

Simplified Request for Proposal (SRFP)

Landscape Analysis and Mapping of Youth-Centered Organization in the LAC Region

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Reference No.: 12541 SRFP LAC 4.2

Education Development Center, Inc.

Email Address: ltlgp_proposals@edc.org

The purpose of this simplified request for proposals (SRFP) is to invite you to submit a proposal for the service(s) described in the attached statement of work (SOW). If you have questions, please send them to Gretchen Peña at ltlgp_proposals@edc.org.

PROPOSAL DUE DATE:

- **All proposals must be received by EDC before the deadline of June 29, 2023, 5 p.m. Eastern Time.**
- All proposals must be delivered via email to: Education Development Center, Inc., Attention: Gretchen at: ltlgp_proposals@edc.org. Please include "SRFP LAC 4.2" in the subject line of the email.

PROPOSAL REQUIREMENTS:

- All proposals must clearly identify the name of the company or individual submitting the proposal.
- **BID CHECKLIST**

Offerors must provide the following information. Offerors who fail to supply the information requested below may be considered unresponsive in EDC's sole discretion, and incomplete applications will not be evaluated:

A written proposal (approximately 3 pages) describing how the services described in the attached SOW will be delivered in English language and shall include the following sections:

- Applicant's understanding of the contribution of this work to improving practice in education
- Statement of why the applicant is interested in and qualified to perform the work
- Description of how services in completion of the work will be delivered
- Proposed management/team approach

A work plan that includes a level of effort (LOE) table that describes for each deliverable (in the SOW): the estimated LOE in hours and the estimated delivery date. This may be an annex to the proposal.

A writing sample or a sample of the work similar to the deliverables of the SOW. This may be an annex to the proposal.

Three references, including company name and contact information. This may be an annex to the proposal.

Name, title, and resumes or CVs of key individual(s) who would be involved in providing the services. CVs do not count as part of the page limit and may be placed in an annex. No key personnel shall be replaced without EDC's express prior approval. If changes in key personnel are necessary, the contractor agrees to furnish replacement personnel that meet substantially the same education, training, and work experience qualifications as those of the personnel originally proposed.

If submitting an application for an additional LTLGP activity (while implementing a previous one): Partners are eligible to apply for more than one active RFP but will be expected to demonstrate bandwidth to successfully implement concurrent or multiple activities. Partners are requested to submit as a separate annex to their proposal a short Capacity to Implement Concurrent LTLGP Activities statement.

PRICING TEMPLATE

Services: Unless otherwise directed, the proposal must be in the following format and not exceed the LOE maximum ceiling. Applicants should not budget for final editing and design costs, as these will be covered by the project.

Maximum LOE

Labor Category	Qualifications	Number of Hours Available in This Labor Category
Senior-level	BA + 12 years, or MA/MS + 10 years, or PhD + 8 years	158
Mid-level	BA + 10 yrs, or MS/MA + 8 years, or PhD + 6 years	126
Administrative	BA + 4 years, or MS/MA + 2 years	28

Personnel

Name	Title	Labor Category	Hourly Rate	Number of Hours	Total Amount

Total Price Quotation:

EDC anticipates awarding a Time & Materials contract for the services described in the SOW. EDC may award one or more contracts resulting from this request to the Offeror(s) whose quotation(s) conform to this request. EDC may also (a) reject any or all quotations, (b) accept quotations other than the lowest quotation, or (c) accept more than one quotation. EDC may award a contract without discussions with Offerors. Offerors are strongly encouraged to submit their best quotations. EDC reserves the right, in its sole discretion, to conduct discussions, which may result in revisions to quotations, with one or more than one or all Offerors(s).

Minimum Requirements: Offerors should demonstrate the following qualifications:

- Activity lead should meet one of the following education and experience combinations:
 - PhD in education or other relevant field and 8 years of experience working in education and youth development or with youth organizations or networks. Experience working both in program implementation and research is an asset.
 - MS/MA in education or other relevant field and 10 years of experience working in education and youth development or with youth organizations or networks. Experience working both in program implementation and research is an asset.
 - BS/BA in education or other relevant field and 12 years of experience working in education and youth development or with youth organizations or networks. Experience working both in program implementation and research is an asset.
- Deep understanding of principles and concepts in education policy and practice; demonstrated experience working in the development and/or humanitarian settings on this topic; specifically, the offeror will have knowledge and experience working in youth development in Latin America and Caribbean

- Proven knowledge of research best practices and experience conducting education studies and developing guidance materials related to youth development
- Ability to translate complex, technical concepts for a range of stakeholders with differing levels of knowledge
- Strong collaboration and communications skills; ability to establish and maintain good working relationships with multiple stakeholders
- Experience presenting and/or facilitating trainings, web events, and in-person conference presentations
- Proficiency and fluency in English and Spanish; fluency in Portuguese and French helpful
- Excellent organizational and multitasking skills, with attention to detail
- Prior experience working in Latin America and the Caribbean (LAC) (required)
- Prior experience working with USAID (preferred)

Offerors that do not meet the minimum requirements listed above will not be considered eligible for funding and, therefore, proposals from these Offerors will not be further evaluated. Proposals from Offerors that meet the minimum requirements will be evaluated based on references and the evaluation criteria listed below.

