

**Scope of Work (SoW) for
Data Collection Services for Room to Read's 2025 Early Grade Literacy Skills Assessment Endline Data
Collection in Gorkha, Nepal
Room to Read
Nepal**

Performance Period: mid-January/2025 to mid-March/2025

RFP Release Date: December 13, 2024

Pre-bid Meeting Date and Time: December 24, 2024, at 11:00 am at Room to Read, Thapathali

Question Submission Deadline: December 26, 2024

Question Response Posting Deadline: December 28, 2024

Questions and Answers will be posted on Room to Read's website: <https://www.roomtoread.org/room-to-read-accelerator/>

Proposal Submission Deadline: December 30, 2024, 4:00 pm

Project Name: Data Collection Services for Room to Read's 2025 Endline Study of the Literacy Program in Gorkha District, Nepal

Place of Performance: Nepal (Gorkha district)

Anticipated Type of Award: Fixed Price Contract

The Request for Proposal (RFP) and any amendments to this solicitation will be issued and posted on the Room to Read website <https://www.roomtoread.org/room-to-read-accelerator/>; alternatively, it can be obtained by emailing operations.nepal@roomtoread.org. The Offeror is responsible for checking the website periodically for official updates and amendments to the solicitation. It is the responsibility of the recipient of this RFP to ensure that it has been received from the internet or email in its entirety. Room to Read bears no responsibility for data errors resulting from transmission or conversion processes.

Offerors are encouraged to read the entire solicitation, including the closing date and time, all applicable contract requirements, and the conditions and instructions required to submit a proposal.

Proposals in response to this solicitation are due by electronic mail only to the attention of the email address **operations.nepal@roomtoread.org** with the subject line "QUESTIONS for Room to Read, Nepal RFP" no later than the date and time stated above. No other forms of submission will be accepted.

This RFP in no way obliges Room to Read to make an award, nor does it commit Room to Read to pay any costs incurred by the Offeror in preparing and submitting a proposal or amendments to a proposal. Your proposal shall be considered valid for 90 days after submission. Furthermore, Room to Read reserves the right to reject any offers if such an action is deemed in the organization's best interest.

A. Introduction

Room to Read is issuing a RFP for a fixed-price contract for data collection services related to the evaluation activity of its Literacy Program intervention in Gorkha district for the period from mid-January/2025 to mid-March/2025. The performance period will begin as soon as feasible (mid-January/2025) and continue until March/2025. Room to Read will issue fixed payment(s) based on submitting deliverables deemed acceptable by Room to Read. The contract will include a fixed-price payment schedule with specified deliverables.

The contract is anticipated to be awarded in January/2025 with work starting immediately following the contract award. This RFP is open to firms registered in Nepal. Firms with extensive experience in data collection using the Early Grade Literacy Skills Assessment (EGLS) or literacy assessment tools, classroom observation tools and

school-based data collection tools in Nepal are strongly encouraged to submit a proposal¹. Preference will be given to those with experience conducting training on the EGLS Assessments and School (head teacher and teacher) tools.

Offerors are encouraged to submit questions to operations.nepal@roomtoread.org as soon as possible. Please include the email subject line: QUESTIONS for Room to Read, Nepal RFP. The deadline for questions is December 26, 2024, at 16:00 Hour Nepal Time. Answers will be posted by December 28, 2024, by 24:00 hours at <https://www.roomtoread.org/room-to-read-accelerator/>. If you need help accessing the posted questions and answers, please get in touch with the Operations Department via operations.nepal@roomtoread.org.

The services called for under this RFP will be rendered to support the Impact evaluation conducted by Room to Read's Research, Monitoring, and Evaluation Department. These data collection activities represent important steps towards building evidence about Room to Read's early literacy interventions in Nepal. Findings from the data collected will be utilized to strengthen Room to Read's early literacy instruction and overall program monitoring and implementation.

Room to Read implements the Literacy Program to enhance the reading ability of early-grade children and the reading habits of primary-level students. This Endline study is part of a two-year (2023-25) Impact Evaluation of the Literacy Program (Demonstration Model) in Gorkha District, Nepal. As part of this study, data will be collected from key school stakeholders supporting implementation including headteachers and teachers. The primary objectives of the impact evaluation, which will follow a quasi-experimental design, are given as follows:

- a. Determine whether the program is having an impact on children's literacy skills after two academic years.
- b. Determine whether the implementation of the program facilitates the acquisition of early literacy skills in children at a rate that ensures that they will reach the goal of becoming fluent readers by the end of Grade 2.
- c. Identify reading skills that the program could better support and determine how to improve these reading skills quickly and effectively.
- d. To understand the knowledge, skills, and self-reported practices of teachers and headteachers regarding early grades literacy program implementation.
- e. To examine early-grade teachers' classroom practices regarding literacy instruction and assess the quality of them.

