



REQUEST FOR PROPOSALS: VIA PATHWAYS TO WORK PROCESS EVALUATION

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1. Background

The International Youth Foundation (IYF) invests in the extraordinary potential of young people. Founded in 1990, IYF builds and maintains a worldwide community of businesses, governments, and civil society organizations committed to empowering youth to be healthy, productive, and engaged citizens. IYF programs are catalysts of change that help young people obtain a quality education, gain employability skills, make healthy choices, and improve their communities.

In partnership with Mastercard Foundation, IYF is implementing *Via: Pathways to Work* (hereafter, “the program”), a five-year initiative that aims to improve economic opportunities for underserved youth in Mozambique and Tanzania through sustainable changes in the national technical and vocational (TVET) and entrepreneurship systems. The program, which started in October 2015, employs a systems change approach, intending to influence the collective behavior of TVET system actors and seeks to reach over 20,000 youth directly. The legacy of the program will be the systemic changes made at the institutional level and across an array of stakeholders that lead to mutual benefit for Mozambican and Tanzania young people and TVET ecosystem.

2. Scope of Service

IYF seeks an evaluator or firm to conduct a formative evaluation of the program which seeks to influence the collective behavior of the TVET system actors (inclusive of government, employers, civil society, and youth) to be responsive to the labor market so that young people have improved economic opportunities. The evaluation will include both countries of operation—Mozambique and Tanzania—and analyze services delivered to partners in each country. The program’s implementing partners are detailed below:

Tanzania Implementing Partners

1. TVET
 - a. Vocational Education and Training Authority (VETA) Headquarters
 - i. VETA Dar es Salaam
 - ii. VETA Dodoma
 - iii. VETA Mtwara
 - iv. VETA Morogoro Vocational Teachers Training College (MVTTC)
2. Entrepreneurship
 - a. Tanzania Entrepreneurship Competitiveness Centre (TECC)

Tanzanian Government Entities Engaged

1. Ministry of Education, Science and Technology

Mozambique Implementing Partners

2. TVET
 - a. National Institute of Employment (INEP) HQ
 - i. Employment Center Maputo City (CE Maputo City)
 - ii. Employment Center Maputo Province (CE Machava)
 - iii. Employment Center Inhambane (CE Inhambane)
 - iv. Employment Center Tete (CE Tete)
 - b. Alberto Cassimo Institute of Vocational Training and Labor Studies (IFPELAC) HQ
 - i. Vocational Training Center Maputo City (CFP Electrotecnia)
 - ii. Vocational Training Center Maputo Province (CFP Machava)
 - iii. Vocational Training Center Tete (CFP Tete)
 - iv. Vocational Training Center Inhambane (CFP Inhambane)
3. Entrepreneurship
 - a. Gapi (planning underway, implementation with youth)

Mozambican Government Entities Engaged

1. Ministry of Labor, Employment, and Social Security (MITESS)

3. Program Model and Goals

The program seeks to improve economic opportunities for underserved youth in Mozambique and Tanzania through sustainable changes in the technical and vocational training and entrepreneurship systems. The states goal of the program is that the collective behavior of the TVET system actors (inclusive of government, employers, civil society, and youth) is responsive to the labor market so that young people have improved economic opportunities.

Program objectives are:

1. TVET actors to leverage systems-based resources and incentives to adopt Via's capacity strengthening products and services; and
2. Youth inclusion in entrepreneurial market systems and services is improved.

The program seeks to achieve the objectives through capacity strengthening of partner organizations. This includes the development and support of capacity strengthening plans for internal systems and processes as well as the introduction of IYF's signature life skills curriculum, *Passport to Success* (PTS), which applies a youth-focused pedagogy and experiential learning to delivering training on key soft skills, and innovative approaches to provide training and support for young entrepreneurs.

The following resources are attached as appendices:

1. Theory of Change

2. Logical Framework

4. Current data Collection Activities

Internal Performance Measurement System

The program has a robust internal performance measurement system which routinely tracks information on the participant and partner levels. This includes administration of surveys to participants at baseline, exit, and ex post (sample) to measure outputs and outcomes of the program. Performance measurement on the partner level includes assessing capacity through IYF's Quality Standards Toolkit (QST), which will be completed three times throughout the life of the projects (baseline, mid-term, and endline) and tracking the extent to which PTS is integrated into the partner organizations operations and training to youth. In addition, the program monitors the process to certification for PTS Trainer Certification through coaching records and training feedback.

