

Terms of Reference

MYRP Learning Outcome Assessment in South Sudan

2025

Summary

Title:	Learning Outcome Assessment in South Sudan 2025
Location:	Yirol, Awerial, Duk, Nyirol, Baliet, Panyijiar, Guit, Magwi, Kapoeta North, Tonji North, Gogrial West Aweil town, Aweil East and Aweil North Counties, Pibor and Abyei administrative areas.
Application Deadline:	18 th August 2025
Type of contract:	Individual or Firm
Post level:	National or International Consultancy
Language required:	English, Juba Arabic and any other language widely used in South Sudan
Starting date:	1 st September 2025
Expected duration:	September –November 2025
Report to:	Ministry of General Education and Instruction
Project:	Multi Year Resilience Program (MYRP) - Equitable access to safe education for Syrian refugee, returnee, IDP and host community.
Donor:	Education Cannot Wait
Project Goal:	Multi Year Resilience Programme for South Sudan
Assessment type:	A comprehensive Learning Outcome Assessment (MYRP LOA) for the Multi Year Resilience Program (MYRP) project in South Sudan funded by Education Cannot Wait (ECW).
Assessment Methodology:	<ul style="list-style-type: none"> • Standard tools focusing on learning outcomes including social-emotional learning of learners. • Customized tools focusing on background characteristics like classrooms, schools, teachers, students and their families to provide contextual background information • Emphasis on Mixed Methods
Assessment objectives:	<ol style="list-style-type: none"> I. Numeracy and Literacy Assessment: Measure the foundational skills of learners in numeracy and literacy including Socio Emotional Learning across different grades.

	<p>II. Learning Progression: Explore factors affecting students' learning progression and identify areas where challenges exist.</p> <p>III. Proficiency Framework Development: Recommendations for the development of a comprehensive Proficiency Framework for South Sudan that will be instrumental in guiding the national learning outcome assessment.</p> <p>IV. Inform Policy and Interventions: Provide data to guide future education policy decisions and interventions aimed at improving the quality and access to education in South Sudan.</p>
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2 Programme Brief

The 2023-2025 Multi-Year Resilience Programme for South Sudan builds on the successes and lessons learned of the 2019 MYRP. Led by Save the Children International (SCI) and the additional grantees of Norwegian Refugee Council (NRC) and Finn Church Aid (FCA), the 2023 MYRP aims to reach 135,000 of the most in-need girls and boys across fourteen prioritized counties. These partners, along with technical and implementing partners, will leverage their complementary strength to implement a holistic programme across five outcomes. These work together to ensure safe and equitable access, improved quality of teaching and learning, increased inclusivity, and a more resilient education system. Working closely with the MOGEI, the Education Cluster, and other flagship education programmes in the country, the MYRP will seek to reach the most in-need learners and improve the overall capacity to reach more in the years to come.

The programme has a significant gender approach, aiming to reach at least sixty percent girls and engaging both girls and boys in comprehensive sexuality education. The objective will be to ensure girls have equal access to education while boys and men begin to become advocates for, not obstacles to, equitable education for all.

The programme will also work to engage, enrol, and support the education of those girls and boys with disabilities. South Sudan presents a challenge in identifying and enrolling girls and boys with disabilities, so the MYRP partners will work to improve data alongside activities to increase the capacity to support those with disabilities. The MYRP aims to ensure at least ten percent of those to be reached are girls and boys with disabilities.

The MYRP will be initially funded through US \$40million of ECW seed funding and, in a global first, US \$10million from the Global Partnership for Education (GPE) Accelerated Funding window. This means that already two-thirds of the US \$75million requirement are committed. Throughout the programme, the grantees, led by SCI, will continue to pursue resource mobilization to scale-up the programme approach.