As part of the impact evaluation, Room to Read conducted the Baseline Study in August 2023 with both program and comparison schools in Gorkha, Nepal. This solicitation is to hire a consulting firm to conduct the Endline Study only. Field-based data collection is anticipated for this study, receiving approvals and coordination with the respective local governments and schools.

The proposal will be open to Nepali organizations. Organizations with the following capacity and experience are encouraged to apply for this opportunity:

1. Experience with education-focused research design and data collection using EGLS tool is desirable.
2. Relevant direct experience of collecting data in a school-based study will be given preference.
3. Prior experience administering classroom-based observation tools is desirable.
4. Experience in fielding large, complex data collection projects.
5. Proven ability to recruit EGLS tool experienced enumerators and train well-qualified data collection teams.
6. Comprehensive understanding of research quality standards, with a specific focus on data quality assurance.
7. Expertise and experience with SurveyCTO or similar tablet-based data collection platforms.
8. Strong processes for planning, budgeting, and change management.
9. Ideally, experience in engaging with schoolteachers, headteachers, and children during data collection and administering surveys and literacy assessments to primary-grade learners.
10. Experience in managing, cleaning, and tabulating large data sets in Excel or STATA format.

¹ In this assessment, Room to Read will assess children's early-grade literacy skills in the Nepali language using a tool prepared on the Early Grade Literacy Skill (EGLS) framework by in-house local language and curriculum experts. Moreover, teacher and headteacher interview tools will be used in the same schools.

Room to Read will lead the overall research process, including the research design, sampling strategy, and development of data collection instruments along with analysis and reporting. The Offeror will be responsible for all activities related to data collection, including field planning, recruitment and training of data collectors, and supervision of data collection in compliance with Room to Read's protocols. The Offeror will also ensure data quality assurance and timely delivery/uploading of raw and cleaned data sets and field reports. Additionally, the firm will assist in securing the necessary data collection approvals at the central and local levels.

The RFP is organized as follows:

- Organizational background
- Project background
- Scope of work and activities
- Responsibilities of the consulting firm and Room to Read
- Proposal preparation and submission requirements
- Deliverable and payment timeline

B. Organizational Background

B.1. Room to Read

Room to Read is a global organization transforming the lives of millions of children in historically under-resourced communities by focusing on literacy and gender equality in education. Founded in 2000 on the belief that World Change Starts with Educated Children®, our innovative model focuses on deep, systemic transformation within schools during the periods most critical in a child's schooling: early primary school for literacy acquisition and secondary school for girls' education.

We work in collaboration with local communities, partner organizations, and governments to develop literacy skills and a habit of reading among primary school children and ensure girls can complete secondary school with the skills necessary to negotiate key life decisions. By focusing on the quality of education provided within the communities and ensuring these outcomes are measured, we have created a model that can be replicated, localized, and sustained by governments. Room to Read has benefited more than 45 million children across 24 countries with foundational learning skills.

B.2. Room to Read in Nepal

Room to Read has worked in Nepal since its establishment. Room to Read started its operation in Nepal by donating children's books to community schools, generally termed government schools. In the initial days of its establishment, Room to Read started working with more and more local communities to improve children's education. Because of our results, many local communities began approaching Room to Read for assistance in improving their educational facilities and infrastructure. Room to Read decides which program to focus on with the community and works with local levels found to be proactive with sustained interest. Since starting, hundreds of local levels have received donated materials, labor, and funds to help their schools. Room to Read has developed a holistic, multi-pronged approach to help children in Nepal gain the lifelong gift of education.

To date, Room to Read has partnered with government schools to establish over 4,959 school libraries to encourage a habit of reading in primary school children, published 413 children's books for quality materials to read, constructed over 1,295 schools, renovated 46 schools, and helped create an enabling learning environment through comprehensive Reading and Writing Instruction program in 1,759 primary classrooms. Room to Read has also supported over 12,166 girls from 174 schools and underprivileged families to complete secondary education and beyond by providing material, academic, and life skills education support through our Girls Education Program. Room to Read has partnered with local NGOs to implement and monitor our programs in the working districts. At present, the Room to Read Nepal office has around 35 staff and six PNGOs. We are at a growing stage and working on scaling up our coverage in the future.

