**Request for Proposal**

**Invitation to Tender**

**Terms of Reference**

**For the**

**End-term evaluation, for Ukraine Education Response Consortium: Safe Return to Learning project funded by DG ECHO and implemented by FCA, SCI, and PIN**

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| --- | --- |
| **Date of issue:** | 01.04.2025 |
| **Deadline for submission of offers:** | **22.04.2025 23.59.** |
| **Contracting authority:** | Finn Church Aid (FCA), Ukraine country office |

# Introduction & Background

FCA Ukraine Country Office is seeking service providers for the final evaluation of the ECHO-funded project **"Ukraine Education Response Consortium: Safe Return to Learning."** Since 2022, FCA Ukraine has been implementing this project in partnership with Save the Children, People in Need, and War Child Holland. The evaluation will assess project activities in Kyiv, Chernihiv, Sumy, Poltava, Kharkiv, Donetsk, Dnipro, Kherson, and Mykolaiv oblasts. The project is scheduled to run until **June 2025**, and the final evaluation aims to measure its effectiveness, impact, and sustainability in alignment with **ECHO’s humanitarian evaluation standards**.

## Background info on FCA, SCI, and PIN

Finn Church Aid (FCA) is the largest Finnish international aid organization. We operate in 13 countries, where the needs are most dire. We work with the poorest people, regardless of their religious beliefs, ethnic background or political convictions.

Our work is based on rights, which means that our operations are guided by equality, non-discrimination and responsibility.

For more information, please visit [www.kua.fi](http://www.kua.fi)

People in Need (PIN) is an international NGO with a proven track record of providing quality humanitarian assistance to the most vulnerable in the Middle East, Asia, Africa, and Europe. PIN was founded in 1992 and since then has delivered emergency relief and development cooperation, human rights support, social integration, and education and awareness programs to vulnerable communities in more than 40 countries with a goal to help people and communities build resilience in conflict and disasters and support them in recovery. Present in Ukraine since 2014, PIN is a well-known and established humanitarian actor in the country that has supported the affected population, particularly focusing on those living within 20 km of the conflict’s frontline in Eastern Ukraine. PIN works at the intersection of humanitarian and development nexus, providing a combination of life-saving assistance and multi-sectoral development programming in Protection, WASH, Shelter (winterization), Food Security, MPCA, Education, and Livelihoods.

Save the Children is the world's first independent organization established to protect and support children. For over 100 years, the organization has been working to ensure that boys and girls can exercise their right to a healthy start in life, education, and protection. Currently, Save the Children is operating in 116 countries.

In 2014, Save the Children began its operations in the eastern regions of Ukraine, expanding them in 2022. The team, consisting of approximately 340 individuals, collaborates with over 25 partner organizations to provide urgent assistance throughout the country.

Since February 2022, we have supported 3.8 million people in Ukraine, including 1.6 million children.

## Background info on FCA CO requesting the services

Right to Quality Education is a key focus area for FCA global programs and particularly in Ukraine.

FCA is an active member of the Global Education Cluster, Inter-Agency Network for Education in Emergencies (INEE) Steering Group, and UNESCO Teacher Task Force. FCA contributes to improved access and better quality of learning through four strategic focus areas, namely: Education in Emergencies (EiE), Technical and Vocational Education and Training (TVET), Linking Learning to Earning (LL2E), and Education Sector Development & Teacher Education.

Following the escalation of conflict in February 2022, FCA established a presence in Ukraine and started Education in Emergencies programming, focusing on enabling physical access to education and addressing the psycho-social needs of children and teachers. FCA has worked closely with the Ministry of Education, education authorities at the oblast and hromada levels as well as local NGO partners. As of February 2025, FCA Ukraine’s education activities have benefitted over 68,000 students and teachers. These activities have included school and shelter rehabilitation, equipping shelters, distribution of learning kits, teacher training, psychosocial support (PSS) activities, as well as the organization of summer camps and student clubs.

FCA is currently leading two consortia, the ECHO-funded Safe Return to Learning project (20M euro) with Save the Children and People in Need, and the Education Cannot Wait-funded consortium with 3 local NGOs (Go Global, Doccu, MriyDiy). FCA’s head office in Helsinki provides support in the form of Finnish education expertise.

