# Request for Proposal (RFP) – Nepal EGRP-RFP-FY20-P004

<table>
<thead>
<tr>
<th>Service Required:</th>
<th>Study 3: Assessment of Tole Reading Group and Community Awareness Activities in Early Grade Reading Program (EGRP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Procurement:</td>
<td>One Time Purchase Order</td>
</tr>
<tr>
<td>Type of Contract:</td>
<td>Firm Fixed Price</td>
</tr>
<tr>
<td>Term of Contract:</td>
<td>December 15, 2019 to March 23, 2020 (13 weeks)</td>
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<tr>
<td>Contract Funding:</td>
<td>AID-367-TO-15-00002</td>
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<tr>
<td>This Procurement supports:</td>
<td>USAID’s Early Grade Reading Program (EGRP)</td>
</tr>
</tbody>
</table>
| 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, 11:00 AM to 12:00 PM 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:
  
  The Selection Committee  
  RTI-USAID Early Grade Reading Program  
  House no. 46/64, Uttar Dhoka, Lazimpat, Kathmandu, Nepal  

  Bidder’s Quote must be printed on firm/company’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-P004” Proposal for “Study 3: Assessment of Tole Reading Group and Community Awareness Activities in Early Grade Reading Program (EGRP)”.

<table>
<thead>
<tr>
<th>List of inner envelopes</th>
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<tbody>
<tr>
<td>Envelop 1:-  Eligibility Requirements (legal documents, audit report and tax clearance as specified in attachment “A”),</td>
</tr>
<tr>
<td>Envelop 2:-  Technical Proposal and soft copy</td>
</tr>
<tr>
<td>Envelop 3:-  Cost proposal (detail budget, budget narrative and soft copy)</td>
</tr>
</tbody>
</table>

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-P004 |

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_Clausess_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

Assessment of Tole Reading Group and Community Awareness Activities in Early Grade Reading Program (EGRP)

Background and rationale
Early Grade Reading Program (EGRP) has been providing technical support to Government of Nepal (GoN) to implement the National Early Grade Reading Program (NEGRP). The main goal of the NEGRP is to improve the reading skills of students in grades 1 to 3. EGRP, a five year program (2015/16-2019/20), has been working in 16 districts of Nepal. The program focuses on improving the quality of early grade reading instruction and teaching and learning materials, strengthening education systems and policies, improving support to local government, teachers and school systems, increasing awareness and participation of parents and caregivers to support reading and create a holistic, community wide supportive environment for children’s learning. The program entails three major components: Early Grade Reading Instruction (Intermediate Results, IR1), Early Grade Reading Service Delivery (IR2), and Family and Community Support for Early Grade Reading (IR3).

Family and Community Support for Early Grade Reading is one of the components of NEGRP which primarily focuses on increasing the program scope in partnering with parents and community leaders at both local and district levels, ranging from advocacy and awareness, parental engagement, SMCs/PTAs’ capacity development, and parents' capacity enhancement in relation to EGR promotion with their children. In IR3, the program has spent significant time and resources focusing on improving community, parent and caregiver understanding of the importance of education. It is supporting to enhance awareness among parents to create reading enabling environment at home, community and classrooms. The EGRP Midline results-2018 has shown a significant increase in parental involvement and engagement with their children’s learning, which could correlate to the improved reading achievement seen across the program.

The EGRP, after successful implementation of different EGR intervention with an extensive focus in 6 Cohort 1 districts, has shifted its focus to ten Cohort 2 districts. In Cohort I districts, the intervention was able to exemplify the multiple ways of parental and community engagement in EGR, thereby supporting schools to achieve improved reading acquisition. Among the social and community mobilization activities, in Cohort 1 districts, one of the main interventions was to form Tole Reading Groups (TRGs) and engage parent and community in promoting after school reading activities at community and household level. Throughout the project implementation period in Cohort I districts, the TRG continued enabling communities and the EGR parents to discuss EGR concerns/issues and implement therapeutic activities. TRGs contributed to strengthen regular school visits by parents, after school reading activities (Saturday and holiday reading classes),
follow-up on reading corner management and allocating quality time of parents for their EGR children. As a specific strategy, IR3 focused on supporting these activities by enhancing the skills of Parent Teacher Associations (PTAs), School Management Committees (SMCs) and community-based organizations (CBOs). To achieve this, apart from other social and community interventions, EGRP had provisioned and provided SMC Grants to approximately 1/3 of schools. SMC Grants is a small grants provided to schools to promote reading culture, to the selected schools. For this, EGRP provided technical assistance. Having realized the detached structure of TRGs from the school system, EGRP shifted its strategy of social mobilization to the EGR Sub-committees when beginning implementation in Cohort 2. These sub-committees were intended to be formed within the PTA and support EGR activities. In schools receiving SMC grants, EGRP directly supported the formation of sub-committees, while in non-SMC grant schools, EGRP provided some orientation and encouraged schools to have EGR sub-committees.