B.3. Literacy Program in Nepal

The comprehensive Literacy Program has been implemented in primary classrooms. We have partnered with local NGOs to implement our program in different districts. Room to Read's Literacy Program in Nepal is a school-

based intervention to develop children's literacy skills and reading habits in the early primary grades to help them become lifelong, independent readers. The program includes three main components:

- (i) Instruction: reading and writing instruction for children in Grades 1 and 2 (piloting in Grade 3)
- (ii) Library: establishment of child-friendly school libraries to provide children with access to quality materials to read inside and outside schools and
- (iii) Quality Reading Materials (QRM): development of locally appropriate quality reading materials for children

Room to Read's Literacy Program provides a strong foundation for all children in its schools, enabling them to become fluent readers by the end of Grade 2. In Nepal, the instruction component of the program was launched during the 2009 school year in Grade 1 classrooms. Currently, the comprehensive Literacy Program is being successfully implemented in four districts. Room to Read started its program in 100 schools in the Gorkha district in 2022 and expanded to an additional 45 schools in a collaboration modality in 2024.

C. Project Background

Room to Read solicits proposals from qualified agencies (research firms or any research/study consulting organization) to support the training of assessors and data collection activities for the Literacy Program's Endline Study in the Gorkha district. The Endline is part of a two-year (2023-25) Impact Evaluation of the Literacy Program in Gorkha District, Nepal. The geographic focus of the study is planned for the Gorkha district. Assessor hiring, training, and field-based data collection are anticipated for this activity, along with receiving approvals and coordination with the Government of Nepal.

This study is significant to Room to Read's vision of improving early literacy outcomes, supporting the habit of reading among children, and supporting our understanding of the knowledge, attitudes, and practices of school actors regarding early-grade literacy program and scaling the same through government systems in the future. The study's findings will also enhance sectoral knowledge about children's reading abilities and will shape our lessons about scaling within education systems.

As a part of the two-year (2023-2025) Impact Evaluation, the Baseline Study was conducted in August 2023. The scope of this RFP is to support conducting the Endline Evaluation, which will be conducted in February/ March 2025.

D. Scope of Work and Activities

Room to Read solicits proposals from survey agencies experienced in collecting data on early-grade children's literacy skills in Nepal to provide data collection services for the activities. Room to Read has designed the study's methodology, including sampling strategies, and has already developed data collection tools including:

- 1) EGLS Assessment tool
- 2) School Background tool including headteacher information
- 3) Semi-structured tool for teachers; and
- 4) Grade-2 classroom observation tool for Nepali language lessons

The offerors will be responsible for the entire data collection (including reviewing Computer-Assisted Personal Interviews-CAPI (SurveyCTO) programming, field planning, recruiting, training, supervising data collectors, fielding the assessment in compliance with Room to Read protocols, implementing data quality assurance processes and uploading data sets associated with the data collection activity. Details of the data collection services expected from the bidders, including the major activities, are listed below:

Activity 1: Hiring of the Assessors

The consulting firm will recruit, hire, and supervise the required number of qualified and experienced assessors for the tablet-based data collection for EGLS and school interview tools and also collect paper-based data for classroom observation. The consulting firm should also hire the required numbers of supervisors, support, and other staff. Assessors and supervisors should complete all the sessions of the assessors' training. To ensure consistency among the assessors and the quality of the training, three rounds of Inter-Rater Reliability (IRR) assessments should be conducted for the EGLS and classroom observation tools during the assessors' training. Only the assessors who perform better than the gold standard (set at 95% agreement) should be deployed for the

data collection. The IRR assessment results will be used to competitively select the best-qualified candidates to conduct data collection in the field.

It is recommended that an additional 5% of enumerators be included in the training session. This will ensure a pool of backup enumerators, as only those with the best performance will be deployed in the field. The firm should follow Nepal's Labor Law while selecting the assessors, supervisors, support, and other staff. The firm should consider the following while selecting the assessors and supervisors:

- a. Have experience in data collection by using a tablet or mobile phone
- b. Past experience with early grade literacy skills assessments and/or quantitative and qualitative surveys
- c. Have experience in classroom observation-based data collection (highly desirable)
- d. Have completed high school (grade 12)
- e. Be fluent in the Nepali language

Deliverable 1. An Inception Report that consists of the following:

Deliverable 1.1: Organization's understanding of the project based on consultation with Room to Read

Deliverable 1.2: Detailed work plan for both training and data collection

Deliverable 1.3: Data quality assurance process for all planned activities

Deliverable 1.4: List of key people (team members, supervisors, enumerators, etc.) who will be engaged with the project/tasks along with their experience and qualification.