FCA was among the first INGOs working on Education in Emergencies after the start of the Russian invasion in February 2022, playing a key role in establishing the Education Cluster in Ukraine and chaired the Northern Ukraine Education Sub-cluster. FCA also plays an active role in the Protection, Food Security and Livelihoods, Shelter and NFI clusters and the Advocacy Working Group and has signed an MOU with the Ministry of Education and Sciences (MoES).

# Description of the requested services

Since 2022, FCA Ukraine has been implementing this initiative in partnership with Save the Children, People in Need, and War Child Holland, working across multiple regions, including Kyiv, Chernihiv, Sumy, Poltava, Kharkiv, Donetsk, Dnipro, Kherson, and Mykolaiv. The project is set to conclude in June 2025, making this final evaluation critical for measuring outcomes, identifying lessons learned, and providing actionable recommendations for future education interventions in humanitarian contexts.

The selected service provider will be responsible for designing and conducting a comprehensive evaluation, ensuring the use of mixed-method approaches to capture quantitative and qualitative insights. The evaluation will assess project achievements against its objectives, analyze the efficiency of implementation strategies, and provide an evidence-based review of its impact on children, educators, and communities. The findings will contribute to accountability, learning, and strategic planning for similar education-focused initiatives in Ukraine and beyond.

## Target Locations to be evaluated:

The final evaluation will cover project implementation sites across multiple regions in Ukraine, including:

* **Kyiv**
* **Chernihiv**
* **Sumy**
* **Kharkiv**
* **Donetsk**
* **Dnipro**
* **Kherson**
* **Mykolaiv**

These regions have been the focus of educational interventions under the **Ukraine Education Response Consortium: Safe Return to Learning** project, where various activities have been implemented to support children, educators, and schools affected by the ongoing crisis.

## Target Beneficiaries to be evaluated:

The evaluation will assess the impact of the project on the following key beneficiary groups:

* **School-aged children** (including internally displaced children and children with disabilities)
* **Teachers and school psychologists**, specifically those who received training on:
  + Psychosocial Support (PSS)
  + Social and Emotional Learning (SEL)
  + Psychological First Aid (PFA)
  + Child Protection Mechanisms
  + Catch-Up Programme
* **School administrators and education authorities**, focusing on their role in implementing educational interventions and inclusive education practices.
* **Parents and caregivers** who participated in awareness sessions on psychosocial well-being and safe learning environments.
* **Community stakeholders and implementing partners** engaged in project activities.

## Target activities to be evaluated:

The evaluation will assess the effectiveness, relevance, and sustainability of the following key activities:

**Access to Safe Learning Environments**

* **Rehabilitation of school infrastructure and protective shelters, and equipment distribution**, ensuring compliance with safety and accessibility standards.
* **Provision of school furniture and learning materials**, including digital learning resources and essential supplies.
* **Establishment of Digital Learning Centers (DLCs) and Temporary Learning Spaces (TLSs)** to support remote learning and provide access to in-person learning and wellbeing support in areas where schools remain fully or partially closed.
* **Distribution of individual learning kits** **to students**, ensuring that children have the necessary tools to engage in education (through secondary data)

**Psychosocial Support (PSS) and Well-being Services**

* **PSS interventions** for children through school-based programs and mobile teams.
* **SEL-focused training** for teachers and facilitators to support students' emotional well-being.
* **Capacity building for education personnel** on PFA and Child Protection, enabling them to better support students in conflict-affected areas.
* **Teacher’ wellbeing sessions** addressing stress management, self-care, and professional resilience for educators working in high-stress environments.

**Catch-up Learning and Child protection approach**

* **Implementation of catch-up learning programs** for students who have experienced prolonged education disruptions.
* **Training for teachers** on planning and implementing Catch-up at school-level.

## 2.4 Questions the assessment should aim to answer:

The evaluation should seek to answer key questions aligned with project impact, effectiveness, efficiency, relevance, and sustainability, including:

**Effectiveness**

* To what extent have the project’s interventions improved access to **safe and inclusive education** for conflict-affected children?
* How effective were the **Digital Learning Centers (DLCs) and Temporary Learning Spaces (TLSs)** in maintaining continuity in education?
* What improvements in **psychosocial well-being and resilience** have been observed among students and teachers who participated in PSS activities?
* How well has the project addressed **learning losses** through its **catch-up programs**?

