

Request for Proposal (RFP) – Nepal EGRP-RFP-FY20-P002

Service Required:	Study 1: Study on Effectiveness of Teacher Professional Support (TPS) System in Early Grades
Type of Procurement:	One Time Purchase Order
Type of Contract:	Firm Fixed Price
Term of Contract:	3 Months
Contract Funding:	AID-367-TO-15-00002
This Procurement supports:	USAID’s Early Grade Reading Program (EGRP)
Submit Proposal to:	The Selection Committee RTI- USAID Early Grade Reading Program House no. 46/64, Uttar Dhoka, Lazimpat, Kathmandu, Nepal
Date of Issue of RFP:	Thursday, November 14, 2019
Date Questions from Supplier Due:	Wednesday, November 20, 2019, 11:00 AM Nepal Standard Time at procurement@np-egrp.rti.org Note: Question and answer will be posted on RTI Website
Pre-submission conference on RFP	Thursday, November 21, 2019, 09:00 to 10:00 AM Nepal Standard Time (NST) at EGRP conference room
Date Proposal Due:	11:00 AM NST, Wednesday, December 04, 2019
Approximate Date Purchase Order Issued to Successful Bidder(s):	Wednesday, December 11, 2019
Method of Submittal:	
Hard Copy of proposal along with the soft copies in a CD or pen drive.	
Proposal documents should be submitted in a closed envelope with wax seal (laahchhap) and clearly marked with the solicitation number to the following address:	
<p>The Selection Committee RTI-USAID Early Grade Reading Program House no. 46/64, Uttar Dhoka, Lazimpat, Kathmandu, Nepal</p>	
Bidder’s Quote must be printed on organization’s letterhead, signed, stamped, dated and must include all items and/or services. Also each and every page of the proposal documents needs to be signed and stamped by the authorized person in order to be considered for evaluation.	

The bidder will submit one technical proposal and one cost proposal in response to this RFP, and a separate envelope containing all necessary documents specified under the "Eligibility Requirements". Each envelope should be clearly marked with 'Technical Proposal', 'Cost Proposal' and 'Eligibility Requirements' as per its content and then put together in a larger envelope clearly marked with "Nepal EGRP-RFP-FY20-P002" Proposal for **“Study 1 :Study on Effectiveness of Teacher Professional Support (TPS) System in Early Grades”**.

List of inner envelopes

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|--|
| Envelop 1:- Eligibility Requirements (legal documents, audit report, tax clearance and experience letters, as specified in attachment “A”,) |
| Envelop 2:- Technical Proposal and soft copy |
| Envelop 3:- Cost proposal (detail budget, budget narrative and soft copy) |

The organization that meets the minimum eligibility criteria will only be considered for further evaluation. The financial proposal of only those organizations that score a minimum of 42 points out of 70 (60%) in technical proposal evaluation will be opened.

The technical proposal should contain the detailed breakdown of activities. The bidders are requested to submit all the information in prescribed order and with documentary evidence so that the evaluation committee can fairly evaluate all the proposals without any missing information. [please see attachment B for selection criteria]

The Bidder agrees to hold the prices in its offer firm for 120 days from the date specified for the receipt of offers, unless another time is specified in the addendum of the RFP.

Solicitation Number:	Nepal EGRP-RFP-FY20-P002
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Attachments to RFP:

1. Attachment “A” – Service Specifications
2. Attachment “B” – Instructions to Bidders
3. Annex 1 – Timeframe
4. Annex 2 – Budget Narrative Template
5. All PO Terms and Conditions are listed on our website at forth at: <http://www.rti.org/POterms>, http://www.rti.org/files/PO_FAR_Clauses.pdf or for commercial items: http://www.rti.org/files/PO_FAR_Clauses_Commercial_Items.pdf (hereinafter the “Terms”). Supplier’s delivery of products, performance of services, or issuance of invoices in connection with this purchase order establishes Supplier’s agreement to the Terms. The Terms may only be modified in writing signed by both parties.

All bidders are responsible to carefully review each attachment and follow any instructions that may be relevant to this procurement.