Activity 2: Assessors' Training

The consulting firm will provide all required managerial and logistics support to conduct the assessors' training. This includes booking and managing appropriate halls, projectors, high internet facilities, catering, stationery, printing, and other requirements. A five-day in-person training for EGLS Assessment, school background, teacher knowledge, perceptions and practices and class observations will be conducted in Kathmandu, and sessions will be facilitated by the data collection agency with technical support of Room to Read. Room to Read will provide tablets (one per assessor and additional ones for backup purposes shall be provided to supervisors to cope with any problem that may arise) with necessary data collection applications. The consulting firm should take care of the tablets and manage all the data transfer facilities during the training. The internet for data synchronization and uploads during the training and data collection on a daily basis is the firm's responsibility. The firm should bear any losses on the accessories and peripheral equipment after handing them over to the consulting firms. In addition to logistics for training halls, the firm will be responsible for organizing and coordinating school visits during the training. The firm will supervise data quality and observe enumerators' performance during training and fieldwork exercises. Room to Read staff may monitor and supervise the related activities as well.

The consulting firm should be responsible for the preparation and printing of the required number of stimuli for data collection and procurement of required materials (pencils, erasers, printed copies of tools, stimuli files, consent forms, and anything else required for the effective and efficient implementation of the training and data collection, and data quality assurance activities.

Deliverable 2. Data collectors' training completion report that includes:

Deliverable 2.1: Copies of training materials used

Deliverable 2.2: Training day-wise attendance

Deliverable 2.3: Training materials such as day-wise training schedules, PowerPoints, and other materials to be used by the firm to lead training sessions

Deliverable 2.4: Revised, if required, data collection plan and confirmation of protocols

Deliverable 2.5: IRR assessment results for training for EGLS and classroom observations

Deliverable 2.6: Reflections and any suggestions to Room to Read from the field practice

Deliverable 2.7: Signed copies of Room to Read's Child Protection Policy forms submitted

Activity 3: Field Planning and Obtaining the Government's Permission

The consulting firm should prepare a day-wise efficient work plan for the data collection. Similarly, the firm should prepare and submit the data quality assurance plan to Room to Read for approval. We suggest the firm prepare a realistic strategy by considering any potential challenges that may occur during the data collection. As the data collection happens at schools, the firm should obtain permission from the local government and other

necessary authorities to collect the data. To obtain permission, Room to Read will support the firm in coordinating with the different agencies. Moreover, the firm will directly coordinate with all sampled schools to schedule the date on which data will be collected from them. The firm should ensure that assessors have printed stimuli, consent forms, and other stationary materials, including pencils, erasers, printed copies of the tools for backup, notebooks, and anything else required to effectively and efficiently implement data collection activities.

Deliverable 3: Revised field plan

Deliverable 3.1: Revised day-wise data collection plan which includes the data collection team composition (supervisors, enumerators, etc.) and roles and responsibilities for each type of member, covering all data collection tools.

Deliverable 3.2: Revised data quality monitoring plan

Activity 4: Data Collection and Quality Monitoring

The consulting firm should deploy trained assessors who got the minimum score of 95% on the IRR tests for EGLS and classroom observations, as stated above. The firm should ensure that high-quality data is collected as planned and monitor the data collection activities during the assessment. For this, the firm should establish a data quality monitoring system. The firm will provide all necessary logistical support for data collection teams, such as vehicles, transportation, lodging, and a competitive daily per diem rate to enable them to collect data efficiently and effectively. Room to Read will also monitor the process with the government counterparts.

Schools and Data Collection Instruments

The study will be conducted in the Gorkha district. A total sample of 25 program- and 30 control schools will be used for this study; Room to Read will provide the list of the schools to the firm. Also, the firm should aim to randomly sample twelve students from each school to administer the EGLS Assessment by the assessors by maintaining an equal number of girls and boys as far as possible. Three simultaneous IRR assessments for data quality assurance (DQA) will be collected from each school for the EGLS Assessment tool only. Similarly, for each sampled school one grade-2 Nepali teacher, should be interviewed and one school background tool will also be administered. Two assessors will together observe the grade-2 classroom in each sample school and independently mark their observation using paper-based tool. IRR assessments are not required for these tools.