IYF employed a participatory approach in developing the performance measurement framework, data collection and utilization plan, and data collection instruments, working with implementing partners to identify existing MEL systems and processes as well as gaps in access to data and information that could support partners as they manage and deliver programming to youth. IYF prioritizes understanding local partner capacity and has elevated strengthening partner capacity in MEL as one of the key project components. The program utilizes the below data tracking tools to track aggregated performance and holds quarterly performance workshop and learning workshops as pause and reflect sessions:

- Participant Database
- Institutions Tracker
- Cohort Tracker
- Indicator Tracking Table.

Data Management System

Currently, participant and partner-level data is tracked in Excel spreadsheets. However, the program is in the process of transitioning its data tracking, management and analysis to IYF's *Systematic Tracking and Organization Records Management System (STORM)* system. STORM is a comprehensive, cloud-based IT solution built on the Salesforce platform. This holistic and adaptive system allows IYF to track constituents – both beneficiaries as well as implementing partners, deploy custom surveys, track data and outcomes on individual participants, track and manage interventions, assess capacity strengthening services, and report on project performance. Though the integrated third-party application FormAssembly, custom surveys can be administered electronically and responses are fed automatically into a unique constituent record.

5. The Evaluation

5.1 PURPOSE

The objective of the evaluation is formative, to inform practices, both programmatic and operational, of the program. IYF seeks a systematic assessment of the program process and operations at the mid-point of the program. IYF will consider this assessment and accompanying recommendations in the approach and delivery of the remainder of the program and in the design and implementation of future programs.

5.2 AUDIENCE

The target audience are the main project stakeholders, including: International Youth Foundation (IYF), as the primary implementer of the program, the Mastercard Foundation, as funder, and implementing partner organizations of the program.

5.3 EVALUATION QUESTIONS

Findings from the formative evaluation will contribute to the following questions in the program's learning agenda:

Via: Pathways to Work Learning Agenda – Select Questions

Institution Level: What institutional capacities, arrangements, policies and business models are required so that young people can be sustainably reached at the scale needed?

1. How can we most effectively strengthen the capacity of national TVET systems and how do we optimally encourage collaboration between youth serving organizations?
2. What are effective approaches to working with TVET institutions to achieve systemic change in areas such as curricula, pedagogy, pre-training support such as career guidance, and facilitating direct engagement between TVETs and the private sector?
3. How is learning to teach differently (pedagogy) spreading through the institution?
4. How can governmental employees be effectively incentivized?
5. How can new products or methodologies be integrated effectively and sustainably into TVET institutions? In what conditions can these approaches succeed? (ie, what happened and why?)

Ecosystem Level: What economic factors, market conditions, and policies enable improved opportunities for young people?

1. What economic factors, market conditions, and policies enable improved opportunities for young people?

Therefore, the evaluation should address the following questions:

Institution Level: What institutional capacities, arrangements, policies and business models have been developed so that young people can be sustainably reached at the scale needed?

1. To what extent has the program strengthened the capacity of the national TVET institutions?
2. To what extent has the program contributed to collaboration between youth serving organizations?
3. To what extent, how, and why have the program's approaches to working with TVET institutions to achieve systemic change—ie, the adoption of new curricula and pedagogies and the facilitation of direct engagement between TVETs and the private sector—been effective?
4. How and to what extent have the pedagogies introduced through the program spread through the partner institutions?
5. To what extent are implementing partner staff supportive of the initiatives of the program? What have been the effective mechanisms for incentivizing these staff?
6. What were the most effective approaches to introducing the program's products and methodologies into the TVET institutions for sustainable integration?

Ecosystem Level: What economic factors, market conditions, and policies have contributed to improved opportunities for young people?

1. How has the program effected systemic change on the institutional levels?
2. To what extent and how did the strategies employed facilitate change? How could they have been more effective?

Operational Questions

1. How has the program's management – at HQ and for each of the country offices – facilitated or limited the achievement of program goals?
2. To what extent are stakeholders satisfied with the program? How do partners perceive the partnership and the program? What do youth participants think of the program?

5.4 DELIVERABLES

The deliverables for this engagement are:

1. Final evaluation report, inclusive of analysis, conclusions, and recommendations on both the program and site (country) levels;
2. Complete datasets; and
3. In-person presentations to IYF in Baltimore and remote presentations to the IYF Tanzania and IYF Mozambique teams.

The evaluation timeline will be finalized in coordination with the evaluation sponsor POC.

5.5 BUDGET

The available budget for this evaluation is \$25,000 - \$40,000.

6. Evaluation Logistics

The primary point of contact for the evaluation is Pia Saunders Campbell, Director, Monitoring, Evaluation and Learning, IYF. The IYF POC will be available as needed for guidance and provision of resources throughout the evaluation. Regular meetings with the evaluator/ firm will be set up for communication and progress updates.