Attachment A

Service Specifications or Statement of Work

Study on Effectiveness of Teacher Professional Support (TPS) System in Early Grades

Background and rationale

Early Grade Reading Program (EGRP), a five year USAID-funded program (2015- 2020) has been providing technical support to the Government of Nepal (GoN) to implement the National Early Grade Reading Program (NEGRP), a five year program of the Government of Nepal which has been implemented from the FY 2014. The program focuses on improving the reading skills of students in early grades, grades 1-3 of primary level (Ministry of Education, MoE¹, 2014).

NEGRP program focuses on eight different core components – ECED strengthening, Instructional Design, Material Development, Production and Distribution, TPD and instructional support, student assessment, monitoring, evaluation and assessment and community and family engagement. EGRP has been providing technical support to the government to implement all the core components of NEGRP except ECED strengthening in 16 program districts (MoE, 2015). The purpose of EGRP is to provide technical assistance to support the achievement of the goals of the Government of Nepal (GoN)'s National Early Grade Reading Program (EGRP², 2015). Supporting the GoN's program, EGRP has set two major goals- a) Reading skills improved and b) GoN services strengthened. To achieve the goals, EGRP has been implementing its activities aligned with the three intermediate results:

- improved EGR instruction
- improved national and district EGR service delivery
- increased family and community support for EGR

EGRP has been collaboratively working with GoN to achieve the intermediate goals. With the technical support of EGRP, the Curriculum Development Center (CDC) has already developed Teaching and Learning Materials (TLM) and Supplementary Reading Materials (SRM) and EGRP has been supporting delivery and distribution of the materials in all the schools in program districts. EGRP also provided technical support to the then National Center for Educational Development (NCED) (now Human Resource Development Division, HRDD) to develop and implement EGR-focused teacher training modules. NCED has now developed a fifteen-day accredited Teacher Professional Development (TPD) module for EGR teachers. EGR teachers from all the EGRP districts have been trained on the EGR module.

¹ Ministry of Education. (2015). *National early grade reading program (2014/15- 2019/20): Program document*. Kathmandu: Author.

² Early Grade Reading Program. (2015). Program Document.

Similarly, EGRP has been providing technical support to the Government of Nepal to develop and amend policies to better support EGR. EGRP has also worked collaboratively with local non-government organizations (NGOs) to support community mobilization.

One important component of the N/EGRP is mentoring and coaching support to the EGR trained teachers. In 2016, N/EGRP introduced a “Reading Motivators (RMs)” system to coach the EGR trained teachers in the first 6 “Cohort 1” districts. However, due to constraints hampering implementation and concerns about sustainability, the system was retained only up to the end of the 2017. At that point, the Government of Nepal introduced the Teacher Professional Support system for ongoing teacher support and mentoring for EGR in 2018. The rationale for any ongoing teacher support system is that teacher learning is effective only if teachers can be supported to apply the knowledge and skills learned from the teacher training in the classroom (CEHRD, 2018). The technical support provided to teachers for their learning and instruction thus plays an important role. While various types of educational materials have been distributed to the schools, and teachers have been trained to use these materials to study, it would be difficult to change the teachers' instruction as expected, unless there is continuous professional support, including through observing the teacher's classroom and giving feedback.

As stated earlier, N/EGRP changed its strategy of teacher coaching system from Reading Motivators, utilized in Cohort 1, to the Teacher Professional Support model, with roll-out beginning in 2019. This TPS model included Head Teachers as in-school coaches, Resources Persons as cluster-level coaches who could support both Head Teachers and teacher with periodic school-visits, and in-school and cluster-level community-of-learning type teacher meetings, where EGR teachers could share experiences, discuss challenges, and identify areas where further support from RPs was needed. It has thus been almost one year that the TPS began being rolled out. Head Teachers and RPs were trained, both on doing classroom observations and giving feedback, as well as on facilitating and encouraging teacher meetings. Unfortunately due to systemic reform, the Resources Person position was removed. This has left a gap in the model. However, there is at least one person in each school who has been trained to coach the EGR teachers, and some municipalities have identified alternative ways to support TPS as well. Having been rolled out for a year, and being an important ingredient for improving EGR instruction, it will be useful to understand the degree to which the TPS system is ongoing in the schools and what is/isn't working, as well as to understand how the implementation gap, due to the removal of RPs may be overcome – whether through innovative practices already being carried out by municipalities and/or schools, by finding a way to fill that gap, or by making adjustments to the model.