EGLS Assessment is the children's assessment tool for data collection. EGLS Assessment is a one-to-one assessment of children that takes approximately 15 to 25 minutes per child. The consulting firm will collect data on children's literacy skills using a Nepali Early Grades Literacy Study tool developed by Room to Read on tablets using the SurveyCTO application. The tool has the following sections and tasks:

- School identification [province, local level, school unique ID, location (rural/ urban)]
- Child background information (detailed) [demographic, social, economic, and home learning environment-related information of each child]
- Letter recognition [timed sub-task using 100 letters; maximum time 60 seconds]
- Nonsense word reading [timed sub-task using 50 fabricated words; maximum time 60 seconds]
- Oral reading fluency [timed sub-task using a 60-word long passage; maximum time 180 seconds]
- Reading comprehension [untimed sub-task with five comprehension questions from the oral reading passage]
- Sentence choice [timed sub-task with 20 short sentences, 10 true sentences, and 10 false sentences; maximum time 300 seconds]
- Sentence dictation [timed sub-task with a 6-word long sentence;]

Teacher interview- and school background tools are also one-on-one interviews. Teacher interview tool seeks their knowledge, perceptions, and practices regarding early-grade literacy and children's reading habits. The school background tool gathers data on the school environment, grade-2 enrollment, attendance, the classroom environment, and to some extent headteachers' perceptions regarding early-grade literacy and children's reading habits. The classroom observation tool collects information on the classroom environment, how teachers and children use their time during the language lesson, and the quality of teachers' instructional practices.

Note to the Offeror:

- (i) *The tool to collect "School background information (detailed)," "Child background information (detailed)," "Teacher Interview" and "Class observation" will be shared with the firm by Room to Read.*

- (ii) *The study will be conducted in a sample of 25 Room to Read's Literacy Program intervention schools (defined as the project group) and 30 non-intervention schools (defined as the comparison group) with characteristics similar to those in the program group. Any changes to the school sampling will be decided by Room to Read.*
- (iii) *The firm will take adequate measures to protect the integrity and independence of the data collection procedures, keeping the concerns related to the test security of the tools, especially the EGLS Assessment tool and Class Observation, in mind. Room to Read will explain this point in detail during the project's inception phase.*
- (iv) *Each child will be asked to read one passage for the oral reading fluency test and answer the corresponding reading comprehension questions to measure reading ability.*
- (v) *The headteacher for the school background tool and Grade-2 teacher will each be interviewed individually.*
- (vi) *Room to Read provides the survey agency with the tools in Computer Aided Personal Interview (CAPI) data collection format and the programming in SurveyCTO to accomplish the Room to Read specific protocols for all activities.*
- (vii) *The data collection agency can suggest and share the best practices and lessons learned regarding data administration and management with the Room to Read team.*

Deliverable 4: Data collection completion report

Deliverable 4.1: Fieldwork report

Deliverable 4.2: Data quality monitoring report, which includes the results of all daily DQA assessments for the EGLS Assessment conducted during data collection. Room to Read can provide a template to support the firm's analysis.

Deliverable 4.3: Daily reports with the number of assessments and interviews conducted, challenges faced, etc.

Activity 5: Data Cleaning, Synchronization, and Activity Completion Reporting

The consulting firm should ensure data synchronization daily with Room to Read's SurveyCTO servers. Room to Read will establish a mechanism to track the data synchronization process. In addition, daily reports should be submitted to Room to Read that outline the number of schools visited, the number of assessments and interviews conducted, and any logistical challenges faced. The firm is responsible for the following:

- 1) Three DQA assessments per assessor per day for the children's EGLS tool. The results of which will be used to assess the reliability/consistency across data collectors along with the school- and classroom-related information.
- 2) The firm will promptly communicate relevant information with Room to Read staff throughout the data collection.

The firm is responsible for preparing the data cleaning protocol by coordinating with Room to Read. Based on the protocol, the firm shall do a basic level of cleaning of the data and provide it to Room to Read in Excel or STATA format along with a codebook. After data collection ends, the firm should develop and submit the activity completion report, which mainly reports the process, timeline, efforts, and others from the bid award, assessor hiring, training, data collection, and monitoring to final data synchronization.

Deliverable 5: Completion of the baseline data collection, including

Deliverable 5.1: All data from all tools synchronized to Room to Read's SurveyCTO server. For the classroom observation tool, the firm shall submit both paper-based forms to Room to Read and upload all the data to SurveyCTO.