Programme Outcomes	
Outcome 1	Safe, equitable, gender responsive, and uninterrupted access to protective and quality learning opportunities increase for crisis-affected girls and boys including those with disabilities
Outcome 2	The quality of teaching and learning is improved in crisis-affected communities through inclusive and gender transformative approaches
Outcome 3	Education becomes more inclusive through comprehensive, gender transformative and disability inclusive strategies
Outcome 4	The education system becomes more responsive and resilient to the impacts of crisis through improved data for decision-making, strengthened coordination, and meaningful engagement of local actors
Outcome 5	Sufficient resources are mobilized to scale the implementation of the multi-year programme, respond to cyclical and new crises, build sector capacities, and monitor programme quality

3 Introduction to the assignment

The Ministry of General Education and Instruction (MOGEI) of South Sudan, in collaboration with the Multi-Year Resilience Programme (MYRP), is committed to enhancing the quality and accessibility of education for all children across the country. Recognizing the ongoing challenges and transitions South Sudan has faced, a comprehensive Learning Outcome Assessment (MYRP LOA) is being initiated.

This assessment serves a critical role in evaluating the current state of education delivery and student learning achievements. It will provide valuable insights to inform future educational interventions and policies, ultimately improving the overall educational landscape.

This document, the Terms of Reference (ToR), lays the foundation for the MYRP LOA. It outlines the assessment's objectives, scope, and methodology, while clearly defining the roles and responsibilities of all stakeholders involved. Through a collaborative effort between South Sudanese educational entities and partnering organizations, the MYRP LOA aims to:

- Follow up on the learning outcomes with reference to previous assessments.
- Identify areas where improvement is needed.
- Recommendation for the development of Proficiency Framework based on the Learning Outcome Assessment

The LOA is firmly committed to inclusivity and equity. The diverse needs of South Sudan's learners' population, including those impacted by displacement, conflict, and economic hardship, will be acknowledged. Every child's learning achievement will be accurately measured and valued.

This introduction serves as a prelude to a detailed exploration of the LOA framework, elaborating on its various components in subsequent sections. With a spirit of collaboration and a shared vision for a brighter educational future, we embark on this significant undertaking.

4 Education Situation in South Sudan

South Sudan faces significant challenges in its education sector due to ongoing conflict, displacement, and limited resources. Despite significant efforts by the government and development partners, access to quality education remains low, particularly for vulnerable populations like girls and children in conflict-affected areas including children living with disabilities, young mothers, or pregnant learners.

South Sudan faces significant challenges in its education system. With a literacy rate among the world's lowest (third lowest according to USAID¹, the country struggles to provide basic education opportunities for a large portion of its population. This is particularly true for children, with estimates suggesting over 70% - roughly 2.8 million children² - are currently out of school. This represents the highest proportion of out-of-school children globally³.

Several factors contribute to this situation:

1. **Quality of Learning:** With a curriculum that needs updating, access challenges, inappropriate school infrastructure, and a lack of trained teachers. The student-to-teacher ratio is extremely high, and many educators lack formal qualifications.
2. **Gender Disparity:** Girls are especially disadvantaged. Cultural norms, poverty, and child marriage all contribute to significantly lower enrollment rates for girls compared to boys.
3. **Relentless Violence and Conflict:** Years of civil war have devastated infrastructure, displaced communities, and created a general sense of insecurity, making it difficult for children to attend school regularly living in trauma in absence of mental health psychosocial support.
4. **Climate Change:** Climate change is throwing a brutal curveball at education in South Sudan. Extreme weather events, particularly flooding, are displacing families and forcing children out of school. Damaged or destroyed school buildings add to the woes. This disruption in education not only hinders their learning but also exposes them to risks like child labor and violence.
5. **Poverty:** Many families struggle to meet basic needs for food and shelter, leaving little room to prioritize education.
6. **Teacher Shortages and Lack of Resources:** The education system suffers from a severe shortage of qualified teachers, particularly those with English language proficiency, and a lack of essential supplies and learning materials.

Despite these challenges, the South Sudanese Government, Ministry of General Education and Instruction and international humanitarian organizations are working to improve the education

¹ USAID. Education and Youth | South Sudan: <https://www.usaid.gov/south-sudan>

² UNICEF South Sudan. Education | UNICEF South Sudan: <https://www.unicef.org/southsudan/what-we-do/education>

³ Broken Chalk. Educational challenges in South Sudan - Broken Chalk: <https://brokenchalk.org/tag/educational-challenges/>

sector. The government's National Education Plan emphasizes expanding access, reducing inequities, and improving the quality of teaching.