**Relevance**

* Were the project activities aligned with **national education policies and local needs**?
* How well did the intervention **respond to the evolving conflict situation** and changing education accessibility?
* Did the project effectively **target the most vulnerable groups**, including **internally displaced children, children with disabilities, and those in rural and frontline/border areas**?

**Impact**

* What measurable changes in **student learning outcomes** and **educational engagement** and retention can be attributed to the project?
* How has the project contributed to **strengthening the capacity of teachers and school administrators** in delivering education in emergencies?
* What has been the impact of the project’s **child protection and mental health and psychosocial support (MHPSS) interventions** on students and teachers?
* What specific changes have been observed in the resilience and coping mechanisms of children and educators in conflict-affected settings?

**Efficiency**

* Were project resources (financial, human, and material) **used efficiently** to achieve intended outcomes?
* What **challenges and bottlenecks** were encountered in implementation, and how were they addressed?
* Were the project’s **monitoring and accountability mechanisms** effective in tracking progress and making adjustments where necessary?

**Sustainability**

* What **long-term systems or structures** have been established or strengthened to ensure continued **safe learning spaces, learning recovery and MHPSS services** beyond the project period?
* To what extent have local education authorities and schools **taken ownership** of project-supported interventions?

**Accountability**

* How transparent and participatory were the **decision-making** processes in project implementation?
* To what extent were **communities engaged** in project planning, monitoring, and evaluation affected?
* Were **feedback mechanisms** in place, and how effectively were they used to address concerns from beneficiaries and stakeholders?
* How effectively did the project address **grievances and complaints** raised by beneficiaries and partners?

**Cross cutting themes and Lessons learned**

* How well did the project integrate cross-cutting themes such as gender equality, and disability inclusion into its design and activities?
* What are the key lessons learned from the implementation of this project, and how can they inform future education interventions in emergencies, particularly in conflict or crisis contexts, including in Ukraine?

# Objectives & Deliverables

## Aim of the evaluation:

The final evaluation aims to assess the overall effectiveness, relevance, efficiency, impact, sustainability, and accountability of the **Ukraine Education Response Consortium: Safe Return to Learning** project. The key objectives include:

1. **Assess Project Effectiveness**
   * Evaluate the extent to which the project has achieved its intended outcomes in **ensuring access to safe, inclusive, and quality education** for conflict-affected children.
   * Measure the impact of interventions, including **school and protective shelter rehabilitation, psychosocial support (PSS), catch-up learning programs, and teacher training**.
   * Identify factors that contributed to or hindered the achievement of project goals and outcomes.
2. **Evaluate Relevance and Alignment**
   * Assess whether project activities effectively addressed the evolving **needs of children, teachers, and other education stakeholders** in conflict-affected regions.
   * Determine the alignment of project interventions with **national education policies, ECHO humanitarian priorities, and international education standards**.
3. **Analyse Efficiency and Implementation Approach**
   * Examine the efficiency, timeliness, and effectiveness of **resource allocation, partnerships, and implementation strategies** in achieving project outcomes.
   * Identify any operational challenges and bottlenecks that may have affected project performance and adaptive strategies used to overcome them.
   * Assess the effectiveness of **coordination and collaboration among consortium** partners, including decision-making processes, joint planning, monitoring and reporting mechanisms, and harmonization efforts.
4. **Measure Project Impact and Sustainability**
   * Assess the **long-term impact** of the project on children’s learning, well-being, and psychosocial recovery.
   * Evaluate the sustainability of **rehabilitated schools, Temporary Learning Spaces (TLS), Digital Learning Centers (DLCs), and capacity-building initiatives** beyond the project period.
   * Provide recommendations for **scaling up, replicating, or integrating project components into national education systems**.
5. **Ensure Accountability**
   * Assess the effectiveness of **accountability mechanisms** in engaging beneficiaries and stakeholders.
   * Evaluate how the project **incorporated feedback** from affected communities and adjusted interventions accordingly.
   * Determine the effectiveness of **complaint** **mechanism** in addressing concerns raised by beneficiaries and partners.

