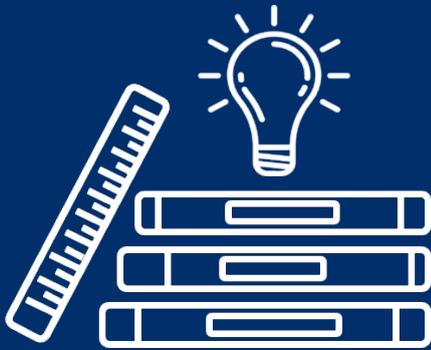




USAID
FROM THE AMERICAN PEOPLE

OFFICE OF EDUCATION



Ethiopia: Evaluation Scope of Work for the READ Project

G2G Education Toolkit

Version: January 2014



G2G Education Toolkit

Ethiopia: Evaluation Scope of Work for the READ Project

This Scope of Work was designed to provide the monitoring and evaluation function to the READ project, a G2G literacy project in Ethiopia. READ aims to increase national reading achievement of Ethiopian children and has three components: 1) Technical Assistance (TA) which will focus on learning and teaching materials development, curriculum revisions, and teacher training, 2) Institutional Improvement (II) provision of grants to the Ministry of Education and the Regional State Education Bureaus to conduct in-service teacher training and establish regional reading faculties at teacher colleges, and 3) Community Outreach (CO) to mobilize communities to promote reading at schools and in the communities. The READ Monitoring and Evaluation project will run concurrently to track progress and assess achievements in early grade reading as a result of the implementation of the three technical components.

Education Office
Economic Growth, Education and Environment
January, 2014

FOREWARD

Government-to-government Education Toolkit

In line with the compelling policy guidance of USAID Forward, Agency education officers are currently exploring, developing and implementing new government-to-government (G2G) modalities in education projects. An immediate need exists for tools and training materials that will assist Education Teams as they design, implement, and monitor G2G activities to achieve USAID Education Strategy Goals.

Under the leadership of the Bureau for Economic Growth, Education and Environment's (E3) Education Office, the **G2G Education Toolkit** has been developed to provide this support. The Toolkit includes a literature review; an analysis of lessons learned and best practice; an analytic framework and roadmap; operational tools; and case studies. Additionally, sample G2G operational documents from Missions currently undertaking government-to-government activities will be available to guide field staff.

Statement of Work:

**Reading for Ethiopia's Achievement
Developed (READ): Monitoring and
Evaluation**

**Issued by USAID/Ethiopia
November 2013**

1. Purpose

The purpose of this Statement of Work (SOW) is to obtain proposals from qualified institutions to implement “Reading for Ethiopia’s Achievement Developed” (READ) Monitoring and Evaluation (M&E) project in Ethiopia. Contractors should develop technical and financial descriptions for a five-year project that begins on or about February 1, 2014 and ends no later than January 31, 2019. The READ – M&E project will monitor, assess and evaluate the progress and the impact made by the three READ projects, namely, the READ- Technical Assistance (TA), the READ-Institutional Improvement (II) and the READ – Community Outreach (CO).

The READ-Technical Assistance is a five year project that will focus on the revision of curriculum, development of textbooks, preparation of teacher training manuals, training of teacher trainers and introduction of technological support and teaching aids that will improve early grade reading and writing. The READ Institutional Improvement project will be a five-year project (starting one year after the READ Technical Assistance project, once the reading curriculum and training materials are developed) consisting of direct grants to the MOE and RSEBs to conduct in-service teacher training, establish a reading faculty at each public College of Teacher Education (CTE) and improve the pre-service teacher training. READ – Community Outreach project is also expected to be a four-year project and will focus on reading and writing. The project will a) build the capacity of parents and communities to engage them in promoting early grade reading and writing; and b) support school and community libraries and establish reading centers.