International organizations, such as Save the Children, ECW, UNICEF, USAID, GESS, and the Global Partnership for Education, are also playing a crucial role. They provide resources, training for teachers, and support for programs that aim to increase enrollment, particularly among girls. Efforts to improve the situation are underway, with international aid and development agencies working alongside the government to rebuild educational facilities, train teachers, and provide learning materials. However, these efforts are frequently hindered by insecurity, climate changes and logistical challenges. The introduction of alternative education systems, such as community-based schools and radio instruction programs, aims to reach children in remote or conflict-affected areas. In conclusion, while there are significant hurdles to overcome, there is also a strong commitment from various stakeholders to improve the education system in South Sudan. The Terms of Reference for the Learning Outcomes Assessment must consider these multifaceted challenges as they work towards establishing a resilient and inclusive Proficiency framework for all South Sudanese children.

5 Objectives of the Assessment

The primary objective of the LOA is to assess the learning outcomes of primary school students in South Sudan. This will include, but is not limited to:

- V. Numeracy and Literacy Assessment: Measure the foundational skills of learners in numeracy and literacy across different grades.
- VI. Learning Progression: Explore factors affecting students' learning progression and identify areas where challenges exist.
- VII. Proficiency Framework Development: Recommendations for the development of a comprehensive Proficiency Framework for South Sudan that will be instrumental in guiding the national learning outcome assessment.
- VIII. Inform Policy and Interventions: Provide data to guide future education policy decisions and interventions aimed at improving the quality and access to education in South Sudan.

6 Assessment Methodology

The overall approach requires the Assessment Team (Consultant with the support of the Assessment Technical Working Group) to design, plan and conduct a comprehensive assessment focusing on literacy and numeracy by applying a mixed-method approach. The approach will ensure a rigorous methodology that can enhance a comparative assessment to assess progression in key learning milestones within a set timeframe. This section outlines the methodology for the Learning Outcomes Assessment in South Sudan. It details the overall approach, study design, sampling framework, safeguarding and ethical protocols, and the research ethics plan.

6.1. Overall Assessment Approach

The overall assessment approach will employ a mixed-methods design, combining quantitative and qualitative data collection methods. This approach will provide a comprehensive understanding of learning outcomes across South Sudan.

6.1.1 Quantitative Methods

This will focus on identifying key competencies among learners of selected grades (primary and potentially secondary) on their basic reading and numeracy skills. The proposed assessment will intend to cover both early and upper grades in the primary school curriculum. The assessment will be designed to explore on identifying the capacities among different categories of learners based on their levels of learning, age, sex, disability, and other categories of marginalization based on their residence status (refugees, IDPs, host, returnees' communities etc.). The levels of disaggregation will also cover the outcomes on urban, rural and pastoral communities.

The assessment will also explore to provide comparative data across regions which will be categorized on various characteristics that influence education outcomes. The focus of the assessment will be to undertake the assessment covering early grades of learning proposed to cover early grades in primary and secondary levels.

Learning Outcomes are also directly linked to the capacity of teachers in delivering teaching to the learners which implies quality teaching translates to improved learning outcomes among children.

The literacy and numeracy assessment would also explore on identifying through teacher observation approaches the quality of teaching and delivery methodologies to triangulate the findings on the learning outcomes among target learners. Following tools can be used:

- Standardized learning outcome assessments (EGRA/EGMA) will be administered to a representative sample of students across different grades and regions. These assessments will measure foundational skills in literacy and numeracy.
- School administration data will be collected to examine enrollment rates, teacher qualifications, and resource availability.
- Data on the key risks, gaps and limitations that contribute to regressing learning outcomes in context of insecurity, climate changes and other relevant aspects.
- Information on different levels of community and key stakeholders' engagement

6.1.2. Qualitative Methods

- Focus group discussions will be conducted with learners, teachers, parents, and community leaders to gain insights into their experiences with the education system.
- Case studies of successful schools or programs will be undertaken to identify best practices.

