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Department of Foreign Affairs,
Trade and Development (DFATD)
Ministère des Affaires étrangères,
commerce et développement (MAECD)

Request for Proposal Demande de proposition

Proposal to: Department of Foreign Affairs Trade and
Development.

We hereby offer to sell to Her Majesty the Queen in
right of Canada, in accordance with the terms and
conditions set out herein, referred to herein or
attached here to, the goods, services, and
construction listed herein and on any attached sheets
at the price(s) set out therefor.

Proposition à: Ministère des Affaires Étrangères,
commerce et développement

Nous offrons par la présente de vendre à Sa
Majesté la Reine du chef du Canada, aux
conditions énoncées ou incluses par référence
dans la présente et aux appendices ci-jointes, les
biens, services et construction énumérés ici sur
toute feuille ci-annexée, au(x) prix indiqué(s).

Issuing Office – Bureau de distribution

Foreign Affairs, Trade and Development /
Affaires étrangères, commerce et développement
SPBC Contracting Services Unit /
Unité des services de contrats SPBC
200 Promenade du Portage,
Gatineau, Québec, K1A 0G4

Title — Sujet: Canada's budget support project for basic education in Burkina Faso	
Solicitation No. — N° de l'invitation 2022-P-000527-7431360/B	Date: December 1, 2021
Solicitation Closes — L'invitation prend fin At /à: 2:00 PM	Time Zone —Fuseau horaire EST (Eastern Standard Time)
On / le : January 5, 2022	
F.O.B. — F.A.B. Plant-Usine: <input type="checkbox"/> Destination: X Other — Autre: <input type="checkbox"/>	
Address Enquiries to — Addresser toutes questions à: Name : Claudine Morin E-Mail : claudine.morin@international.gc.ca	
Telephone No. – No de téléphone: 343-553-1818	FAX No. – No de télécopieur :
Destination of Goods and or Services/Destination – des biens et ou services: Department of Foreign Affairs, Trade and Development (DFATD)/ Ministère des Affaires étrangères, commerce et développement (MAECD)	
Vendor/Firm Name and Address — Raison sociale et adresse du fournisseur/de l'entrepreneur:	
Telephone No. – No de téléphone:	FAX No. – No de télécopieur:
Name and title of person authorized to sign on behalf of Vendor/Firm (type or print) — Nom et titre de la personne autorisée à signer au nom du fournisseur/de l'entrepreneur (taper ou écrire en caractères d'imprimerie)	
Signature	Date



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PART 1 - GENERAL INFORMATION

1.1 Reissue of bid solicitation

This bid solicitation cancels and supersedes previous bid solicitation number 2022-P-000527-7431360 dated September 1st, 2021 with a closing of September 21, 2021.

1.2 Security Requirements

There is no security requirement applicable to the solicitation or Resulting Contract.

1.3 Statement of Work - B4007T (2014-06-26)

The Work to be performed is detailed under Annex A of the resulting contract clauses.

1.4 Trade Agreements

The requirement is subject to the provisions of the World Trade Organization Agreement on Government Procurement (WTO-AGP), the Canada-Chile Free Trade Agreement (CCFTA), the Canada-Peru Free Trade Agreement (CPFTA), the Canada-Colombia Free Trade Agreement (CColFTA), the Canada-Panama Free Trade Agreement (CPanFTA), the Canada-European Union Comprehensive Economic and Trade Agreement (CETA), the Comprehensive and Progressive Agreement for Trans-Pacific Partnership (CPTPP), the Canadian Free Trade Agreement (CFTA), the Canada-Ukraine Free Trade Agreement (CUFTA) and the Canada-Korea Free Trade Agreement (CKFTA).

1.5 Debriefings

Bidders may request a debriefing on the results of the bid solicitation process. Bidders should make the request to the Contracting Transaction Authority within 15 working days from receipt of the results of the bid solicitation process. The debriefing may be in writing, or by telephone.



PART 2 - BIDDER INSTRUCTIONS

2.1 Standard Instructions, Clauses and Conditions

All instructions, clauses and conditions identified in the bid solicitation by number, date and title are set out in the [Standard Acquisition Clauses and Conditions Manual](https://buyandsell.gc.ca/policy-and-guidelines/standard-acquisition-clauses-and-conditions-manual) (<https://buyandsell.gc.ca/policy-and-guidelines/standard-acquisition-clauses-and-conditions-manual>) issued by Public Works and Government Services Canada.