Evaluation Criteria: EDC will evaluate proposals in accordance with this section and intends to award a service agreement to the responsible Offeror whose proposal represents the best value to EDC. EDC determines “best value” by considering technical, cost, and other factors.

The submitted proposal will be scored by an evaluation committee using the criteria shown below, which will also include the extent to which inclusivity and diversity are exhibited in the proposal.

Evaluation Criteria:

Criteria Category	Description	Maximum Points (30)
Past performance*	<u>Acceptable</u> – Based on the Offeror’s reference checks, EDC has a reasonable expectation that the offeror will successfully perform the required effort. <u>Unacceptable</u> : Based on the Offeror’s reference checks, EDC has no reasonable expectation that the offeror will successfully perform the required effort.	Acceptable/Unacceptable
Capacity of key personnel	Extent to which the Offeror demonstrates capacity in specified technical area(s).	10
Approach and methodology	Strength of the Offeror’s approach and methodology in terms of conceptualization, strategy, planning, and efficient timeline for completion of the deliverables. See the SOW Section for details on the Quality Assurance informing the scoring criteria for this category.	10
Cost/price	The evaluation of cost will include a determination of cost realism, completeness, and reasonableness. Cost realism is defined as the Offeror’s ability to project costs that are realistic for the work to be performed, reflect a clear understanding of the requirements, and are consistent with the Offeror’s technical capacity.	10

Mapping of Youth-Centered Organization in the LAC Region

Statement of Work

Background

Education Development Center (EDC) is a leading US-based nonprofit research and development firm. EDC designs, implements, and evaluates programs to improve education, health, and economic opportunity worldwide. Collaborating with both public and private partners, we strive for a world where all people are empowered to live healthy, productive lives.

The Leading Through Learning Global Platform (Leading Through Learning) is a USAID-funded project within EDC's International Development Division, with the aim to establish and expand a global education learning system for USAID and its partners. Through a network approach, Leading Through Learning brings together USAID DC and Mission education teams; US, international, and locally based implementing and research partners; donor and private sector partners; international and local representatives of other global/regional education networks; and partner country government and local representatives.

Leading Through Learning stakeholders build and share knowledge to address local needs while at the same time benefiting from and contributing to a global community of learning. Technical foci for LTLGP include higher education, as represented by the Higher Education Learning Network (HELN); education in crisis and conflict, as represented by the Education in Crisis and Conflict Network (ECCN); and foundational skills, as represented by the Global Reading Network (GRN). Learning Network members collaborate and engage on the global and regional levels. Currently, learning networks have a dedicated focus in the Africa region and Latin America and the Caribbean region ([LAC Regional Hub](#)).

In particular, the structure and role of the LAC Regional Hub and potential local chapters is to facilitate access to global education discussions by bringing together a community of education stakeholders and practitioners with common needs and interests and within a nearby time zone and language group. The primary focus of the LAC Regional Hub and its chapters is to facilitate cross-network and cross-thematic integration at the regional level and enable members to access, build, and share knowledge to address local needs while benefiting from and contributing to a global community of learning.

Activity Overview

Effective educational programs preparing youth for sustainable global development need to be relevant and responsive to the localized needs of youth of different backgrounds. USAID estimates that there are about 2.4 billion young people between the ages of 10 and 29 whose voice is important to consider and integrate into development work. The goal of the [USAID Youth in Development Policy](#) is to “increase the meaningful participation of youth within their communities, schools, organizations, economies, peer groups, and families, enhancing their skills, providing opportunities, and fostering healthy relationships so they may build on their collective leadership.” Along with addressing the access to education and education system-strengthening, this

policy also focuses on youth participation in “decision-making as key partners to contribute to individual, household, community, and national well-being.”

To ensure the relevance and responsiveness of education programs to the youth needs in the LAC region, it is important to take stock of the existing youth programming efforts in education or of the initiatives seeking to bring in youth voices into education programs.

This activity consists of identifying youth-led or youth-serving organizations developing or designing programming efforts in education in the Latin America and the Caribbean region that are directly linked to the objectives and thematic priorities of the learning agendas of Leading Through Learning Global Networks: ECCN, GRN, and HELN. The activity’s focus will be placed on understanding the current situation of youth-led or youth-serving organizations developing or designing programming efforts in education in the LAC region, as well as the type and the level of youth’s participation in the region, leading to the recommendations for meaningful youth participation and leadership in the coming years. The activity will coordinate this work with Youth Power Activity to ensure wide reach in the region.

The outcomes of this activity will be primarily used by the LAC Regional Hub to connect the organizations and young people with other regional initiatives that support or promote youth participation, especially in the decision-making processes of educational initiatives.

Rationale

Educational programs for youth require not only a design informed by the context’s situational analysis but also participation and leadership of young people the programs are meant to serve. Understanding the landscape of youth-led or youth-serving organizations developing or designing programming efforts in education in the LAC region, how youth have participated in the educational programs and initiatives over the past two decades, as well as barriers, enabling factors, and promising practices shared by these educational programs can assist USAID and other donors plan a more inclusive way forward in educational programming for youth.