This combination of methods will allow for triangulation of data, ensuring the robustness and reliability of the findings.

6.2. Study Design

A cross-sectional study design will be employed. Data will be collected at a single point in time to provide a snapshot of the current state of learning outcomes in South Sudan. This design is suitable for assessing the prevalence of specific skills and knowledge at a given time.

6.3. Sampling Framework

A multi-stage sampling framework will be employed to ensure a representative sample of students is assessed. Here's the breakdown:

- Stage 1: Stratification will be used to divide the population into subgroups based on region, school type (urban/rural), and administrative level.
- Stage 2: A random sample of schools will be selected from each stratum.
- Stage 3: Within each sampled school, a random sample of students will be selected for participation in the assessment.

This approach ensures that the results are generalizable to the broader South Sudanese learner population.

6.4. Safeguarding and Ethical Protocols

The assessment will adhere to the highest ethical standards. The following protocols will be implemented:

- Informed Consent: Participants (students, parents, teachers) will be provided with clear information about the assessment and their right to participate or withdraw. Written informed consent will be obtained from all adult participants and assent will be obtained from students where appropriate.
- Confidentiality and Anonymity: All data will be anonymized and stored securely.
- Vulnerability Considerations: Particular attention will be given to safeguarding children involved in the assessment. Trained personnel will conduct data collection and ensure a safe and comfortable environment for all participants.
- Data Security: Measures will be taken to ensure the security of all collected data throughout the research process.

6.5 Research Ethics Plan

A comprehensive research ethics plan will be developed to guide the conduct of the assessment. This plan will be reviewed and approved by an independent ethics committee before the assessment commences. The plan will address all ethical considerations outlined above and ensure the research is conducted with integrity and respect for all participants.

This detailed methodology will ensure the assessment is rigorous, ethical, and produces reliable data to inform improvements in South Sudan's education system.

7 Risk Management and Quality Assurance

This section outlines the plans for managing risks and ensuring the quality of the Learning Outcomes Assessment in South Sudan.

7.1 Risk Management Plan

A comprehensive risk management plan will be developed to identify, assess, and mitigate potential risks that could threaten the success of the assessment. The plan will address the following aspects:

- **Identification:** Potential risks will be identified through brainstorming sessions with stakeholders involved in the assessment. These may include logistical challenges, security concerns, low participation rates, or data collection issues.
- **Assessment:** Each identified risk will be assessed according to its likelihood of occurring and the potential impact on the assessment. This will help prioritize mitigation efforts.
- **Mitigation Strategies:** Actionable strategies will be developed to address each risk. These may include alternative data collection methods, backup plans for logistical challenges, or training for data collectors on safety protocols.
- **Monitoring and Evaluation:** The risk management plan will be a living document, monitored and reviewed throughout the assessment. This ensures ongoing identification and adaptation to new or unforeseen risks.

7.2 Quality Assurance Plan

The assessment will adhere to rigorous quality assurance standards to ensure the accuracy and reliability of the data collected. This plan will encompass the following:

- **Instrument Development and Piloting:** Assessment instruments will be carefully contextualized based on South Sudan's curriculum and learning objectives. These instruments will be piloted in a small sample of schools to ensure their validity and reliability before widespread use.
- **Data Collection Training:** Data collectors will be thoroughly trained on the assessment instruments, data collection procedures, and ethical protocols. This training will equip them to gather accurate and consistent data.
- **Data Management:** A robust data management system will be implemented to ensure data is securely stored, coded, and cleaned to minimize errors. Regular data quality checks will be conducted to identify and address any inconsistencies.
- **Data Analysis:** Rigorous statistical methods will be used to analyze the collected data. Trained analysts will ensure the data is interpreted appropriately and presented in a clear and concise manner.
- **Reporting:** The assessment findings will be presented in a comprehensive report, including a detailed methodology section, clear presentation of results, and interpretation of findings.

By implementing a comprehensive risk management plan and a robust quality assurance plan, the Learning Outcomes Assessment will be conducted with rigor and produce reliable data to inform future education interventions in South Sudan.