Deliverable 5.2: Assets (tablets and other peripheral equipment) returned receipt.

Deliverable 5.3: Submission of raw and cleaned datasets for all data collection tools in Excel or Stata format along with a codebook.

Deliverable 5.4: Data cleaning report and Stata Do files documenting what was done with rationale included.

E. Timing and Sampling Framework

Table 1 gives the timing and sampling framework for the baseline study.

Table 1: Timing and Sampling Framework

Anticipated Timing	Target Grade	District	Number schools	EGLS assessment	Class observation	Other tools	Remarks
mid-January – mid-March/ 2024	Students who are at the end of the grade two	Gorkha	Project=25 Control=30	EGLS Assessment – Grade-2 students – 12 per school, duration 15-25 min. per child	Class Observation tool – 1 duration –75 min.	Teacher Interviews (grade-2 Nepali teacher) -1 per school, duration 45 min. School Background tool -1 per school, duration 45 min.	Some project and/or comparison schools may not have 12 students in grade-2

- Estimated time to complete assessment of one student = 15-25 minutes
- Estimate time to complete class observation = 75minutes
- Estimated time to complete one teacher interview = 45 minutes
- Estimated time to complete the School Background Survey = 45 min.
- Room to Read will provide a list of sample schools for the consulting firm.
- At each school, three data quality monitoring assessments will be conducted to measure the consistency in the scoring of assessors for the EGLS assessment tool.
- For the classroom observation, two observers will administer the classroom observation simultaneously and will mark the classroom observation tool independently. This will enable the research team to examine the reliability/consistency of ratings across observers.
- Standard protocols should be used to administer these, which Room to Read will discuss with the selected firm during onboarding.

Note to the Offeror:

- During the data collection, 12 children will be randomly selected to be assessed in each school for the EGLS Assessment. Interviews should be conducted with the headteacher from the same school for school background and the teacher who taught Nepali in grade two in 2024.*
- EGLS Assessment and interviews should be conducted in a quiet place at school. The Child Protection Policy (CPP) of Room to Read needs to be followed during the assessment.*
- Room to Read will provide detailed guidance on the random selection of children to the survey agency.*
- Class observation will be done as per the Nepali language class routine of the schools by two assessors in each sample school.*

F. Responsibilities of the Consulting Firm and Room to Read

F.1. Responsibilities of the Consulting Firm

The firm will be responsible for the overall project encompassing the activities outlined above as follows:

- Recruit and hire an adequate number of experienced enumerators and supervisors.
- Work in collaboration with Room to Read staff in every activity to enable co-learning and capacity-building.
- Conduct and facilitate training of the enumerators for the collection of *EGLS Assessment, class observation, school background survey, and teacher tool* including organizing school visits to practice administering these tools and *EGLS Assessment* with primary school children in schools (minimum 2 school visits in schools not sampled as part of the Endline Evaluation).
- Conduct training of the supervisors for fieldwork management, data quality supervision, and data collection protocol.
- Organize required physical resources (internet access for data upload, notebooks, student stimuli, paper tools, pencils, blank paper, notebooks, etc.) in adequate quantity for the activities.

- f. Propose and finalize an efficient field survey work plan for each activity in consultation with Room to Read and execute the same.
- g. Establish initial contact with the schools, and secure required approval from the school and local government.
- h. Collect *EGLS Assessment*, *class observation*, and other interview data with SurveyCTO through tablets and paper-based following the data collection protocol to be provided by Room to Read, and the sampling framework indicated, and the approved fieldwork plan.
- i. Propose and execute an efficient data quality monitoring and assurance process.
- j. Submit data quality monitoring reports, including inter-rater reliability (IRR) results for all activities per the agreed timeline and other deliverables as specified in this RFP.
- k. Cooperate with Room to Read's DQA processes during the training and data collection.
- l. Ensure enumerators and supervisors upload all collected data to the SurveyCTO platform on a timely basis, and ideally each evening throughout data collection.
- m. Ensure enumerators will upload the collected class observation data in the SurveyCTO platform at the end of the day.
- n. Conduct initial data cleaning of all datasets including the verification of key demographic variables, labeling of variables and response values, etc.
- o. Submit the raw and cleaned datasets for EGLS, class observation, school background survey and teacher tools in Excel, Stata, or another agreed upon format to Room to Read
- p. Organize formal meetings with Room to Read before initiating data collection work and maintain regular contact with the Room to Read team throughout the execution of the contract.
- q. Monitor the data collection activities in the field.