The evaluator(s) is expected to have at least the following qualifications and experience:

- Advance university degree in economics, statistics, public policy or social science;
- Minimum 5 years of relevant work or project experience in Sub-Saharan Africa;
- Expertise and experience in designing and conducting formative process and outcomes evaluations;
- Experience or knowledge of system change approaches and evaluation of systems change initiatives;
- Proven thematic knowledge on topics such as capacity building, youth, livelihoods, youth employment, and youth entrepreneurship;
- Proven leadership / project management skills;
- Excellent analytical and communication skills;
- Report writing and/or copy-editing skills that adhere to professional writing conventions; and
- Fluency in English, fluency or proficiency in Portuguese and/ or Kiswahili a plus.

IYF will provide the following support to the selected evaluator:

- Project orientation and provision of relevant program documents and reports;
- Facilitate introductions to partners and evaluation work planning (with the evaluator leading on the latter), and providing ongoing partner management and troubleshooting support as required; and
- Provision of quality assurance and input to the selected evaluator, based on input from the technical proposal (see 'Relevant Experience' section of the evaluation matrix). Provision of quality assurance and input is available from IYF staff.

The selected evaluator will be responsible for:

- Managing the planning and implementation of the evaluation, including refining the methodology; developing data collection instruments; working directly with IYF staff to coordinate data collection; collecting data; preparing reports and responding to and incorporating feedback from IYF where agreed to; and
- Organizing and managing all logistical and operational requirements for the evaluation, including transport, printing, travel, etc.

7. RFP Logistics

7.1 TECHNICAL PROPOSAL

The technical proposal shall describe the approach and methodology that will be applied to meet the objectives and scope of the assignment and shall include the following:

- Evidence of capacity to undertake the evaluation;
- Reports from at least 2 evaluations conducted in the past 5 years;
- CVs of all team members illustrating their relevant qualifications and experience;
- Two references from organizations;
- Evidence of research team’s knowledge of working in Sub-Saharan Africa, especially Mozambique and/ or Tanzania;
- A detailed evaluation methodology; and
- Implementation plan.

7.2 PROPOSAL ASSESSMENT

A quality and cost-based selection methodology will be followed in the selection of the evaluator/ firm. The decision therefore will be made based on best value for money, taking into consideration both the quality of the technical proposal and the associated budget and total costs involved. The proposals will be evaluated and scored in two stages, first the quality of the technical proposal and then the quality of the price proposal.

The technical and price proposal should have, in total, at least 75 points out of 100 in order to be considered. The technical components comprise 80 available points, and the price proposal comprises 20 points, both of which are detailed in the evaluation matrix below.

EVALUATION MATRIX

	Maximum points
Bidder profile	18
Does the evaluator or team leader have experience in at least 2 evaluations in the past 5 years? <ul style="list-style-type: none"> - 7 points if the leader has 2 evaluations in the past 5 years. - 4 points if the leader has 1 evaluation in the past 5 years. - 0 point if the leader doesn’t have evaluations in the past 5 years. (The team leader’s CV and examples of relevant evaluations are required)	7
Does the evaluator or team leader have experience in research or publications in topics similar to the program intervention, such as systems change, livelihoods, capacity building, youth employment, and/or youth entrepreneurship? <ul style="list-style-type: none"> - 7 points if the leader has more than 3 research projects or publications in the past 5 years in one or more of the relevant fields above 	7

<ul style="list-style-type: none"> - 4 points if the leader has 1 or 2 research projects or publications in the past 5 years in one or more of the relevant fields above. - 0 point if the leader doesn't research projects or publications in the past 5 years for one or more of the relevant fields above. <p>(The team leader's CV and examples of relevant work are required)</p>	
<p>The evaluator or team leader has proven ability to manage a research/evaluation project, organize and motivate a team well. This can be demonstrated through an explanation of how the project would be effectively managed and by at least one reference about team leader's leadership skills from an organization for which they have delivered a project.</p> <ul style="list-style-type: none"> - 4 points if there is an adequate description of project management strategy and a reference for team leader - 2 points if only one of the two is provided - 0 if no explanation or reference are provided. 	4
Relevant experience	17
<p>Does the evaluator or team have relevant field experience in evaluation, data collection, or research in Sub-Saharan Africa, in social science research or evaluation of social programs?</p> <ul style="list-style-type: none"> - 6 points if more than 3 projects involving evaluation, data collection, or research in social science topics in Sub-Saharan Africa in the past 5 years. - 3 points if only 1 or 2 projects involving survey data collection in Sub-Saharan Africa in the past 5 years. - 0 point if no member of the team has experience in projects involving survey data collection in Sub-Saharan Africa in the past 5 years. <p>(Please include an overview of each team members' experience and qualifications)</p>	6
<p>Does the evaluator or team have adequate knowledge of and experience in evaluating programs with a systems change approach?</p> <ul style="list-style-type: none"> - 6 points if 2 or more projects related to systems change in the past 5 years. - 3 points if only 1 project related to systems change in the past 5 years. - 0 point if 0 projects related to systems change in the past 5 years. 	6
<p>Does the evaluator or team have professional editing and presentation experience, particularly experience adhering to standard report writing conventions for the international development sector?</p>	3