The READ – Monitoring and Evaluation project will mainly focus on monitoring and evaluation of early grade reading fluency and comprehension. The project will undertake six major activities. In line with this, the project will: a) undertake baseline line survey on early grade reading assessment (EGRA) in seven local languages and English, student achievement in national learning assessment (NLA) at grades 4 and 8, and other indicators; b) monitor the progress of student learning and the performance of the three READ projects; c) carryout mid-term and final assessment on early grade reading and student learning; d) conduct mid-term and final evaluation of the three READ projects; e) build the capacity of the National Agency for Educational Assessment and Examinations /NAEAE/ of Ministry of Education (MOE); and f) provide technical assistance to MOE and regional state education bureaus (RSEBs).

The total estimated budget to execute this project for five years, through a contract agreement, will not be more than USD \$8-\$10 million. The major partner to the contractor will be the MOE and the relationship between the two shall be facilitated by USAID leadership and the Contracting Officer’s Representative (COR).

2. Background

The Ethiopian education system has shown remarkable growth in primary education enrollment in the last fifteen years. Primary school (Grades 1-8) enrollment has been increasing at an average annual growth rate of 10.4 percent since 1996. Total primary school enrollment, which was 3,787,919 in 1996, grew to 16,718,111 in 2011, an increase of nearly thirteen million children in fifteen years. As a result, the gross enrollment rate (GER) has increased from 30.1 percent in 1996 to 96.4 percent in 2011. Despite this significant achievement, primary education in Ethiopia is still characterized by low quality and efficiency.

The quality of primary education is low from both ends, i.e., in terms of input and output. From the input side, class sizes, availability and qualification of teachers and availability of textbooks show that the education system has not been able to provide the necessary inputs at the required level. The pupil section ratio* at primary level in 1996 was 52, which was a little above the national standard of 50. However, the ratio has been increasing steadily and reached 74 in 2004 and declined to 57 in 2011, which still shows that the expansion of learning space has not kept up with the rapidly-expanding enrollment.

* Pupil/section ratio is the average number of pupils that meets a teacher in one room at a time. Pupil/section ratio is considered instead of pupil/classroom ratio since one classroom is used by different groups of students on the same day due to the practice of double shift schooling.

The total number of primary school teachers has increased from 102,121 (25.7 per cent female) in 1996 to 308,286 (37.2 per cent female) in 2011, an increase of 200 percent in fifteen years. The number of teachers has increased significantly and the national pupil teacher ratio in 2011 was 51, which was slightly above 50, the standard set for primary school. However, most of the teachers are not qualified for the grade levels they teach. Moreover, they lack skills in student-centered teaching methods, continuous assessment, large class management, etc., which are crucial for improving student learning in the Ethiopian context.

Although there are no accurate data on the availability of textbooks, the different estimates show a shortage of textbooks in primary schools. For instance, the Ministry of Education (MOE) reported that the pupil/textbook ratio at primary level in 2010 was 1.5:1, which means two sets of textbooks were shared by three pupils.

From the output side, the quality of education could be measured in terms of students' achievement. To date, the Ministry of Education with the support of USAID has carried out four national assessments on student learning in Ethiopia. USAID supported all the four learning assessments both technically and financially. The first learning assessment on students' achievements in Ethiopia was carried out in 2000 at the end of the first cycle (Grade 4) and second cycle (Grade 8) of primary school on a sample basis in four subjects. This assessment serves as a baseline since there was no similar survey that preceded it. The Second National Learning Assessment (ESNLA) was carried out after four years, in April 2004. The Third Ethiopian National Learning Assessment (ETNLA) was then undertaken after three years, in 2007. The fourth National Learning Assessment was carried out in 2011. The mean scores of students in all the four assessment were below 50 percent, which is less than the minimum requirement of 50 percent to pass from one grade to the next per the Ethiopian Education and Training Policy (ETP). Moreover, the mean scores were not only below 50 percent but were also declining further.

In 2010, USAID conducted an early grade reading assessment (EGRA) in six local languages, covering seven regions out of nine regions of the country and one city administration out of the two, in collaboration with USAID's Improving the Quality of Primary Education Program (IQPEP), Research Triangle Institute (RTI) and the MOE. The EGRA is considered to be the foremost international comprehensive assessment by experts in reading. The Ethiopian assessment shows shocking results in oral reading fluency and reading comprehension, indicating that students are both slow readers and do not comprehend what they read.