## Phasing of the Assignment:

The assignment will be implemented in **four key phases**: **Preparation, Implementation, Data Analysis, and Reporting.** The evaluation will be considered complete after presenting the results in a **validation workshop**.

### Phase 1: Preparation

This phase will focus on **understanding the project context, defining methodologies, and preparing data collection tools.**

**Key Activities:**

* **Kick-off Meeting:** Conduct an initial meeting with the consortium especially MEAL focal points to **clarify objectives, expectations, and timelines** for the assessment.
* **Review Project Documents (Desk review):** Analyze relevant project reports, Consortium **MEAL data**, and previous assessments.
* **Secondary Data Review:** Identify and assess existing data sources to **reduce duplication and refine primary data collection needs.**
* **Key Informant Interviews (KIIs):** Conduct discussions with **project** **managers and staff, psychologists, and other stakeholders** to gather insights on implementation progress, challenges, and lessons learned.
* **Technical Design of Assessment Tools:**
  + Develop comprehensive **survey instruments**, including **structured surveys, Focus Group Discussion (FGD) guides, and interview questionnaires**.
  + Define the **sampling methodology and statistical criteria** for a representative and reliable assessment.
  + Ensure tools **align with project objectives and project result frameworks** related to education interventions.
* **Data Quality Assurance Measures:** Establish **robust data validation and integrity procedures** to prevent duplication or bias.

### Phase 2: Implementation

This phase involves the **collection of primary data through field assessments, pilot testing, and full-scale deployment of survey tools.**

**Key Activities:**

* **Pilot Survey:** Conduct a **small-scale pilot study** in a selected location to test the **survey instruments and methodology**.
* **Review and Refine Methodology:** Based on pilot survey findings, adjust **questionnaires, interview techniques, and sampling criteria** in consultation with consortium MEAL team.
* **Field Data Collection:**
  + Conduct **surveys, FGDs, and KIIs** with targeted beneficiaries, including **students, teachers, school administrators, and parents**.
  + Ensure data collection is conducted **ethically**, with informed **consent and privacy protection** mechanisms in place.
  + Maintain **strict compliance with FCA’s data privacy and security protocols**.
* **Data Entry and Validation:** Ensure that data entry **follows standardized procedures**, avoiding errors and maintaining consistency.

### Phase 3: Data Analysis

This phase involves the **processing, triangulation, and interpretation of collected data** to derive meaningful insights.

**Key Activities:**

* **Statistical and Qualitative Analysis:** Utilize appropriate **data processing software** to analyze **quantitative and qualitative** findings.
* **Triangulation of Data Sources:** Compare results from **survey responses, FGDs, KIIs, and secondary data** to **validate findings** and identify trends.
* **Preparation of Draft Report:**
  + Structure the draft report based on the **outline approved during the preparation phase**.
  + Provide **visual representations (graphs, charts, and infographics)** for key findings.
  + Highlight **key insights, challenges, and preliminary recommendations**.
  + Presentation of draft findings to consortium partners (online/offline meeting) with opportunity for discussion and clarifications
* **Review and Feedback:** Submit the draft report to the consortium and integrate **feedback and necessary amendments based on review by consortium partners (anticipated to be two rounds of review).**

### Phase 4: Reporting and Validation

The final phase focuses on **presenting the findings and delivering actionable recommendations** for FCA and its partners.

**Key Activities:**

* **Finalization of the Evaluation Report:**
  + Incorporate **feedback from the consortium** into the final report.
  + Ensure the report provides **clear, evidence-based conclusions and recommendations** for future programming.
  + Validate findings through stakeholder consultations, ensuring alignment with field realities and contextual accuracy.
* **Submission of Final Report:** Deliver a **comprehensive final report**.

## Key Deliverables

The service provider will be responsible for delivering the following outputs:

* **Assessment Inception Report** – This report will include a fully elaborated Assessment proposal including the approach and proposed survey instruments, sampling frames, and sampling methodology, interviewing method, number of FGDs and the number of participants and locations, draft questionnaires and other survey tools, data processing, and analysis methodology, outline of the final report and schedule of activities.
* **Pilot Survey Report** – This report will provide the results of a small pilot survey together with proposed changes to the survey instrument and questionnaire.
* **Draft Assessment Report** – Present preliminary findings and insights from the evaluation
* **Final Assessment Report** – The final reports should be written in a clear and simple style, documenting the results of the Assessment following the above terms of reference. The report will be written based on the submitted and approved outline during the preparation phase.