EGRP proposes to conduct a study to review Cohort 1, now, one year after completion of direct community based support, to analyze what community and parental focused activities are still being supported, how they are being supported, to what extent communities and parents are proactively involved and the reasons behind these measures versus where IR3 activities have ceased to operate. In addition, the study will examine the functioning and effectiveness of the EGR sub-committees in Cohort 2.

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 the final report of the study.

Objectives and study questions

The study is primarily focused to explore the underlying attributes of better performing Tole Reading Groups (TRGs) which are still functional in Cohort 1 districts and to understand the effectiveness of EGR sub-committee to enhance the community and parental support in Cohort 2 districts. The study will explore the salient features of TRGs that have continued functioning. It will also explore the features of high performing sub-committees. Moreover, the study is focused to capture the key learnings from the implementation of the community mobilization activities in Cohort 1 and Cohort 2 districts. More specifically, the objectives of the study are:

a) To better understand why certain TGRs in Cohort 1 are still functioning.
b) To better understand why some EGR sub-committees in Cohort 2 are high-performing.
c) To identify those SCM activities that high-functioning TRGs and sub-committees value or see as the most beneficial.
To meet the above objectives the following are the questions of the study:

**Objective 1:**

a) What are internal factors of continuing TRGs that appear to have contributed to their sustainability? (socio-demographic characteristic of members, political affiliation, etc.)

b) What are external factors of continuing TRGs that appear to have contributed to their sustainability? (economic characteristics, geography and urban/rural, etc.)

c) What are support and network systems that appear to have contributed to their sustainability? (links with other CSOs, relationship with GOV bodies, specific EGRP support, etc.)

d) What are operational or governance factors (i.e. choices the TRG body made in regard to its operation) that appear to have contributed to their sustainability?

**Objective 2:**

a) What are internal factors of high-performing EGR Sub-committees that appear to have contributed to their performance? (demographic characteristic of members, political affiliation, etc.)

b) What are external factors of high-performing EGR sub-committees that appear to have contributed to their performance? (economic characteristics, geography and urban/rural, etc.)

c) What are support and network systems that appear to have contributed to their performance? (links with other CSOs, relationship with GOV bodies, specific EGRP support, etc.)

d) What are operational or governance factors (i.e. choices they made in regard to its operation) that appear to have contributed to their performance?

**Objective 3:**

a) What SCM activities have the continuing TRGs carried out on their own? Which of the activities support by EGRP do they believe to have been the most beneficial and contributing to sustainability?

b) Which of the SCM activities do high-performing EGR Sub-committees believe to be the most beneficial? Which do they believe they may want and be able to carry out themselves in the future?
Methods of the study

The study will be a qualitative study. The study will be conducted in the Cohort 1 districts to understand the TRGs attributes and Cohort 2 to explore the dynamism of the EGR Sub-committees. At first, the better performing TRGs and Sub-committees will be identified in close coordination with regional EGRP staff, Local Education Units and the Education Development Coordination Units (EDCUs). To understand the dynamics of the TRGs, the languages and geographical locations, as well as SMC grant status (whether the school received EGRP SMC grant) will be taken into the consideration. More specifically, the winning bidder should select three of Cohort 1 districts as the study areas and from each district, one better performing and one low/no performing TRG should be selected in coordination with EDCU and EGRP staff.

Similarly, to understand the dynamics of EGR sub-committees, Cohort 2 districts will be selected as the study area. Same strategy as of Cohort 1 should be adopted to select the Sub-committees as the study units.

Tools and techniques of the data collection

The winning bidder should use qualitative approach to conduct this study. The winning bidder should develop the study tools and techniques in close coordination with EGRP. Basically, the study should capture opinion, feelings, perception and experiences of the TRG and EGR Sub-committee members, school teachers and EGRP staff (RFCs and RFOs, and NGO) who were heavily involved in TRG and EGR Sub-committees formation and their functions. The winning bidder should use in-depth interviews to capture information. To understand the ground reality of the community, study team shall use observation guidelines and open discussions with local people, including TRG and EGR Sub-committee members. Similarly, four case studies (one best performing and no/low performing TRGs and one best performing and one no/low performing EGR sub-committee) should be conducted to supplement the findings with reference to their formation to the date in a chronological order.