<ul style="list-style-type: none"> - 3 points if the evaluator/ team has demonstrated experience producing public reports that adhere to the writing conventions mentioned above (examples required) OR - 3 points if the bidder proposes to contract a consultant for professional review/copy-editing of the final report. - 0 points if the team is unable to demonstrate relevant experience and has no plans to acquire external support for this evaluation. 	
<p>The bidder provides an assessment of which technical areas of the RFP it would require quality assurance support and input from IYF, and how it would like such quality assurance support and input to be structured.</p> <ul style="list-style-type: none"> - 2 points if the bidder’s experience / profile gaps (in comparison to the requirements of the RFP) are acknowledged, and a brief proposal is shared on how it would like quality assurance support/input from IYF to be structured to address these gaps (i.e. tool review; report reviews; enumerator training; etc.). - 0 points if the bidder’s experience / profile gaps (in comparison to the requirements of the RFP) are not acknowledged 	2
Methodology and implementation plan	45
<p>Does the technical proposal include an appropriate evaluation approach and methodology that adequately responds to the TOR and can demonstrate capacity to analyze qualitative data?</p> <ul style="list-style-type: none"> - Does it propose appropriate methods for evaluating systems change and exploring the effective mechanisms of this approach? (8 points) - Does it propose robust data collection strategies for surveys with key stakeholders, including sampling strategies where relevant? (6 points) - Does it propose an appropriate methodology for identifying key stakeholders for data collection? (6 points) 	20
<p>Does the technical proposal include a qualitative / participatory approach and methodology proper for the TOR?</p> <ul style="list-style-type: none"> - Does the qualitative methodology include strong participatory data collection mechanisms? (5 points if mechanisms are approved) - Does the proposal mention and justify the types of qualitative tools to be used? (5 points if explanation of tools is approved) - Does the proposal include a robust qualitative research plan? (5 points if plan is approved) - Does the qualitative methodology proposed address relevant issues of gender differences in project outcomes and empowerment of young women? (5 points if methodology is approved) 	20

Does the proposal reflect a good understanding of what a systems change approach entails? <ul style="list-style-type: none"> - 5 points if the proposal reflects a profound understanding of systems change approaches that is aligned with the ToC, but not just copying from the ToC? - 0 points if a good understanding is not shown 	5
Price proposal	20
Price proposal demonstrates strong value for money, evaluated against the following value for money metrics: <ul style="list-style-type: none"> - Economy: Are per unit costs for inputs (i.e. time, travel, supplies, overheads, etc.) proposed at a competitive market rate? <i>(8 points)</i> - Efficiency and Cost Effectiveness: How efficient is the proposal in converting input costs into outputs (i.e. comparing the overall cost of the proposal against the proposed quality of deliverables, both in terms of approach and strong implementation/management of the process)? <i>(7 points)</i> <p>In completing the price proposal, the applicant should include a price proposal narrative that explains the value for money of their approach, analyzed against these two criteria.</p>	15
Applicant adhered to the budget template and completion guidelines (Annex 5) <i>(5 points)</i>	5
TOTAL NUMBER OF POINTS (TECHNICAL & PRICE PROPOSAL)	100 points

7.3 QUESTIONS TO THE RFP

Submit questions to this RFP by **Wednesday, August 29th, 2018**. Questions should be sent to p.campbell@iyfnet.org, with the email subject line: *Via Process Eval - RFP Questions*

IYF will post a response to all questions received by **Wednesday, September 5th, 2018**. The responses will be posted at the 'Via Process Evaluation' link on the IYF Jobs website: <http://iyfnet.org/work-iyf>.

7.4 SUBMISSION INSTRUCTIONS

Proposals are due to IYF by **Wednesday, September 19th, 2018**.

Please submit proposals to p.campbell@iyfnet.org, with the email subject line: ***Via Process Evaluation – Insert Consultant/Firm Name***

8. RFP Annexes

See separate attachments for:

- **Annex 1:** *Via: Pathways to Work* Theory of Change
- **Annex 2:** *Via: Pathways to Work* Results Framework
- **Annex 3:** *Via: Pathways to Work* Logical Framework
- **Annex 4:** *Via: Pathways to Work* Learning Questions
- **Annex 5:** *Budget template*