Objective and Outcome

The aim of this activity is to increase LAC Regional Hub members’ understanding of the type of youth programming (youth-focused, youth-relevant, or youth-led) available,¹ how youth have participated in education efforts in the region, the barriers to engagement, the factors enabling youth participation in educational programs, and good practices for advancing meaningful youth participation in educational programming.

LAC Regional Hub members will use the knowledge products of this activity to engage with youth and youth organizations to improve access, quality, and relevance of education programming in the region.

Approach and Methodology

The activity is guided by the following set of research questions:

¹ 2022 USAID Youth in Development Policy.

- What youth programming,² focusing on education, is available in the LAC region, and who provides that programming?
- How do young people participate in youth education programs in the LAC region?
- How have they contributed to and shaped educational programs and policies?
- What factors limit meaningful participation of young people in education programs?
- What lessons learned and promising practices can be shared in the region?

The Offeror will consult with the LAC Regional Hub Advisory Group comprising LAC Regional Hub members to conduct a landscape analysis of youth-led or youth-serving organizations developing or designing education initiatives in the LAC region through a desk review and consultation meetings with key informants (organizations, as well as youth participating or interested in collaborating with the LAC Regional Hub). The following deliverables will be produced:

1. **Landscape analysis report** of youth-led or youth-serving organizations designing or developing education programming, including recommendations for advancing youth participation in youth education programs in the LAC region (approximately 30 pages).
 - a. The report will include **case studies** of about six organizations (organized regionally or thematically).
2. **Mapping** of youth-led or youth-serving organizations developing or designing education programs in the LAC region, with their characteristics (spreadsheet in a tabular, searchable format).
 - a. The mapping will also identify 10 youth volunteers from these organizations able to support the communication campaign described below in the last paragraph of this section.
3. **Webinar** presentation for USAID stakeholders.

The deliverables produced under this activity will assist LAC Regional Hub members to identify programmatic opportunities and intent to increase youth engagement in education programs and initiatives in the region. All deliverables will be produced in the English language.

Throughout the implementation, the activity will hold regular communications with the USAID LAC Bureau.

The LAC Regional Hub will prepare a communications campaign to promote the role of young people in defining educational priorities in LAC as part of another LAC Regional Hub activity. The campaign consists of a series of recorded messages in which young people will advocate for the relevance of their chosen topic; therefore, the LAC Regional Hub's team will benefit from a list of potential youth volunteers that the Offeror has identified throughout the mapping activity.

Quality Assurance

² 2022 USAID Youth in Development Policy identified the following types of youth programming: youth-focused, youth-relevant, and youth-led.

The Offeror will conduct all studies in adherence with the eight principles of quality³ as described below. These principles provide a common framework on the quality of research and evaluation studies, codifying best practices in designing, implementing, and reporting on studies. The principles are intended for social science researchers and evaluators, commissioners of social science research and evaluation, and users of social science research and evaluation. The following questions, as relevant, will be used as part of the evaluation criteria:

1. Is the study situated within a theory, acknowledge existing research, and pose specific questions? *(conceptual framing)*
2. Is the study transparent about the design, methods, data, and limitations? *(openness and transparency)*
3. Does the study consider the local context in the design and data collection tools? *(cultural appropriateness)*
4. Does the study use designs and methods that are appropriate to the stated purpose and research questions? *(robustness of methodology)*
5. Does the study produce credible and accurate results? *(validity)*
6. Does the study use consistent approaches and produce consistent results? *(reliability)*
7. Does the study provide a clear and logical thread linking the purpose to the methods and data to the conclusions? *(cogency)*
8. Does the study adhere to the highest ethical standards, protect the human subject involved, and do no harm to children, vulnerable populations, or study participants? *(ethics)*

Deliverables and Tentative Timeline

Task/Deliverable	Deliverable Description	Due Date
Develop the work plan	A document detailing key activities and deliverables.	July 21, 2023
Obtain initial advice from the Advisory Group	Advice obtained from the Advisory Group to steer the direction of the overall activity.	July 25, 2023
Landscape analysis report draft (with case studies)	A draft report will include youth-led or youth-serving organizations designing or developing education programming, including recommendations for advancing youth participation in youth education programs in the LAC region (approximately 30 pages). The report will include case studies of about six organizations (organized regionally or thematically).	August 15, 2023
1. Mapping (table)	Spreadsheet of youth-led education initiatives (with their	September 29, 2023

³ United States Agency for International Development (USAID). (2022, December). *Draft research and evaluation study quality assessment tool* [Paper presentation]. Comparative and International Education Society (CIES) 2023, Washington, D.C.

<p>finalized</p> <p>2. Landscape analysis report finalized</p>	<p>characteristics) (tabular, searchable format).</p> <p>A final copy of the landscape analysis report, including all feedback from the advisory group.</p>	
<p>Web event</p>	<p>A web event to share main findings of the research with USAID Center for Education and LAC Regional Hub members.</p>	<p>November 6, 2023</p>