Scope of work

EGRP will hire an organization to conduct this study. The scope of work (SoW) for this activity

for the winning bidder includes developing study tools, coordinating all data collection activities and associated field logistics support and preparing and finalizing a study report.

Objectives and study questions

The overall objectives of the study will be to understand the degree to which the TPS model is being implemented and its effectiveness. More specifically the following are the specific objectives of the study:

- To assess the extent of TPS supports provided by the TPS actors including head teachers, primary in-charge and local level education section
- To identify teachers' practice and perceptions regarding the TPS support modality
- To explore possible ways to ensure the sustainability of on-going teacher support model after the program

To fulfill the objectives, the following are the questions which will be addressed during the study.

- 1.1. How does the local level education section perceive its role as a TPS supporter?
- 1.2. To what extent are head teachers and/or primary in -charge using TPS skills to support EGR teachers?
- 2.1. To what degree and in what ways do the EGR teachers find TPS beneficial to improve teaching in early grades?
- 2.2. What kind of technical/coaching support do EGR teachers feel that they need but are not getting?
- 3.1. What are the factors that support effective implementation of TPS?
- 3.2. What are the good practices of TPS model that can be replicated for the wider level EGRP expansion?
- 3.3. How do the EGR teachers, HTs/PICs, SMC/PTA members, parents, LEU heads plan to sustain the TPS system (or to modify adapt it to be sustainable)?

Methods of the study

The study will be a qualitative study. The study will be conducted in both Cohort 1 and Cohort 2 districts to understand the effectiveness of the TPS model and also to explore the agenda for its improvement and sustainability. Out of ten Cohort 2 districts, three districts from each topographical region will be selected as the study area. Similarly, two districts from Cohort 1 district will be selected for the study. From each district, one local level will be chosen as the study site. From each Local Level, two schools will be selected. The study team will coordinate with EGRP DC and DPO (for cohort 2) along with the EDCU and Local Level to select appropriate schools. While selecting the schools, both good performing and struggling schools in terms of TPS roll out will be considered.

The good performing and struggling schools will be identified by coordinating with the Local Level and/or Education Development Coordination Unit. From each school, one head teacher or primary in-charge who is trained in TPS will be considered as the study participant.

While selecting the study participants, the languages and geographical locations will be taken into the consideration. Similarly, from the same school, two EGRP trained teachers will be taken as far as available. Study participants are provided in table below.

SN	Coverage	Research site/ Participant	Number
1	Cohort	Cohort 1 and Cohort 2	
2	Topography	Mountain, Hill, Terai and Kathmandu Valley	
3	District	At least 1 from each topographical region	5
4	Local Level	1 from each district	5
5	School	2 from each local level	10
6	Teacher	2 from each school	20
7	Head teacher/ primary in-charge	1 from each school	10
8	Local level head or focal person	1 from each district	5
9	SMC/PTA members	1 from each school	10

From among these, two case studies of good performing schools will be selected to understand more in-depth the good practices and complement the TPS model.

Tools and techniques of the data collection

The winning bidder should use qualitative approach for the study. The winning bidder should develop the study tools and techniques in close coordination with EGRP. The study should capture opinion, feelings, perception, experiences and narratives of teachers, head teachers/ primary in-charge, SMC/PTA members and Local Level education focal persons who have been involved in TPS training or implementation. The winning bidder should use personal interviews to capture personal level ideas and feelings. To understand the ground reality of the community, study team should discuss with teachers and use observation guidelines/ protocols (inside the classroom and outside the class) with required discussions with EGR teachers, other primary level teachers and school academic leaders.

The winning bidder should develop the following tools and techniques, with input from relevant EGRP staff as appropriate, and it should get pre-approval from EGRP before collecting the data.

SNo.	Tools	Technique
1	Head teacher/ primary interview guidelines	In-depth interview

2	SMC/ PTA member interview guidelines	In-depth interview
3	Local level education focal person interview guidelines	In-depth interview
4	Teacher interview guidelines	In-depth interview
5	EGR Classroom observation protocol (Grade two)	Observation

Tools orientation workshop

The winning bidder should conduct a two-day workshop to orient the study team members about the data collection tools. EGRP staff will observe the workshop. The winning bidder should be responsible to manage the venue, catering and other logistics supports for the orientation program.

