



GOVERNMENT OF THE REPUBLIC OF SIERRA LEONE

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

REVITALISING EDUCATION DEVELOPMENT IN SIERRA LEONE PROJECT (REDI-SL)

FINANCING No: P133070

REQUEST FOR EXPRESSIONS OF INTEREST

FOR

THE PROVISION OF CONSULTANCY SERVICES FOR THE EVALUATION OF TRAINING ON EARLY GRADE READING

PROCUREMENT No: REDiSL/MEST/EGR/SCS/CQS/16/12

ISSUE DATE: DECEMBER 2, 2016

1. Background

The Government of the Republic of Sierra Leone has been allocated funds (the “Grant”) from the **Global Partnership for Education (GPE) and Multi Donor Trust Fund (MDTF)**, which are administered by the International Development Association (the “Bank”) and executed by the Ministry of Education, Science & Technology (“the Client”) to support the ESP’s aim of improving the pedagogical methodologies used by teachers to improve learning outcomes. The Ministry of Education, Science & Technology intends to apply part of the funds to eligible payments for the provision of Consultancy Services to conduct an evaluation of the training on early grade reading.

The project is financing the production, and distribution of approximately 2.2 million supplementary readers for grades 1-3 and 40,000 teacher guides for all primary schools throughout the country. Teachers and students are expected to use the books as tools to improve literacy in early grades and create a culture of reading as a foundation for learning.

The project will also fund the development and roll out of a training to help teachers understand effective teaching in early grades for quality outcomes using the reading books and teacher guides procured. The training will be carried to approximately 3,800 in-service teachers, 600 pre-service teachers in training, 850 head teachers, inspectors and supervisors. The project will provide technical support to MEST and teacher training institutions to integrate this training into the pre-service and distance learning curricula.

The training of 3,800 in-service teachers is expected to be embedded in a RCT (Randomized Controlled Trial) framework. Using matched-pair randomization, 1,000 schools will be assigned to the treatment group and another 1,000 to the control group. Teachers for classes 1-3 in the treatment schools will be invited to participate in the 14-day in-service training. From amongst the 1,000 matched pairs, 150 matched pairs will

be randomly sampled, giving us 150 treatment and 150 control schools, where the baseline and endline surveys will be administered. The evaluation will allow us to estimate the differential impact of teacher training on classroom instructional practices and reading competencies of students exposed to teachers who underwent the training. The list of treatment and control schools will be provided to the consultant.

2. Purpose of the Assignment

The purpose of this consultancy is to undertake an evaluation of the early grade reading component of the project, comprising two rounds of surveys (baseline, endline) in approximately 300 schools, comprising school, teacher, and student questionnaires; classroom observations; and an early grade reading assessment (EGRA) to be administered to sampled students in one grade.

3. Tasks and Responsibilities

- a) In collaboration with the World Bank and Early Grade Reading Team, fine-tune the evaluation design, survey design, sampling design and methodology.
- b) Undertake design and/or update of survey instruments, which entails the following:
 - Review and adapt locally developed and validated survey questionnaires on (i) School Profile, (ii) Head Teacher, (iii) Teachers (teaching Language Arts in classes 1-3), (iii) Students, introducing modifications where necessary. This will be administered at both baseline and endline.
 - Design additional module/questions on use of supplementary readers in classrooms, book storage conditions, book counts in random sample of classrooms.¹
 - Design and validate classroom observation tool (patterned on Stallings' or like observational systems but customized for local context) to assess pedagogy and related teacher practices linked to early grade reading. This will be administered at both baseline and endline.
 - Review and adapt early grade reading assessments administered in previous surveys in Sierra Leone, introducing modifications where necessary. This will be administered at both baseline and endline.
 - In case the firm proposes use of tablets for data collection, the scope of work will include coding of the questionnaires (including in-built validation checks) in the appropriate app.
- c) Pre-test updated survey instrument and data collection protocols in 10 schools in any 2 local councils.²
- d) After the pre-test, further revise and update the survey instruments and data collection protocols.

- e) Prepare all support documentation including coding guides, enumerator and supervisor manuals (which includes survey implementation and monitoring protocols), and the data entry manual³.
- f) Recruit and train enumerators and supervisors on the implementing the survey instruments and data collection protocols. Prepare short training report on highlights of the training, and emerging issues and recommendations.
- g) Conduct baseline and endline EGRA and linked surveys in 300 schools in Jan/Feb and Oct/Nov respectively. At baseline, one intact classroom (among either P1, P2, or P3 classrooms) will be randomly selected in each school for administering the classroom observation tool and teacher questionnaire. The relevant EGRA and student questionnaire will be administered to 12 randomly sampled students in the selected classroom. The endline survey will be administered in the same schools and to the same teachers. For the EGRA, the endline survey will re-test baseline students.
- h) Supervise and undertake spot checks to ensure adherence to data collection protocols and confirm quality of data collection and entry, including a minimum of [5%] of re-visits to a random sample of the evaluation sample to confirm the validity of the data. Submit weekly supervision briefs on survey implementation.
- i) Submit properly cleaned, coded and labeled databases (in STATA) within 15 days of baseline and endline surveys, including data dictionaries. Submit the merged baseline and endline database, with harmonized coding, variable names, labels and IDs, within 30 days of the endline survey. Sample weights must be included in the submitted datasets.
- j) Submit baseline analysis report within 30 days of data collection and the final analysis report within 45 days of the endline survey.