8 Schedule and Payment:

Considering the climate affects and incoming rainy season, the consultant will propose a detailed schedule for all phases of the assessment, including design, implementation, analysis, and reporting. (Design Phase)

9 Design phase

This will act as part of the inception phase; setting out the design of the learning outcomes assessment which includes the key approaches to be utilized in the assessment (literature review, methodology, design, and sampling). The associated planning, logistics, data collection tools, quality assurance, safeguarding, PSEA, child protection measures and risk management information will be outlined to ensure adequate planning and risk mitigation.

This will also include a pilot phase where tools and methodologies will be tested to ensure applicability and their effectiveness in the assessment, data management and the respective standard operating procedures. Sampling approaches and verification of sample will be undertaken during this phase which will also be in reference to updated annual census data for education in South Sudan. The process will be undertaken by the consultant in close coordination with the Taskforce. The process will be detailed within the inception report to be prepared by the consultant.

9.2. Implementation phase

This will be the actual process of undertaking the Learning Outcomes Assessment following the agreed approach. The consultant will roll out the assessment using the methodologies that will be agreed upon and approved by the Assessment Taskforce. The process will follow the work plan in delivering key results as per the set steps of the assessment. This will also be phased to ensure constant review of the results by the Taskforce as per the outlines steps of project delivery. This phase will also incorporate the reporting, validation, and dissemination as per the timelines stipulated in the work plan and schedule.

9.3. Projected Assessment Timelines

Assessment Steps	Timeline
Inception Phase and Mobilization <ul style="list-style-type: none"> - Review of existing primary, secondary data and information from various sources. - Including validation of the inception report, methodology and approval of data collection approaches and tools. 	Sept 2025
Field Work and Coordination of Data Collection <ul style="list-style-type: none"> - This will cover a timeline for undertaking data collection across the selected sites. 	Sept – Oct 2025

- To be guided by the sampling framework in the inception phase.	
Data Management, Analysis and Reporting	Oct – November 2025
<ul style="list-style-type: none"> - Onset of report writing (based on key data from the analysis). - Review and feedback on the report based on continuous discussion with the advisory group 	
Final Report, Validation and Dissemination.	4 th Week November 2025
<ul style="list-style-type: none"> - Validation and Approval of the final report by advisory group. - Presentation to MOGEI for approval and sign-off. - Development of the Management Response plan for the assessment. - Dissemination to the education stakeholders. This would include publishing across different platforms available. 	

9.4. Payment

The consultant will receive payment in three installments:

- After the approval of the inception report = 30%
- After submission of the all the deliverables draft version = 40%
- After deliverables are approved = 30%

South Sudan Tax laws will apply.

10. Assessment Coordination and Management.

The Ministry of General Education and Instruction (MOGEI) through the Research Department will provide the overall guidance on the learning outcomes assessment. The day-to-day project management of the evaluation will be the responsibility of the Assessment Taskforce (Assessment Technical Working Group) that will be configured and coordinated by MOGEI. The main role of the Taskforce being to provide the required technical back-stop and support to the design, approach and the reporting.

The Education Cluster is a critical partner in providing guidance on education matters within South Sudan. There will be scheduled interactions with the cluster across all the phases of the assessment to ensure compliance with the key education protocols. Specifically, on the assessment methodology and protocol, the department on Policy and Research at MOGEI will review and provide the required approvals to enhance smooth facilitation at the National and State level.

11. Deliverables

The consultant will be responsible for delivering the following within the specified timeframe:

- Inception Report: Detailed assessment methodology, data collection instruments, and work plan. (Design Phase)

- Comprehensive findings on literacy, numeracy, and learning progression across different grades. (Implementation Phase)
- Technical Reports: Detailed reports on specific aspects of the assessment, including methodology, data analysis, and findings. (Implementation Phase)
- Learning Outcomes Assessment Report: A comprehensive report covering all aspects of the MYRP LOA and providing actionable agreed recommendations for future interventions with Raw and analyzed tables. (Implementation Phase)
- 8-pager brief report; for ease of dissemination to a wider audience within the education sector.
- Proficiency Framework: Document actionable recommendations for the development of contextualized for South Sudan Proficiency Framework.