Dry run and tools revision

After completing the tools orientation workshop, the study team should visit two schools in Bhaktapur district to pilot and refine the tools. The final adjustments in the tools should be made based on the experiences of dry run.

Study team

The bidder should propose the study team. The composition of the study team should be.

Team Member	Number	Remarks
Team Leader	1	
Researchers	4	

Study team field mobility, data collection and data transcribing

The bidder should have a qualified and experienced study team. The team or member(s) of the team should visit to the fields to collect the data. The study team should spend two days in a local level and should collect data from one school in a day. The class ought to be observed in the school days only.

The winning bidder is responsible to obtain the consents and other research requirements. Thus collected data should be recorded and transcribed in electrical form. The study team should develop the themes in close coordination with EGRP.

Report preparation and presentation

The winning bidder will develop the study report based on the themes generated from the data and follow the steps below.

- 1) Sharing only of key findings – can be a 2-pager plus a presentation
- 2) Draft report

3) Final report

Before beginning to write a full report, the team will share a summary of key findings to EGRP. Then, the draft report should be shared with EGRP team and government staff. The winning bidder should present the study findings in the wider group including EGRP, government and USAID staff as required. The winning bidder will be responsible to manage the logistics and catering services on the presentation day. The winning bidder is responsible to incorporate the valid comments made by the audience during the presentation before finalizing the report.

Period of performance

The period of performance for the winning bidder for the activity will be from approximately Mid-December 2019 through Mid-March 2020. All work must be scheduled to be completed within this timeframe. Any modifications or extensions may be requested through EGRP and winning bidder for review and discussion.

Place of performance

The winning bidder for the study shall perform all work within Nepal in Saptari, Bhaktapur (both data collection and dry run), Mustang, Bardiya and Dadelhdhura. The Palika and Schools should be selected in the districts based on the different characteristics including rural –urban settlement, language dimension and so on.

Deliverables

Below is a list of the anticipated deliverables for the study:

SN	Deliverable description	Dates
1	<ul style="list-style-type: none"> • Preparation for fieldwork: <ol style="list-style-type: none"> a. Hired researchers and team leader b. Developed and finalized study tools and fieldwork plan – with EGRP approval c. Completed team members orientation on tools 	4 th week of December 2019
2	<ul style="list-style-type: none"> • Completed fieldwork: <ol style="list-style-type: none"> a. Completed all fieldwork b. Field report submission 	4 th week of February 2020
3	<ul style="list-style-type: none"> • Analysis and reporting: <ol style="list-style-type: none"> a. Submitted transcribed data b. Presented initial key findings to EGRP 	2 nd week of March 2020

	c. Submitted draft report (hard, soft) d. Submitted final report (hard, soft)	
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Timeframe

The tentative timeframe of the study is presented in the Annex 1.

Eligibility Requirement:

This RFP is applicable to bidders registered in Nepal. The bidders must submit the following documents for minimum eligibility. Only bidders meeting the minimum eligibility will be considered for technical and financial evaluation.

1. Organization registration certificate
2. A copy of PAN/VAT registration certificate
3. Latest tax clearance certificate (B.S. 2075/76)
4. Latest audit report of the firm/ company (B.S. 2075/76)
5. Letters from at least two (2) previous or existing clients certifying the firm's past work experience in Nepal
6. Organization profile
7. Signed copy of this RFP

Pricing template

The cost proposal should include the detailed breakdown of each activity. All bidders are required to submit the budget narrative (Annex 2) along with the financial proposal to provide rationale for proposed quantities and unit rates. Please indicate VAT amount separately.

Item #	Activity	Quantity	Unit of Measure	Unit Fixed Price (Each)	Total Fixed Price (Each)	Lead Time Availability (Number of Days)
1						
2						
3						
Total Value						

NOTE: Please do not write the cost (price) in the above table. Bidder are required to develop a proper budget template that covers all the required cost for this study.



By signing this attachment, the bidder confirms s/he has a complete understanding of the specifications and fully intends to deliver items that comply with the above listed specifications.