4. Deliverables

- Inception report
- Survey instruments (questionnaires, test items, classroom observation tool)
- Training of supervisors and enumerators, including report
- Survey documentation (data dictionary, codebooks, manuals, survey administration protocols)
- Cleaned, coded and labeled datasets in STATA
- Weekly supervision briefs on survey implementation
- Baseline report
- Final report

5. Qualifications

The REDiSL Project invites qualified firms/agencies to express their interest in providing the above services. Interested firms/agencies must provide information indicating that they are qualified to perform the service (description of similar assignments, experience in similar conditions, and availability of appropriate skills etc.) The EOI will be evaluated on the basis of the following:

- The firm should have sufficient organizational capacity to carry out the activities, as demonstrated by the organizational structure and financial report/statement from the previous 2 years. (15%)
- The firm should be able to provide evidence of at least 3 years of practical, proven experience in designing and undertaking EGRA and linked school, teacher, and student surveys in developing countries context. (20%)
- The firm should have demonstrable experience in design and implementation of Randomized Controlled Trials in education. (20%)
- The firm must have undertaken design and implementation of at least one school-level quantitative survey which includes learning assessment of students, with sample size exceeding 1,000 students. (15%)
- The firm should be able to mobilize qualified personnel, including a core team comprising of a (1) Survey Specialist/Team leader with a Masters' degree in Economics, Statistics, or related field and a minimum of 5 years of professional experience (or minimum 3 professional assignments) in coordinating and managing surveys; a minimum of 2 assignments with technical leadership in survey design and implementation; documented supervisory, coordination and organizational skills (2) Survey Coordinator with a Bachelors' degree in Economics, Statistics or related field and a minimum of 3 years data collection experience; Experience as Survey Coordinator in at least 1 previous data collection/survey assignment of similar scope and size; At least 1 other documented supervisory and coordination experience of duration 1 year or more (3) Data Analyst/Economist with a Masters' degree in Economics, Statistics or related field and a minimum of 3 years of quantitative data analysis experience; At least 1 previous assignment where econometric analysis was done; Experience with cleaning, coding, labeling and analyzing raw survey data in at least 1 previous assignment; Excellent skills in use of statistical software package (e.g. SPSS, STATA); Demonstrable knowledge and experience with impact evaluation methodologies (30%)
- Firm provides evidence of use of tablets in at least 1 prior quantitative survey assignment with sample size exceeding 500 and experience with designing and implementing quantitative surveys and/or learning assessments (of similar scope and size) in Sierra Leone will serve as an added advantage

In view of the nature of the assignment, it is expected that there will be a mixture of locals and internationals in team composition, OR a consortium of an international and local firm(s).

6 Association

Prospective consulting firm (s) may associate to enhance their qualification, but should mention whether the association is in the form of either "joint venture or sub-consultancy". In the case of a " joint venture " all members of such "association" should have real and well defined inputs to the assignments, and is preferable to limit the total number of firms included in the associates to a number of two (2)

7. Selection Procedure

The consulting firm(s) will be selected in accordance with procedures set out in the World Bank' s Guidelines, Selection and Employment of Consultants under IBRD loans and IDA Credits & Grants by World Bank Borrowers January ,2011, revised July ,2014 (Consultant Guidelines).

8. Timeframe of Services

The duration of the Consultancy Services is 6 months (Phase 1 : December, 2016 –March,2017 and Phase 1 : September ,2017 to December, 2017)

9. Further Information

Further details should be obtained from the Project Coordinator, REDiSL, Planning Directorate Building, Ministry of Education, Science & Technology, New England Ville, and Freetown, Sierra Leone from whom background documents and detailed Terms of Reference (ToRs) are also available.

10. Submission Date

The Ministry of Education, Science & Technology now invites firms/agencies to submit an Expression of Interest (EOI) for the above services. Interested firms/agencies must provide information indicating that they are qualified to perform the services (CV indicating qualifications and experience of the key staff personnel, firms/agencies experience and evidence of its organizational capacity to undertake the assignment). EOI must be delivered to the Procurement Specialist, Albert Saio Conteh, REDiSL, Planning Directorate Building, Ministry of Education Science and Technology, Freetown, Sierra Leone, email address: alsaio@yahoo.com by December 16, 2016 at **4:30** in both hard and soft copies. The envelope must be clearly marked “ **EOI FOR THE PROVISION OF CONSULTANCY SERVICES FOR THE EVALUATION OF TRAINING ON EARLY GRADE READING** ”

11. Right to Select/Reject

The procuring entity has the right to accept or reject all EOIs.