A project kick-off meeting will be organized by Room to Read at the inception stage.

F.2. Responsibility of Room to Read

Room to Read will be responsible for the following:

- a. Provide all data collection tools associated with the project to the survey agency.
- b. Provide tablet loaded with *EGLS Assessment*, *class observation*, *school background*, and *teacher interview* tools in the SurveyCTO platform.
- c. Identify a list of sample schools and share the final list of schools with complete location details for each activity.
- d. Support the survey agency during the training of the enumerators and supervisors.
- e. Provide the Child Protection Policy (CPP) of Room to Read.
- f. Support the survey agency in preparing and executing an efficient fieldwork plan.
- g. Review and approve the proposed data quality supervision plan and guide the survey agency on the inter-rater reliability (IRR) analysis for the EGLS and classroom observation tools.
- h. Provide all other necessary documents and/or advice to the survey agency to support the data collection and reporting process (e.g., relevant program documents, templates for deliverables, advice on data collection protocol, child protection policy, etc.).
- i. Conduct periodic on-site (both pre-planned and unannounced) and off-site data quality checks and inform the agency about the findings from the quality checks and any action points (if required).
- j. Review and approve the deliverables.
- k. Organize a project kick-off meeting soon after the contract award to discuss the project and the expected deliverables with the survey agency and participate in the subsequent meetings (to be organized by the agency) before initiating each data collection work under different activities.

G. Proposal Preparation and Submission Requirements

Content of the Proposal: The Proposals should be separated into two parts,

- a. Technical Proposal, and
- b. Cost Proposal

The proposal also should include references to past experiences.

Offerors are expected to examine the specifications, deliverables, and instructions in the RFP and address each item in their proposal. Please refer to Table 2 for further proposal instructions.

Table 2: Proposal Preparation and Submission Requirements

Content (max. page length or range)	Details
Technical Proposal	
Organization Details (2 pages max.)	<ul style="list-style-type: none"> • Organization overview, including management structure. • Summary of incorporation/legal status.
Offeror's Understanding (1 page max.)	A brief narrative outlining the Offeror's understanding of the proposed activities.
Relevant Experience (4 pages max.)	<p>Summary of relevant project experience focused on the following:</p> <ul style="list-style-type: none"> • Development of education-related and/or school-based large-scale data collection plans and execution of the same. • Submission and approval of research studies in Nepal • Recruitment and supervision of well-qualified enumerators. • Experience with conducting large-scale surveys. • Enumerator training design and delivery. • Securing access to schools for data collection in a timely and appropriate manner and • Data Management <p>Project Summaries for up to <u>five of the most relevant assignments in the last three years should be included at this section's end.</u></p>
Comments and Suggestions (1 page max.)	List of observations or suggestions (if any) on the RFP and scope of work.
Technical Approach and Workplan (6-8 pages max.)	<p>Description of the Approach, Methodology & Workplan proposed by the Offeror for successfully executing the activities listed in the RFP. More specifically:</p> <ul style="list-style-type: none"> • Approach to collaborating with Room to Read on data collection planning and preparation. • Approach to fielding the data collection at the school level while ensuring minimal disruption and maximum time and effort efficiencies. • Approach to working with school administrators, teachers, and young learners. • Approach to recruiting and retaining sufficiently qualified data collectors. • Approach to ensuring data quality, protection of data and personal identifiable information (PII), and compliance with relevant respondent protection protocols. • Approach to identifying, communicating, and addressing barriers during data collection planning and implementation. • Anticipated challenges for the above activities. • Risk mitigation strategies for the above activities.
Cost Proposal	
Budget Narrative	Narrative summary of the proposed budget, including discussion and rationale for costing approach, major expenses, risks, and other considerations related to the budget.
Cost Proposal Details	The proposed budget and associated narrative will have sufficient detail to allow a detailed evaluation of the costs proposed for EACH discrete activity using the Budget template in Appendix A. Budgets should be submitted in NPR . Room to Read reserves the right to request additional information to support the proposed budget.
References	
	Please include three organizational client references and contact information. References should have worked with your organization within the past five years on projects relevant to the activities and geographic area of work and activities outlined in this RFP.