12. Consultant Selection Criteria

12.1 Consultancy Requirements

- Proven experience in conducting large-scale education assessments in developing countries.
- The team/firm to have a high level of technical knowledge and understanding of approaches to Education in Development and Emergencies and the application of the INEE Minimum Standards.
- Expertise in developing and administering standardized literacy and numeracy tests.
- Ethics and Child Safeguarding approaches: applicants are required to set out their approach to ensuring complete compliance with good international practices with regards to research ethics, protocols, safeguarding of children and compliance to set guidelines.
- A good understanding of the South Sudan context, the education guidelines in the country. Similar assessments in other humanitarian contexts globally would provide an insight into enriching the assessment.
- The consultant team/firm will be working in close coordination with an advisory group drawn from the Ministry of General Education and Instruction, UN Agency and NGO representatives in the education sector through the Knowledge, Evidence, Research and Learning Technical Working Group. Hence critical skills in coordination and effective communication will be required for the role.
- The team leader and associates should have, at least, a master's degree in education, social behavioral Change Communication, Social Sciences, Development Studies, Humanities, curriculum, or a related field.
- The lead consultant should ideally be an expert in conducting Learning Outcomes Assessments and related research.
- The ability to integrate remote data collection for unreachable locations would be ideal.
- Demonstrated knowledge and experience of conducting nationwide school based assessments.
- Demonstrated experience of leading similar work (at least 7 – 10 years) with reputable institutions.
- Demonstrated competence in using data collection and analysis tools such as Kobo, SPSS etc
- Proof of registration with relevant authorities and work permit.

- Demonstrated experience with quantitative and qualitative research, data management and statistical data analysis.
- Fluency in English and good communication and reporting skills required.
- Basic spoken Arabic a plus.

12.2 Interested candidates should submit an expression of interest including

- A technical proposal:** The technical proposal should briefly and clearly describe the following aspects: Understanding of the task, technical aspect of the proposal, Methodology
- Capacity statement of the expert, consultancy firm, organization, or institution.
- A detailed curriculum vitae (CV) of assigned staff:** detailed profile of the consultancy firm with contact details (the CV should include at least two traceable references)
- Company Profile:** if possible.
- Samples (2-4) of previous related assignments specifically on assessing Learning Outcomes. It will also be critical to outline the qualifications of the proposed technical team/s that will engage in undertaking the assessment.
- Evidence of strong analytical and reporting skills.
- CV for all proposed team members, should ensure equal representation of females and males. If there is more than one consultant on the proposed team, please attach a table describing the level of effort (in number of days) of each team member in each of the activities.
- Financial proposal:** A signed financial proposal/ budget of the tasks should be broken down into modules, detailing the following: Consultancy fees, tools development cost, Data processing & analysis, Communication, and Reporting costs and other Miscellaneous (stationeries, printing, etc.) inclusive of the Mandatory 20% withholding tax as per the laws of South Sudan.

13. Reporting

The consultant will submit regular progress reports to the MOGEI and MYRP throughout the assessment process. All final reports will be presented in a clear, concise, and easy-to-understand format.

Annex 1:

Evaluation Criteria:

Section 1-Essential Criteria

Criteria, which bidders must meet in order to progress to the next round of evaluation. If a bidder does not meet any of the Essential Criteria, they will be excluded from the tender process immediately. These criteria are scored as 'Pass' / 'Fail'.

Section 2-Capability Criteria- (50%)

Criteria used to evaluate the bidder's ability, skill and experience in relation to the requirements. Bids will be evaluated against the same pre-agreed Criteria. Capability score at Proposal review scored out of 25% then Presentations/Oral interview out of 25%.

Only bidders who successfully pass the proposal review will be invited for interviews/presentation.

Section 3-Sustainability Criteria - (10%)

Criteria used to evaluate the impact a supplier has on the environment, local economy and community. Bids will be evaluated against the same pre-agreed Criteria.

Section 4-Commercial Criteria – (40%)

Criteria used to evaluate the commercial competitiveness of a bid. Bids will be evaluated against the same pre-agreed Criteria.