Signature:

Title:

Date:

**Attachment “B”
Instructions to Bidders**

1. **Procurement Narrative Description:** The Buyer (RTI) intends to purchase services identified in Attachment A. The Buyer intends to purchase the services (based on deliverables identified in a Statement of Work). The term of the Ordering Agreement shall be from Award Date to the Delivery date of the Offeror unless extended by mutual agreement of the parties. The Buyer intends to award to a single “approved” supplier based on conformance to the listed specifications, the ability to service this contract, and selling price. We reserve the right to award to more than one bidder. If an Ordering Agreement is established as a result of this RFP, supplier understands that services indicated in the specifications (Attachment A) are an estimate only and RTI does not guarantee the purchase service of any item listed.
2. **Procuring Activity:** This procurement will be made by **Research Triangle Institute (RTI International)**, located at

RTI- USAID Early Grade Reading Program House no. 46/64, Uttar Dhoka, Lazimpat, Kathmandu, Nepal
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Who has a purchase requirement in support of a project funded by

USAID

RTI shall award the initial quantities and/or services and any option quantities (if exercised by RTI) to bidder by a properly executed Purchase Order as set forth within the terms of this properly executed agreement.

3. **Proposal Requirements.** All bidders will submit a proposal which contains offers for all items and options included in this RFP. All information presented in the bidder’s proposal will be considered during RTI’s evaluation. Failure to submit the information required in this RFP may result in bidder’s offer being deemed non-responsive. Bidders are responsible for submitting offers, and any modifications, revisions, or withdrawals, so as to reach RTI’s office designated in the RFP by the time and date specified in the RFP. Any offer, modification, revision, or withdrawal of an offer received at the RTI office designated in the RFP after the exact time specified for receipt of offers is “late” and may not be considered at the discretion of the RTI Procurement Officer. The bidder’s proposal shall include the following:
 - (a) The solicitation number: Nepal EGRP-RFP-FY20-P002
 - (b) The date and time submitted:
 - (c) The name, address, and telephone number of the bidder and authorized signature of same:
 - (d) Validity period of Quote: 120 days.
 - (e) A technical description (understanding of assignment, implementation plan with timeline etc.) being offered are sufficient detail to evaluate compliance with the requirements in the solicitation.

- (f) Lead Time Availability of the Service.
 - (g) Special pricing instructions: Price and any discount terms or special requirements or terms (special note: pricing must include guaranteed firm fixed prices for items requested.
 - (h) Payment address or instructions (if different from mailing address)
 - (i) Acknowledgment of solicitation amendments (if any)
 - (j) Past performance information, when included as an evaluation factor, to include recent and relevant contracts for the same or similar items and other references (including points of contact with telephone numbers, and other relevant information)
 - (k) **Special Note:** The bidder, by his response to this RFP and accompanying signatures, confirms that the terms and conditions associated with this RFP document have been agreed to and all of its attachments have been carefully read and understood and all related questions answered.
4. **Forms:** Bidders (potential bidders or suppliers) must sign the single hardcopy submitted and send to address listed on the cover page of this RFP.
5. **Questions Concerning the Procurement.** All questions in regards to this RFP to be directed to
- The Selection Committee
RTI-USAID EGRP
- at this email address:
- procurement@np-egrp.rti.org
- The cut-off date for questions is
- Wednesday, November 20, 2019, 11:00 AM Nepal Standard Time
6. **Notifications and Deliveries:** Time is of the essence for this procurement. Bidder shall deliver the items or services no later than the dates set forth in the contract that will be agreed by both parties as a result of this RFP. The Bidder shall immediately contact the Buyer's Procurement Officer if the specifications, availability, or the delivery schedule(s) changes. Exceptional delays will result in financial penalties being imposed of Bidder.
7. **Documentation:** The following documents will be required for payment for each item:
- (a) A detailed invoice listing Purchase Order Number, Bank information with wiring instructions (when applicable)
 - (b) All relevant product/service documentation (manuals, warranty doc, certificate of analysis, etc.)
8. **Payment Terms:** Refer to RTI purchase order terms and conditions found in www.rti.org/potermis, <http://www.rti.org/POterms>, http://www.rti.org/files/PO_FAR_Clauses.pdf, or

http://www.rti.org/files/PO_FAR_Clauses_Commercial_Items.pdf. Payment can be made via wire transfer or other acceptable form. Bidders may propose alternative payment terms and they will be considered in the evaluation process.