The primary concern related to the EGRA results is that a significant percentage of children in grade 2 read zero words correctly. The results show Sidama zone with the most zero-word readers, at 69.2%, and Harar region and Addis Ababa with the least zero-word readers at 17.9% and 10.1% respectively. In some regions more than half of the children in grade 2 did not understand at all the story that they were asked to read. The findings show that even though the purpose of mother tongue instruction is to ensure that children understand what they read, the children's inability to decode the words means that they were unable to understand the text. The gap between the reading comprehension and listening comprehension scores is consistently large, and shows that the problems identified by the EGRA are specific to the teaching of reading and having a lack of access to materials to read.

The EGRA results also show that in grade 3, a significant number of children remained nonreaders in their mother tongue: 54.0% in Sidama, 21.4% in Somali, 20.6% in Oromiya, and 17.0% in Amhara. In each of the seven regions and one city administration, at least 80% of children, and in the case of Sidama, 100%, were not reading at the expected oral reading fluency rate.

USAID also supported the Ministry of Education to undertake an early grade reading assessment (EGRA) in English in October 2011. The assessment covered more than 19,000 students in grades 2, 3 and 4 in all regions and city administration of the country. The results were almost the same as that of the EGRA in mother tongue. In all the three grades about two-third of the students scored below basics. Students that scored at basic and above basic levels in grades 2, 3 and 4 were 33%, 34% and 30% respectively.

Currently, the MOE has developed a five-year (2011-2015) Education Sector Development Program

G2G in Education: Evaluation Scope of Work for the Ethiopia READ Project

IV (ESDP IV) that emphasizes producing democratic, efficient and effective, knowledge-based, inspired and innovative citizens who can contribute to the realization of the long term vision of making Ethiopia a Middle Income Country. One of the ESDP's important priorities is improving and ensuring the quality and efficiency of education at all levels. To realize this, the MOE has developed the General Education Quality Improvement Program (GEQIP). GEQIP's impact on improving student achievement, in terms of knowledge, skills and attitudes, will be verified through regular monitoring and evaluation schemes and through the Ethiopian National Learning Assessments (ENLAs) which are conducted every three years throughout the country.

Although enrollment and completion rates are important, learning outcomes in early grade education in the country have not yet met the expectations of the GoE. The MOE has established minimum learning competencies across the curriculum. According to these competencies, by the end of grade one, students are expected to read at a "fluent" rate (although this is not defined in terms of words per minute) and are expected to be "readers." However, the EGRA in mother tongue conducted in 2010 and the English EGRA carried out in 2011 show that most students are not "readers" well past grade one. The READ Technical Assistance project will analyze these education standards and curricular documents to provide input, technical expertise and revisions as needed.

The READ Technical Assistance, the READ Institutional Improvement and the READ community Outreach projects will contribute to the ESDP IV which is part of Ethiopia's overall Growth and Transformation Plan - 2011 to 2015. The key intervention of these projects is to improve children's reading and writing achievements in primary grades nationwide – skills that will lead to literacy. The intervention will directly support the Development Objective for the USAID/Ethiopia Country Development Cooperation Strategy addressing education: Improved Learning Outcomes and the USAID/Ethiopia Education Strategy Intermediate Result 1: Increased achievement in basic education, particularly in reading. The program will also support USAID's global Education Strategy Objective 1: Improved reading skills for 100 million children in primary grades by 2015.

Background on Ethiopia and USAID programs in Ethiopia is available at "Ethiopia" in USAID's Development Experience Clearinghouse (DEC) at www.dec.org.