Bidders who submit a bid agree to be bound by the instructions, clauses and conditions of the bid solicitation and accept the clauses and conditions of the resulting contract.

The [2003](#) (2020-05-28) Standard Instructions - Goods or Services - Competitive Requirements, are incorporated by reference into and form part of the bid solicitation.

Subsection 5.4 of [2003](#), Standard Instructions - Goods or Services - Competitive Requirements, is amended as follows:

Delete: 60 days

Insert: 180 days

2.2 Submission of Bids

Bids must be submitted only at the following email address: urp-bru@international.gc.ca by the date, time and place indicated on page 1 of the bid solicitation. Due to the nature of the bid solicitation, bids transmitted by facsimile will not be accepted.

2.3 Enquiries - Bid Solicitation

All enquiries must be submitted in writing to the Contracting Authority no later than five (5) calendar days before the bid closing date. Enquiries received after that time may not be answered.

Bidders should reference as accurately as possible the numbered item of the bid solicitation to which the enquiry relates. Care should be taken by Bidders to explain each question in sufficient detail in order to enable Canada to provide an accurate answer. Technical enquiries that are of a proprietary nature must be clearly marked "proprietary" at each relevant item. Items identified as "proprietary" will be treated as such except where Canada determines that the enquiry is not of a proprietary nature. Canada may edit the question(s) or may request that the Bidder do so, so that the proprietary nature of the question(s) is eliminated, and the enquiry can be answered to all Bidders. Enquiries not submitted in a form that can be distributed to all Bidders may not be answered by Canada.

2.4 Applicable Laws

Any resulting contract must be interpreted and governed, and the relations between the parties determined, by the laws in force in Ontario.

Bidders may, at their discretion, substitute the applicable laws of a Canadian province or territory of their choice without affecting the validity of their bid, by deleting the name of the Canadian province or territory specified and inserting the name of the Canadian province or territory of their choice. If no change is made, it acknowledges that the applicable laws specified are acceptable to the Bidders.

2.5 Bid Challenge and Recourse Mechanisms

- (a) Several mechanisms are available to potential suppliers to challenge aspects of the procurement process up to and including contract award.
- (b) Canada encourages suppliers to first bring their concerns to the attention of the Contracting Authority. Canada's [Buy and Sell](#) website, under the heading "[Bid Challenge and Recourse Mechanisms](#)" contains information on potential complaint bodies such as:
 - Office of the Procurement Ombudsman (OPO)
 - Canadian International Trade Tribunal (CITT)



- (c) Suppliers should note that there are **strict deadlines** for filing complaints, and the time periods vary depending on the complaint body in question. Suppliers should therefore act quickly when they want to challenge any aspect of the procurement process.



PART 3 - BID PREPARATION INSTRUCTIONS

3.1 Bid Preparation Instructions

Due to the nature of the bid solicitation, bids transmitted by epost Connect service and by facsimile will not be accepted.

Canada requests that bidders provide their bid in separately bound sections as follows:

- Section I: Technical Bid (1 electronic copy)
- Section II: Financial Bid (1 electronic copy)
- Section III: Certifications (1 electronic copy)

Prices must appear in the financial bid only. No prices must be indicated in any other section of the bid.

Canada requests that bidders follow the format instructions described below in the preparation of their bid:

- (a) Use letter size format;
- (b) Use a font size of at least equivalent to Arial 10 or Times New Roman 11;
- (c) use a numbering system that corresponds to the bid solicitation.

Section I: Technical Bid

In their technical bid, Bidders should explain and demonstrate how they propose to meet the requirements and how they will carry out the Work. Bidders should demonstrate their capability and describe their approach in a thorough, concise and clear manner for carrying out the work.

The technical bid should address clearly and in sufficient depth the points that are subject to the evaluation criteria against which the bid will be evaluated. Simply repeating the statement contained in the bid solicitation is not sufficient. In order to facilitate the evaluation of the bid, Canada requests that bidders address and present topics in the order of the evaluation criteria under the same headings.

Section II: Financial Bid

Bidders must submit their financial bid in accordance with the Basis of Payment in Annex B.

3.2 Electronic Payment of Invoices – Bid

Canada requests that Bidders complete option 1 or 2 below:

1. Electronic Payment Instruments will be accepted for payment of invoices.

The following Electronic Payment Instrument(s) are accepted:

- Direct Deposit (Domestic and International);
- Wire Transfer (International Only);

2. Electronic Payment Instruments will not be accepted for payment of invoices.

The Bidder is not obligated to accept payment by Electronic Payment Instruments.