9. **Inspection Process:** Each item shall be inspected prior to final acceptance of the item. All significant discrepancies, shortages, and/or faults must be satisfactorily corrected and satisfactorily documented prior to delivery and release of payment.
10. **Evaluation and Award Process:** The RTI will award an agreement contract resulting from this solicitation to the responsible bidder whose offer conforms to the RFP will be most advantageous to RTI based on the technical and cost proposal. The award will be made to the bidder representing the **best value** to the project and to RTI. For the purpose of this RFP, price, delivery, technical and past performance are of equal importance for the purposes of evaluating, and selecting the “best value” awardee. RTI intends to evaluate offers and award an Agreement without discussions with bidder. Therefore, the bidder’s initial offer should contain the best terms from a price and technical standpoint. However, RTI reserves the right to conduct discussions if later determined by the RTI Procurement Officer to be necessary.

The evaluation factors comprise of the following criteria:

a) **PRICE - Maximum Weight – 30 Points**

Cost proposal will be evaluated on the basis of the most effective rates and completeness of price schedules in line with the technical proposal covering all activities outlined in the scope of work.

b) **PAST PERFORMANCE - Maximum Weight – 15 Points**

Proposals will be evaluated on their response to the information requested including how closely past experiences matches the proposed work to be performed as defined in the scope of work.

c) **TECHNICAL CONTENTS – Maximum Weight – 30 Points**

Proposals will be evaluated on how well the organization demonstrates technical strength and its ability/availability to conduct the activities and to communicate results.

d) **QUALIFICATION AND EXPERIENCE OF PROPOSED PERSONNEL – Maximum Weight- 25 Points**

Proposals will be evaluated on suitability and level of expertise of the personnel selected to conduct the activities.

Total weightage – 100 Points

11. **Award Notice.** A written notice of award or acceptance of an offer, mailed or otherwise furnished to the successful supplier within the time acceptance specified in the offer, shall



result in a binding contract without further action by either party.

12. **Validity of Offer.** This RFP in no way obligates RTI to make an award, nor does it commit RTI to pay any costs incurred by the Bidder in the preparation and submission of a proposal or amendments to a proposal. Your proposal shall be considered valid for 120 days after submission.
13. **Representations and Certifications.** Winning suppliers under a US Federal Contract are required to complete and sign as part of your offer RTI Representations and Certifications for values over \$10,000.
14. **Anti- Kick Back Act of 1986.** Anti-Kickback Act of 1986 as referenced in FAR 52.203-7 is hereby incorporated into this Request for Proposal as a condition of acceptance. If you have reasonable grounds to believe that a violation, as described in Paragraph (b) of FAR 52.203-7 may have occurred, you should report this suspected violation to the RTI's Ethics Hotline at 1-877-212-7220 or by sending an e-mail to ethics@rti.org. You may report a suspected violation anonymously.

Acceptance:

Bidder agrees, as evidenced by signature below, that the Bidder's completed and signed solicitation, bidder's proposal including all required submissions and the negotiated terms contained herein, constitute the entire agreement for the services described herein.

By: *(Bidder Company Name)*

Signature: _____

Title:

Date:

Annex-1

Time in weeks	1 Dec	2 Dec	3 Dec	4 Dec	1 Jan	2 Jan	3 Jan	4 Jan	1 Feb	2 Feb	3 Feb	4 Feb	1 Mar	2 Mar
Bidder selection, Tools development, and finalization	■	■	■	■										
Coordination and field work preparation					■	■	■	■	■	■				
Field work for data collection					■	■	■	■	■	■				
Data coding and Analysis							■	■	■	■				
Report writing								■	■	■	■			
Draft report sharing												■	■	
Report finalization														■

Annex -2

Budget Narrative Template

Project Title	Early Grade Reading Program (EGRP)
Name of Organization	
Address	
Period of Project	
Budget Currency	

Please describe rationale for unit costs proposed in the financial proposal.

Budget Topics

1. **Personnel/Remuneration**
2. **Study Activity**
3. **Travel and Transportation**
4. **Operation/Administrative**

Note: Please feel free to add/change headings as per your financial proposal