(Best offer) Bid values will be compared to determine the relative competitiveness of each bid. The best acceptable bid will be scored 40 points and the rest will be calculated using the formula below.

Commercial criteria score= $\{(100\% \times \text{Lowest bid value}) / (\text{Current value bid})\} \times 0.4$

Section 1-Essential Criteria

ESSENTIAL (Bidders must score 'Pass' against all to proceed)			CRITERIA
Item	Question	Bidder Response	
1	MANDATORY CRITERIA : Supplier accepts Save the Children's 'Terms and Conditions of Purchase' included within the Request for Quotation, and that any work awarded from this tender process will be completed under the same 'Terms and Conditions of Purchase'	Yes / No	

2	MANDATORY CRITERIA: The Supplier and its staff (and any sub-contractors used) agree to comply with SCI and the IAPG's policies and code of conducts listed below. 1) Child Safeguarding Policy 2) Anti-Bribery & Corruption Policy 3) Human Trafficking & Modern Slavery Policy 4) Protection from Sexual Exploitation and Abuse Policy 5) Anti-Harassment, Intimidation & Bullying Policy 6) IAPG Code of Conduct 7) Conditions of Tendering	Yes / No	
3	MANDATORY CRITERIA: The Supplier confirms it is not linked directly or indirectly to any terrorism related activity, and does not sell any Dual Purpose goods / services that may be used in a terror related activity.	Yes / No	
4	MANDATORY CRITERIA: The bidder confirms they are not a prohibited party under applicable sanctions laws or anti-terrorism laws or provide goods under sanction by the United States of America or the European Union and accepts that SCI will undertake independent checks to validate this.	Yes / No	
	MANDATORY CRITERIA: The Supplier confirms it is fully qualified, licenses and registered to trade with Save the Children (including compliance with all relevant local Country legislation). This includes the Supplier submitting the following requirements/documents: - Legitimate business address - Valid Tax Compliance certificate - Tax Registration Certificate - Valid Certificate of incorporation - Valid Trading license/Operation License		
5	For Individual Consultants, applicants must submit the following documents: - Copy of Passport 'data page' or National ID. - Individual Tax Clearance Certificate. - Individual Tax Registration Number. - Curriculum Vitae(CV)	Yes / No	Attachment

SECTION 2 – CAPABILITY			
<i>Instructions – Bidders are required to complete all sections of the below table</i>			
Item	Question	Bidder Response	
1	Consultant's expertise including demonstrated and technical proof of experience in conducting large-scale education assessments in developing countries. Should provide evidence of 3 signed consultancy agreement copies indicating their amount. The team leader and associates should have, at least, a master's degree in education, social behavioral Change Communication, Social Sciences, Development Studies, Humanities, curriculum, or a related field	Bidder Response	Attachment(s)
2	Bidders clearly indicate they have a high level of technical knowledge and understanding of approaches to Education in Development and Emergencies and the application of the INEE Minimum Standards.	Bidder Response	Comments
3	The bidders have ability to integrate remote data collection for unreachable locations would be ideal	Bidder Response	Comments
4	The lead consultant has the expertise in conducting Learning Outcomes Assessments and related research	Bidder Response	Comments
5	The bidder has confirm they have the knowledge and experience of conducting nationwide school-based assessments	Bidder Response	Attachment(s)
6	The bidder demonstrated experience with quantitative and qualitative research, data management and statistical data analysis	Bidder Response	Attachment(s)
7	The bidders has demonstrated experience of leading similar work (at least 7 – 10 years) with reputable institutions	Bidder Response	Attachment(s)
SECTION 3- SUSTAINABILITY			
1	The bidder has a good understanding of the South Sudan context, the education guidelines in the country. Similar assessments in other humanitarian contexts globally would provide an insight into enriching the assessment	Bidder Response	Attachment(s)

2	Bidder to confirm will be working in close coordination with an advisory group drawn from the Ministry of General Education and Instruction, UN Agency and NGO representatives in the education sector through the Knowledge, Evidence, Research and Learning Technical Working Group. Hence critical skills in coordination and effective communication will be required for the role.	Bidder Response	Comments