H. Deliverable and Payment Timeline

Deliverables will be reviewed for quality and compliance by Room to Read. Should a deliverable be found insufficient in quality or completeness, Room to Read will provide written feedback and the opportunity to correct the deliverable to the Offeror within a reasonable timeframe. A payment schedule will be developed based on the chosen partner's budget, aligned with the level of effort and cost associated with each deliverable. Table 3 outlines the payment percentage and timeline for each deliverable.

Table 3: Key Deliverable and Tentative Timeline of the Assignment

Deliverable	Description	Estimated Timeline	Notes	% of the contract value
1	Deliverable 1. An Inception Report that consists of the following: <ul style="list-style-type: none"> <i>Deliverable 1.1:</i> Organization's understanding of the project based on consultation with Room to Read <i>Deliverable 1.2:</i> Detailed work plan for both training and data collection <i>Deliverable 1.3:</i> Data quality assurance process for the activities plan <i>Deliverable 1.4:</i> List of key people (team members, supervisors, enumerators, etc.) who will be engaged with the project 	One week after contract execution	Means of verification: Inception Report	20% (This is the advance amount to conduct the training)
2 and 3	Deliverable 2. Data collectors' training completion report that includes: <ul style="list-style-type: none"> <i>Deliverable 2.1:</i> Copies of training materials used <i>Deliverable 2.2:</i> Training day-wise attendance and schedule <i>Deliverable 2.3:</i> Revised, if required, data collection plan and confirmation of protocols <i>Deliverable 2.4:</i> IRR assessment results for training <i>Deliverable 2.5:</i> Reflections and any suggestions to Room to Read from the field practice. <i>Deliverable 2.6:</i> Signed copies of Room to Read's Child Protection Policy forms submitted Deliverable 3: Revised field plan <ul style="list-style-type: none"> <i>Deliverable 3.1:</i> Revised day-wise data collection plan <i>Deliverable 3.2:</i> Revised data quality monitoring plan 	Two weeks after signing the contract	Means of verification: Data collectors' training completion report and revised field plan	50% (This is the Amount to deploy the data collectors in the field, which is to be released upon the settlement of advance mentioned in deliverable 1 and will be settled after submitting the completion reports of data collectors' training)
4	Deliverable 4: Data collection completion report <ul style="list-style-type: none"> <i>Deliverable 4.1:</i> Fieldwork report 	Two weeks after the completion of data collection	Means of verification: Data collection completion report	10% (Paid after setting the

Deliverable	Description	Estimated Timeline	Notes	% of the contract value
	<ul style="list-style-type: none"> <i>Deliverable 4.2:</i> Data quality monitoring report, which includes the results of all daily DQA conducted during data collection. 			advance in deliverables 2 & 3 and completing the tasks in deliverable 4)
5	Deliverable 5: Completion of the data collection, including: <ul style="list-style-type: none"> <i>Deliverable 5.1:</i> All data synchronized to Room to Read's SurveyCTO server. <i>Deliverable 5.2:</i> Assets (tablets and other peripheral equipment) returned receipt. <i>Deliverable 5.3:</i> submission of all raw and cleaned datasets including the EGLS, class observation, School background, and interview tools in Excel or Stata format. <i>Deliverable 5.4:</i> Data cleaning report and Stata Do files documenting what was done 	Three weeks after the completion of data collection	Means of verification: <ul style="list-style-type: none"> - Baseline data collection completion report - Asset handover receipt - Submission of datasets and data cleaning report 	20% (Paid after completing the tasks in deliverable 5)

I. Proposal Evaluation and Award Process

As stated, the bidders should submit the hard copies of the technical and cost proposal in separate closed envelopes along with other legal documents at the Room to Read's Kathmandu Office, Thapathali, Kathmandu, by **December 30, 2024, at 4:00 pm**. The selection committee will evaluate the proposals based on their written technical and cost proposals. Each proposal will be evaluated first on the merits of the technical proposal. Those proposals that reflect sufficient quality in technical approach, work plan, staffing and management plan, and organizational experience will advance to the cost proposal review. The following are the primary criteria for the bid evaluation:

- A) Past experience in a similar field
- B) Proper plan to hire human resources.
- C) Proper plan to conduct assessors' training.
- D) Proper and realistic field plan for the data collection, data quality assurance, and cleaning
- E) Proper cost plan
- F) Any other criteria set by the selection committee.

The award will be made to the Offeror representing the best value to Room to Read. Offeror's initial offer should contain the Offeror's best terms from a price and technical standpoint. Room to Read reserves the right to conduct discussions if determined necessary by Room to Read.