3. Rational

The results of the different national learning assessments and the 2010 EGRA in six languages have shown clear connections. Children were not taught well to read in early grades and hence they were not able to read-to-learn in upper primary grades. As a result their achievements in the various learning assessments were very low. In order to change this situation and improve the quality of education, children should learn to read well in early grades. Therefore, teaching reading and writing in early grades at the expected level (based on the minimum learning competency) is crucial to improve learning and thereby learning achievements in upper grades. Accordingly, USAID, Ministry of Education and other development partners that support education in Ethiopia have agreed to focus on improving early grade reading and writing.

In order to address the reading problem in early grades in Ethiopia, USAID in collaboration with the Ministry of Education has developed three projects under its READ Program. These projects are:

- a) READ – Technical Assistance (TA),
- b) READ – Institutional Improvement (II), and
- c) READ – Community Outreach (CO).

The READ – TA will be focusing on curriculum revision; development of textbooks, teacher's guide, teacher training manuals and supplementary reading materials; training of teacher trainers; introduction of technological support and teaching aids that will improve early grade reading and writing; and provision of technical assistance in improving early grade reading and writing to MOE, regional state education bureaus (RSEBs) and colleges of teacher education (CTEs). The READ – II project will be consisting of direct grants to the MOE and RSEBs to conduct in-service teacher training, establish a reading faculty (department or unit) at each public college of teacher education (CTE), improve the pre-service teacher training, and build the capacity of the education system to improve early grade reading

and writing. The READ – CO project will build the capacity of parents and communities to engage them in promoting early grade reading and writing; and support school and community libraries and establish reading centers.

The three projects will be nationwide with an estimated amount of USD 76 million. The projects complement each other and are expected to improve reading and writing in the Ethiopian primary schools. But the question is: how do we know if the projects are bringing the desired changes? Most importantly, how do we know if there is a need to make any correction in the course of the implementations of the projects? The answer to these questions calls for a) regular monitoring of the projects to find out if implementations of the projects are on track and if outputs are leading to results; and b) assessments and evaluations at defined intervals to gauge the results of the READ Program. This will require a contractor that would be responsible for taking the baseline, track progresses and measure impacts. Therefore, the need for the fourth READ project, the READ – Monitoring and Evaluation project arises.

4. Project Objective

The objective of the READ – Monitoring and Evaluation (M&E) project is to track progresses and gauge results of the three READ projects, which constitute the READ Program with the READ – M&E. The READ program will contribute to the improvement of learning outcome through the improvement of early grade reading and writing. The READ – M&E will follow up closely the implementation of the three projects and record the progresses made and find out if outputs are leading to results. The ultimate objective is, however, to measure learning outcome by undertaking learning assessments and early grade reading assessment (EGRA) at different periods of the project.

The specific objectives are to:

- a) Undertake baseline survey,
- b) Monitor the progress of student learning and the performance of the three READ projects,
- c) Carryout mid-term and final assessment on early grade reading and student learning,
- d) Conduct mid-term and final evaluation of the three READ projects,
- e) Build the capacity of the National Educational Assessment and Examinations Agency /NEAEA/ of Ministry of Education (MOE), and
- f) Provide technical assistance to MOE and regional state education bureaus (RSEBs).

5. Scope of Work

The contractor will undertake various activities under each of the specific objectives listed above. The contractor will also make sure that assessments and evaluations process meet the requirements of the new USAID Evaluation Policy. Under the READ Program USAID/Ethiopia targets underserved groups, including women and girls and students with disabilities. All the data collected on beneficiaries for monitoring, assessments and evaluations should be disaggregated by sex and the analysis should consider these underserved groups. The contractor will submit to USAID and Ministry of Education all the data that it used for its analysis and reporting. The data will be the property of USAID and Ministry of Education of Ethiopia.

5.1 Baseline survey

The contractor shall collect baseline data for all indicators that will be reported by the three READ projects (READ – TA, READ – II and READ CO) and which are included in the USAID/Ethiopia's DO 3 (Education) performance Management Plan (PMP). The total number of indicators that will be reported by the READ program is 14. However, the number of indicators could be increased after a discussion and agreement with READ – M&E contractor.

Detailed tasks

The major tasks that will be undertaken during the baseline survey are provided below.