## Compliance and Coordination

* Maintain close coordination with FCA, Save the Children (SCI), and People in Need (PIN) designated focal points to ensure smooth implementation of the evaluation.
* Adhere to **FCA’s safeguarding policies, ethical guidelines, and data protection standards**.

# Duration of contract

The duration of the contract will be based on the timeline proposed by the bidder. Bidders are required to submit a detailed timeline covering all phases of the evaluation, from preparation to the submission of the final report. However, the total contract duration **must not exceed three months** from the date of contract signing.

The proposed timeline will be assessed as part of the evaluation process to ensure feasibility and alignment with project requirements.

* **Phase 1: Preparation (e.g. Weeks 1-2)** – Understanding the project context, defining methodologies, developing data collection tools, and conducting desk review.
* **Phase 2: Implementation (e.g., Weeks 3-6)** – Conducting field assessments, data collection, and pilot testing.
* **Phase 3: Data Analysis (e.g., Weeks 7-8)** – Processing and triangulating data to derive insights.
* **Phase 4: Reporting and Validation (e.g., Weeks 9-10)** – Finalizing and presenting the evaluation findings.

The evaluation will be considered complete once the final report is submitted and findings are presented in a validation workshop.

# Service Terms

FCA intends to engage an assessment/evaluation company for a fixed-term contract, with the possibility of extension based on performance and project requirements.

# Budget

* Please provide a detailed budget of the assignment including VAT (if it’s applicable).
* Applicants’ proposals must include a detailed and competitive budget inclusive of all fees, costs
* and taxes.
* Applicants are expected to provide a breakdown of costs by tasks (e.g. travels, accommodation, allowance, insurance, data collection, report preparation, field work, etc.).
* The budget details should be included in the Proposal, and it will be undergone of the evaluation process and criteria.

# Validity

Tenders/Offers shall remain valid and open for acceptance for a period of **30 days** after the closing date for the submission.

Prior to the expiry of the original tender/offer validity period, the Contracting Authority may ask tenderers in writing to extend this period. Tenderers that agree to do so will not be permitted to modify their tenders/offers. If they refuse, their participation in the tender procedure will be terminated.

# Payment Modality

The payments will be processed upon completion of the following milestones.

* 30% upon contract signing.
* 30% upon completion, submission and acceptance of Pilot Survey Report.
* 40% Submission of final consultancy completion and acceptance of Final Evaluation Report.

# Eligibility Criteria Imposed on the Tenderer

The tenderers/service providers will initially be verified for eligibility according to the criteria below.

|  |  |  |
| --- | --- | --- |
| **#** | **Description** | **Means of verification and required documentation** |
| 1 | Company registration certificate | Submit a copy of the valid registration certificate. |
| 2 | Demonstrated experience in conducting research/evaluations and assessments within the humanitarian sector, especially in challenging environments, with a particular emphasis on education and psychosocial support (PSS) interventions. | Provide at least one sample of a research, evaluation, or assessment report from previous work. |
| 3 | Annex 2 (Proposal submission form) | To be filled carefully and submitted |

