and submit completed ICAs data collection teams to Education Data activity												
3. QCO and Assessor Training	Seek letter of permission from PS	Seek permission for the data collection but the Subcontractor will confirm appropriate approvals prior to contacting PEOs, DEBS and schools to schedule data collection												
	Prepare for training sessions	Adapt and develop training materials and seek Education Data activity feedback												
	Invite QCOs and Assessors to training	Support logistical preparations for data collection teams to attend training												
	Training materials and workshop venue	Print all training materials and ensure all necessary equipment is procured and set-up												
	Train QCOs and assessors	Participate in training, lead sessions on data collection, and schedule follow up as needed												
4.Data Collection	Support logistics	Arrange transportation and accommodation for data collection teams												
		Ensure the timely disbursement of electronic payments to all QCOs and assessors to support data collection												
	Data collection	Supervise and support data collection teams to carry out the baseline and end line data collection												
	Monitor data collection	Monitor data collection in each of the five target provinces. Make all logistical arrangements to support monitoring, including MoGE and/or ECZ staff												

TABLE I. ECE RESEARCH STUDY LOCAL SURVEY FIRM TASKS														
TASKS	DESCRIPTION	RESPONSIBILITIES	TIMELINE											
			Dec-19	Jan-20	Feb-20	Mar-20	April-20		Oct-20	Nov-20	Dec - 20	Jan-21	Feb - 21	Mar - 21
	Submit assessments	Upload all electronic assessment data onto a designated, cloud-based system. Ensure all data is uploaded and verify the assessments are complete												
5. After Data Collection	Baseline Work Report	Submit for Education Data activity approval												
	End line Work Report	Submit for Education Data activity approval												
	Verify all property is returned	Return all Education Data activity property, physical and electronic, inclusive of paper copies, are returned to the Education Data activity office in Lusaka												
	Proof of payment and financial summary	Submit detailed financial summary and proof of payments for all QCOs and assessors to DevTech												
7. Reporting	Summary report	Develop and submit a summary report with major achievements, challenges, and lessons learned												
	Weekly reports	Develop and submit weekly reports with a weekly progress												

## VII. APPLICATION

To apply to this SoW, please submit an application totaling no more than 15 single-sided pages, excluding CVs for qualified applicants, with the following:

- Detailed Work Plan see Deliverable I, part IV. Deliverables. Include the organization description and data quality assurance procedures. Applicants should include resumes in this overview
- Narrative outlining how the applicant will successfully complete tasks and responsibilities consistent with parts **III. Objectives of the Scope of Work**, **IV. Deliverables**, and **VI. Implementation Plan**
- Description of all applicable organizational capabilities (e.g., description of similar activities carried out by the organization, including past experience under USAID contracts)
- Itemized, proposed budget including, at minimum: wages, travel and transportation, equipment, supplies/materials, venue fees, and other direct costs. Applicants are to include all costs deemed necessary to execute this SoW in the application budget



Email all applications in .pdf and .doc files to Education Data activity at Ed-Data@devtechsys.com, by **December 26, 2019**. Electronic copies are highly encouraged. Education Data activity reserves the right to not review applications received after the deadline.

## VIII. PAYMENT

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

### Baseline (50% of the award value)

- First disbursement corresponding of 10% after the approval of the: (1) Work Plan; (2) detailed baseline data collection plan; (3) draft screening protocol; and (4) draft ICA
- Second disbursement of 10% for the successful completion of the: (1) QCO and assessor training, including submission and approval of all training materials; and (3) submission of all QCO and assessor contracts for data collection
- Third disbursement of 30% after the completion of the baseline data collection and submission to the satisfaction of DevTech and USAID of: (1) verification that 100% of sampled schools were assessed at baseline in accordance with the sampling plan using the agreed-upon tools; (2) financial report outlining all expenses and proof of payment; (3) Baseline summary report; and; (4) submission of all data collection materials from data collection teams

### End line (50% of award value)

- First disbursement of 10% after the approval of the: (1) detailed end line data collection plan; (2) draft screening protocol; and (3) draft ICA
- Second disbursement of 10% for the successful completion of the: (1) QCO, assessor, and teacher observer training, including all approved training materials and (3) submission of all QCO and assessor contracts for data collection
- Third disbursement of 30% for 100% of the contract value after the submission of the following deliverables to the satisfaction of DevTech and USAID: (1) verification that 100% of sampled schools were assessed at end line in accordance with the sampling plan using the agreed-upon tools; (2) financial report outlining all expenses and proof of payment for all QCOs and assessors paid under the award; (3) End line summary report; and; (4) submission of all data collection materials from data collection teams

## IX. CHILD PROTECTION, CONFIDENTIALITY AND THE USE OF INFORMATION

The entity 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) learner assessment results and (2) learner, teacher and headteacher interviews 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 award.



In addition, to comply with USAID Standard regulation M25, 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 personnel will receive, as part of 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.

## **X. 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 22 CFR, CFR 200, FAR and AIDAR 300.

## **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 Program Manager / Team Lead 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.