- a) Early grade reading assessment in seven local languages in grades 2 and 3,

G2G in Education: Evaluation Scope of Work for the Ethiopia READ Project

- b) Early grade reading assessment in English in grades 2, 3 and 4,
- c) Learning assessment in four subjects (Language used as medium of instruction, English, Mathematics and Environmental Science) at grade 4 level,
- d) Learning assessment in five subjects (English, Mathematics, Physics, Chemistry and Biology) at grade 8 level, and
- e) Other indicators that require baseline and listed in the DO 3 PMP.

Representative samples would be taken for the early grade reading assessments (EGRAs) and the learning assessment at grades 4 and 8 levels.

5.2 Progress of student learning and the performance of the three READ projects

Progress made in student learning should be tracked regularly. The contractor will use appropriate tools to collect data from sample schools to measure the progress made. The data will be collected on an annual or semi-annual basis depending on the type of the indicator. The contractor will also monitor the performance of the three READ projects to find out if they are on track.

Detailed tasks

- a) Progress made in reading and reading comprehension in mother tongue (seven languages) in grades 2 and 3,
- b) Progress made in showing reading skill gains,
- c) Progress made in reading and reading comprehension in English in grades 2, 3 and 4,
- d) The performance of READ – TA against its implementation plan on mid-year and annual basis,
- e) The performance of READ – II against its implementation plan on mid-year and annual basis, and
- f) The performance of READ – CO against its implementation plan on mid-year and annual basis, and
- g) Compile, organize and report output data (number of persons trained, materials developed, etc.) from the implementing partners report. The contractor will also verify the correctness of the data before it reports to USAID\Ethiopia.

5.3 Mid-term and final assessment on early grade reading and student learning

The contractor will conduct mid-term and final assessments on a sample basis in 2016 and 2018 respectively.

Detailed tasks

1. Mid-term Assessment

- a) Early grade reading assessment in seven local languages in grades 2 and 3,
- b) Early grade reading assessment in English in grades 2, 3 and 4, and
- c) Learning assessment in four subjects (Language used as medium of instruction, English, Mathematics and Environmental Science) at grade 4, and
- d) Learning assessment in five subjects (English, Mathematics, Physics, Chemistry and Biology) at grade 8 level.

2. Final Assessment

- a) Early grade reading assessment in seven local languages in grades 2 and 3,
- b) Early grade reading assessment in English in grades 2, 3 and 4, and
- c) Learning assessment in four subjects (Language used as medium of instruction, English, Mathematics and Environmental Science) at grade 4, and
- d) Learning assessment in five subjects (English, Mathematics, Physics, Chemistry and Biology) at grade 8 level.

5.4 Mid-term and final evaluation of the three READ projects

G2G in Education: Evaluation Scope of Work for the Ethiopia READ Project

The contractor will conduct mid-term and final evaluations in 2016 and 2018 respectively.

Detailed tasks

1. Mid-term Evaluation

- a) The performance of READ – TA against its implementation plans and deliverables,
- b) The performance of READ – II against its implementation plans and deliverables, and
- c) The performance of READ – CO against its implementation plans and deliverables.

2. Final Evaluation

- a) The impact of the overall READ Program
- b) The performance of READ – TA against its implementation plans and deliverables,
- c) The performance of READ – II against its implementation plans and deliverables, and
- d) The performance of READ – CO against its implementation plans and deliverables.

5.5 Building the capacity of the National Educational Assessment and Examinations Agency (NEAEA) of Ministry of Education (MOE)

The contractor will build the capacity of NEAEA in early grade reading assessment (EGRA) and national learning assessment. The capacity building will include the provision of training, materials and equipment.

Detailed tasks

- a) Provide/support short term training for 40 NEAEA technical staff in EGRA, learning assessment and item analysis,
- b) Involve and mentor NEAEA staff in EGRA and learning assessment
- c) Establish/strengthen item bank in NEAEA,
- d) Support and mentor NEAEA staff to conduct item analysis on a regular basis,
- e) Provide materials that are necessary for conducting EGRA and learning assessment,
- f) Provide equipment and software that are necessary for EGRA and learning assessment data entry, analysis and reporting, and
- g) Organize and support exposure visit for 15 NEAEA officials and technical staff.