# Contract Award Criteria

The offers will be evaluated according to the contract award criteria below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Description** | **Weight %** | **Scoring methodology** | **Required Documentations** |
| 1 | Skills, Experience, and Track record of the company | **21%** | * **(3)** points for each assessment conducted in the **humanitarian** sector. * **(5)** points each if it’s specifically on **education**. * **(7)** points each if it’s specifically on **education** and **DG ECHO-funded** project.   Maximum of **(3)** assessments/evaluations reports can be submitted.  *Maximum score of* ***21*** *points.* | Samples of **at least one** and up to **three** reports from previous assessments, preferably related to education. |
| 2 | Familiarity with the context, geographical region, and/or culture of the target population | **9%** | * **(1)** project in the target country in the last 3 years: **3 points**. * **(2-3)** projects in the target country in the last 3 years: **6 points**. * **(More than 3)** projects in the target country in the last 3 years: **9 points**.   *Maximum score of* ***9*** *points.* | Proof of relevant experience in the target country in the last **3 years** (e.g., contracts, reports, letters of recommendation. |
| 3 | Proposed sample size | **5%** | **Scoring Components:**  **Confidence Level (5 points):** (5) points for a sample size corresponding to a 99% confidence level of the overall achievement. (4) points for a 95% confidence level of the overall target achievement. (2) points for a 90% confidence level of the overall achievement.  *Maximum score of* ***5*** *points.* | Detailed explanation of the proposed **sample size**, justification for the sampling approach, and its relevance to the assessment.  Mechanism for representing all the targeted beneficiary groups. |
| 4 | Proposed methodology | **35%** | * 10 points for a comprehensive and clear overall approach and strategy to achieve the assessment objectives. * 15 points for the use of appropriate techniques, tools such as (KIIs, Questionnaires, and FGDs), and technologies, with detailed explanation. * 10 points for incorporating the data triangulation principle, which involves using multiple data sources, methods, or perspectives to validate findings and enhance the credibility and robustness of the results.   *Maximum score of* ***35*** *points.* | - Detailed description of methodology, including approach, techniques, tools, and how data triangulation will be applied. |
| 5 | Proposed period of implementation and timetable | **5%** | Shortest timeframe receives highest score of **5 points**, other candidates’ scores are calculated proportionally based on the lowest timeframe.  *Maximum score of* ***5*** *points.* | Clear timeline table. |
| 6 | Financial score | **25%** | Lowest bid receives highest score of **25 points**, other candidates’ scores are calculated proportionally based on the lowest bid.  *Maximum score of* ***25*** *points.* | Clear financial proposal |

# Evaluation Process

The evaluation process is managed by FCA’s Procurement Committee.

Candidates will be first evaluated according to the eligibility criteria imposed on the procurement as listed in section 9. Candidates which are eligible and fulfil the eligibility criteria requirements will be allowed to proceed to the evaluation phase and their offers will be evaluated according to the contract award criteria.

# Application procedure

**Playtender.com.ua**

**https://playtender.com.ua/fca/tender/view?id=33**

Deadline for submission of offers is **22.04.2025 23.59.**

Candidates must send their offers through the electronic supplier portal, www.cloudia.fi no later than the deadline mentioned above using the link below.

Any tenders received after the deadline will not be considered.

No tender may be changed or withdrawn after the deadline has passed.

The candidate shall bear all costs associated with the preparation and submission of the offer and the Contracting Authority will in no case be responsible or liable for these costs, regardless of the conduct or outcome of the procurement process.

# Questions

Candidates are not allowed to approach the Contracting Authority for verbal clarification.

Any prospective candidate seeking to arrange individual meetings with either the Contracting Authority and/or any other organisation with which the Contracting Authority is associated or linked may be excluded from the tender procedure.

**Email**

Candidates may submit questions in writing via email to the address above latest three days before the deadline.

[ramez.bazna@kirkonulkomaanapu.fi](mailto:ramez.bazna@kirkonulkomaanapu.fi)

marianna.zhurbenko@[kirkonulkomaanapu.fi](mailto:ramez.bazna@kirkonulkomaanapu.fi)

# Terms of contract

General Terms and Conditions for Service Contracts

* The Service Provider shall treat all documents and information received in connection with the contract as private and confidential, and shall not, save in so far as may be necessary for the purposes of the performance thereof, publish or disclose any particulars of the contract without the prior consent in writing of the Contracting Authority. It shall, in particular, refrain from making any public statements concerning the project or the services without the prior approval of the Contracting Authority.
* By submitting an offer, the service provider agrees to comply with the FCA Code of Conduct for Service Providers and consents to screening for terrorism and money laundering by the company or its designated consultants.
* The ownership and copyright(s) of the report(s) and any other produced material will remain with FCA.
* The Contracting authority may for its own convenience and without charge or liability cancel the tender process at any stage.

# Documents comprising this procurement

**The service provider shall complete and submit the following documents with his proposal:**

1. Proposal (filled Annex 2) including methodology, timeline, and financial bid.
2. Other documents required as part of eligibility criteria and contract award Criteria

After the proposal is submitted, FCA may request additional information and documentation.

**The service provider will be required to sign the following documents if awarded the contract:**

1. FCA Code of Conduct for service providers
2. Safeguarding Policy