The winning bidder should develop the following tools and techniques and it should get pre-approval from EGRP before collecting the data.

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<thead>
<tr>
<th>S.No.</th>
<th>Tools</th>
<th>Technique</th>
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<tbody>
<tr>
<td>1</td>
<td>TRG member interview protocol</td>
<td>Personal interview</td>
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<tr>
<td>2</td>
<td>EGR sub-committee member interview protocol</td>
<td>Personal interview</td>
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<td>3</td>
<td>TRG observation guidelines</td>
<td>Observation</td>
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<td>4</td>
<td>EGR sub-committee observation guidelines</td>
<td>Observation</td>
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<td>5</td>
<td>Case-study guidelines</td>
<td>Case study</td>
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</table>

1 Before finalizing the fieldwork plan, the study team and EGRP will agree on an approach for taking SMC grant status into consideration when selecting schools.
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 to Bhaktapur district and create simulated environment to understand the trustworthiness of the tools. The final adjustments in the tools should be made based on the experiences of dry run.

Study team
The winning bidder should appoint a five member study team. The composition of the study team should be:

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Number</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>Team Leader</td>
<td>1</td>
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<tr>
<td>Study team</td>
<td>4</td>
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Study team field mobility, data collection and data transcribing
The winning bidder should have a qualified and experienced study team. The team members should visit the fields to collect the data. The study team should spent at least 2 days in a TRG or EGR sub-committee and should collect data.

The winning bidder is responsible to obtain the consents and other study 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 study team will develop the study report based on the themes generated from the data and follow the following steps of reporting.

1) Sharing only of key findings – 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 a 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 study team is responsible to incorporate the valid comments made by the audience during the presentation before finalizing the report. The final report should be presented to the EGRP staff.

**Period of performance**

The period of performance for the winning bidder for the activity will be approximately December 15, 2019 to March 23, 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 Dhankuta (EGR sub-committees), Kaski (TRG), Banke (TRG), Kailali (Sub-committee) and Dolpa (Sub-committee). The study team shall work closely with EDCU and Local Units of the district to identify functional/good performing and non-performing/underperforming TRGs or EGR Sub-committees.

**Deliverables**

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

<table>
<thead>
<tr>
<th>SN</th>
<th>Deliverable description</th>
<th>Dates</th>
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</table>
| 1  | Preparation for fieldwork:  
  a. Hired study team and team leader  
  b. Developed and finalized study tools and fieldwork plan – with EGRP approval  
  c. Completed team members orientation on tools | 4th week of December 2019 |
| 2  | Completed fieldwork:  
  a. Completed all fieldwork  
  b. Field report submission | 4th week of February 2020 |
| 3  | Analysis and reporting:  
  a. Submitted transcribed data  
  b. Presented initial key findings to EGRP  
  c. Submitted draft report (hard, soft)  
  d. Submitted final report (hard, soft) | 3rd week of March 2020 |

**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. Organization profile
6. 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.

<table>
<thead>
<tr>
<th>Item #</th>
<th>Activity</th>
<th>Quantity</th>
<th>Unit of Measure</th>
<th>Unit Fixed Price (Each)</th>
<th>Total Fixed Price (Each)</th>
<th>Lead Time Availability (Number of Days)</th>
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**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**

   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-P004

   (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

   | http://www.rti.org/files/PO_FAR_Clauses.pdf, or  

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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

<table>
<thead>
<tr>
<th>Time in weeks</th>
<th>1 Dec</th>
<th>2 Dec</th>
<th>3 Dec</th>
<th>4 Dec</th>
<th>1 Jan</th>
<th>2 Jan</th>
<th>3 Jan</th>
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<th>2 Feb</th>
<th>3 Feb</th>
<th>4 Feb</th>
<th>1 Mar</th>
<th>2 Mar</th>
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<tr>
<td>Tools development, and finalization</td>
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<td>Coordination and field work preparation</td>
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<td>Field work for data collection</td>
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<td>Data coding, thematizing and analysis</td>
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Annex -2

Budget Narrative Template

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<tr>
<td>Name of Organization</td>
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<td>Address</td>
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<td>Period of Project</td>
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<tr>
<td>Budget Currency</td>
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</tbody>
</table>

Please describe rational 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.