5.6 Technical assistance to MOE and regional state education bureaus (RSEBs)

The contractor will provide technical assistance to the Ministry of Education and regional state education bureaus regarding early grade reading assessment (EGRA) and learning assessment. The technical assistance includes provision of training, development of tools for tracking reading fluency and mentoring.

Detailed tasks

- a) Provide training for 150 education bureau technical staff in EGRA and learning assessment,
- b) Involve and mentor NEAEA staff in the development of tools that will be used by teachers for tracking early grade reading fluency,
- c) Provide technical assistance on the utilization of the tools at school level and the reporting of results, and
- d) Advise MOE and RSEBs on tracking progress in early grade reading.

6. Implementation Plan, Reporting and Staffing

Implementation Plan

G2G in Education: Evaluation Scope of Work for the Ethiopia READ Project

The successful contractor will develop and present the first year implementation plan to USAID\Ethiopia within 60 days of the award and the successive annual plans on the first week of July of each year to fit to the planning cycle of the Government of Ethiopia. The plan will be for a five-year period to begin on or about February 1, 2014 and to end no later than January 31, 2019. The annual plan must include details on estimated deployment of Contractor's resources (personnel, equipment, budget) necessary to achieve proposed milestones and targets.

The Contractor is also required to submit quarterly progress reports on its activities to USAID\Ethiopia and partner government partners, namely, the Ministry of Education (MOE), regional state education bureaus (RSEB), etc., not later than thirty days after the close of each quarter. Similarly the Contractor shall submit an annual report covering activities of the previous Ethiopian fiscal year (July 8... to July 7, ...) to USAID and partner government partners not later than July 31 of each year.

The Contractor shall be required to present both the implementation plans and reports to the USAID Education Technical Working Group meeting. The TWG shall discuss the implementation plans and reports and may give suggestions for improvement.

Staffing

Based on: (a) an understanding of the issues/problems and the challenges and opportunities and activities described herein; and (b) the Contractor's proposed activities, milestones, and targets to be accomplished over the life-of-the-READ Monitoring and Evaluation project, USAID/Ethiopia strongly encourages the employment of partner country nationals, in particular women, who can bring appropriate technical expertise, language and cultural experience to these key personnel.

The Contractor is advised that appropriate gender balance of proposed professional personnel and commitment to maintaining 50% women and 10% disabled personnel throughout the life of plan is highly desired. Further, the Contractor should include a discussion of proposed headquarters' supervision.

Within one month of the award, those designated as Chief of Party (COP), Deputy Chiefs of Party for Program, Deputy Chief of Party for Operation and Senior Assessment and Evaluation experts and other staff of the Project are hired and available to commence work. The Contractor will work with the MOE and RSEB's to create teams composed of international and local experts that will be working directly with the MOE and RSEBs staff.

Key Personnel

Before assignment of any key personnel, his/her bio data shall be communicated to USAID and approval made in writing by the USAID Contracting Officer. Further, prior to diverting any of the time of the a) COP, b) two Deputy COPs and c) two assessment/evaluation experts, the Contractor will notify the USAID Contracting Officer and the COR reasonably well in advance, and will submit a justification and explanation, including proposed substitutions, in sufficient detail to permit evaluation of the impact on the Contract (including budget implications). No diversion or replacement of key personnel will be made by the Contractor without prior written consent of the USAID Contracting Officer.

The Contractor will indicate a staffing structure that includes other full-time or regular part-time project positions in specific priority technical areas that are clearly defined (by the contractor) and accepted by USAID within the Contract.

Among the key personnel, the Chief of Party, the Deputy Chief of Party for Programs/Technical and the Deputy Chief of Party for Administration should have the following qualification and experience:

Chief of Party

- A Ph.D./Ed. D. level degree and eight years of experience or a minimum of a Master's degree and twelve years of experience post degree in education or other field directly related to the tasks in the SOW, including at least four years of experience in Africa;

G2G in Education: Evaluation Scope of Work for the Ethiopia READ Project

- Extensive experience in educational research and learning assessment in developing countries;
- A minimum of six years of experience in managing and providing technical, administrative and financial guidance and supervision for a group of professionals;
- Good writing and communication skills in English;

Deputy Chief of Party for Programs/Technical

- The candidate must have an advanced degree in educational research, evaluation or similar field with at least eight years of experience post degree in education and educational research
- Extensive experience in monitoring and evaluating education programs and projects; Experience in educational assessments;
- Good writing and communication skills in English; and
- Understanding of Ethiopia's education sector and education issues in Ethiopia.

Deputy Chief of Party for Administration

- The candidate must have an advanced degree with at least eight years of experience post degree working in administration and finance;
- Extensive experience in human resource and logistics management; Good writing and communication skills in English; and
- Knowledge of the Ethiopian education sector structure and management.

The senior assessment expert and the senior evaluation expert should also have advanced degree in a field that is directly related to their positions with a minimum of eight years of experience in assessment and evaluation respectively.

Approval of key personnel

Only those positions which are considered to be essential to the successful implementation of the Contract shall be designated as key personnel. USAID's policy limits this to a reasonable number of positions, generally no more than five positions or five percent of recipient employees working under the contract, whichever is greater.

Office in Addis Ababa

The contractor shall register with the Government of Ethiopia and establish an office in Addis Ababa equal to the requirements needed to provide necessary support for management and technical assistance activities under the Contract. It will operate under the general supervision of the COP. The contractor should plan to provide all administrative and management support necessary to the functioning of the READ Monitoring and Evaluation project. This includes support to visiting contractor staff, implementation of financial and accounting systems for local commodity procurement, arranging for and supporting local training and events, provision of all travel and support for long- and short-term personnel, etc.

In addition to the long-term technical positions necessary to the achievement of contract outputs, the contractor is expected to propose adequate technical and support staff for the central office. Further, the contractor is encouraged to maintain a low budget and minimal administrative costs, and to define in detail its proposed arrangements and staffing.

Headquarters' Supervision and Support

Given provisions for designation of a fully authorized COP, and provision for project-funded full-time staff at the local office, any direct level of effort attributable to headquarters activities is expected to be focused primarily on that required for sourcing information and technical expertise to support the field team.

G2G in Education: Evaluation Scope of Work for the Ethiopia READ Project

7. Instruction for the preparation of technical proposal

The Technical Proposal in response to this solicitation should address how the offeror intends to accomplish the tasks in the Statement of Work contained in Section 5. It should also contain a clear understanding of the work to be undertaken and the responsibilities of all parties involved. The technical proposal should be organized by the technical evaluation criteria listed in Section M.

The written Technical Proposal is limited to 30 pages and shall be written in English using Microsoft Word. USAID will not evaluate information submitted above this page limit. Do not use a type font smaller than 11 pitch, Times New Roman. Offerors shall use Page Setup Microsoft Word for Letter (8.5 inch by 11 inch) paper, Single-Spaced, with margins no less than one inch on each border (top, bottom and sides). Number each page consecutively. Not included in the page limitation are the following and should be included as annexes to the technical proposal:

- Table of contents,
- Graphs, charts, cover pages, dividers, and
- Attachments (i.e. key personnel resumes, tables summarizing qualifications of proposed personnel, personnel statements of availability, bio data sheets, organizational structure and human resource management matrix, work plan).
-

The Technical Proposal in response to this solicitation must include the following four components: 1) Technical Approach; 2) Personnel and Management Structure; 3) Institutional Capacity; and 4) Past Performance. The proposal must clearly explain the responsibilities of all parties involved. These requirements flow directly from evaluation criteria in Section 10 and shall be organized and included in their order of importance. To facilitate the review of proposals, Offerors should organize the narrative portions of their proposal in the same order as the broad evaluation criteria.

[END OF SECTION C]