Acceptance of Electronic Payment Instruments will not be considered as an evaluation criterion

3.3 Exchange Rate Fluctuation C3011T (2013-11-06)

The requirement does not offer exchange rate fluctuation risk mitigation. Requests for exchange rate fluctuation risk mitigation will not be considered. All bids including such provision will render the bid non-responsive.

Section III: Certifications

Bidders must submit the certifications and additional information required under Part 5.



Section IV: Additional Information

In Section III of their bid, bidders should provide the certifications required under Part 5 and, as applicable, any associated additional information.

3.4 Additional information

1. their legal name;
2. their Procurement Business Number (PBN);
3. the name of the contact person (provide also this person's mailing address, phone and facsimile numbers and email address) authorized by the Bidder to enter into communications with Canada with regards to their bid, and any contract that may result from their bid;
4. for Part 5, article Former Public Servant, of the bid solicitation: the required answer to each question; and, if the answer is yes, the required information;
5. for Part 5, article Security Requirement, of the bid solicitation:
 - a) for each individual who will require access to classified or protected information, assets or sensitive work sites:
 - the name of the individual;
 - the date of birth of the individual; and
 - if available, information confirming the individual meets the security requirement as indicated in Part 6 – Resulting Contract Clauses;
 - b) for each proposed location of work performance or document safeguarding, the address containing the information below.

Address:

Street Number / Street Name, Unit / Suite / Apartment Number:

City, Province, Territory / State:

Postal Code / Zip Code:

Country:

3.5 Accessibility Standards

In accordance with the [Treasury Board Contracting Policy](#) and the *Accessible Canada Act*, federal departments and agencies must consider accessibility criteria and features when procuring goods or services. Therefore, bidders are encouraged to highlight all the accessibility features and components of their proposal for this requirement and must:

- (i) demonstrate how the proposed goods and/or services meet the accessibility requirement at delivery; or
- (ii) describe how it would deliver the proposed goods and/or services under any resulting contract in a way that satisfies the mandatory requirement.



PART 4 - EVALUATION PROCEDURES AND BASIS OF SELECTION

4.1 Evaluation Procedures

- (a) Bids will be assessed in accordance with the entire requirement of the bid solicitation including the technical and financial evaluation criteria.
- (b) An evaluation team composed of representatives of Canada will evaluate the bids.

4.1.1 Technical Evaluation

Definitions

For the purpose of this RFP, the following definitions apply to the requirements:

The terms “**at least**” or “**minimum**” represent the minimal expectation for a requirement. No points will be awarded if the expected minimum requirement is not demonstrated.

“**Thematic Assignment**”: A set of tasks and amount of work assigned to someone as part of a job in a thematic area.

“**Developing Countries**”: Countries listed under DAC list of Official Development Assistance (ODA) Recipients: <http://www.oecd.org/dac/stats/daclist.htm>.

“**International Development**”: The objective of promoting sustainable development in developing countries in order to reduce poverty and contribute to a more secure, equitable and prosperous world.

“**Development Evaluation**”: The systematic and objective assessment of an on-going or completed development intervention, its design, implementation and results. In the development context, evaluation refers to the process of determining the worth or significance of a development intervention. (OECD/DAC (2010) *Quality Standards for Development Evaluation*, OECD, Paris). The guidelines and references can be found at: <http://www.oecd.org/development/evaluation/qualitystandardsfordevelopmentevaluation.htm>.

“**Development Intervention**”: A general term for any activity, project, programme, strategy, policy, theme, sector, instrument, modality, institutional performance, etc., aimed to promote development. (OECD/DAC (2010) *Quality Standards for Development Evaluation*, OECD, Paris).

“**Development Evaluation Assignment**”: A set of tasks and amount of work assigned to a resource or a team for the conduct of a development evaluation as specified in a document usually called “Terms of Reference,” presenting the purpose, scope, and objectives of the evaluation; the evaluation questions or issues; the resources and time allocated; reporting requirements; and any other expectations regarding the evaluation process and products. This document can alternatively be called “scope of work” or “evaluation mandate”. (OECD/DAC (2010) *Quality Standards for Development Evaluation*, OECD, Paris).

Note: “Review”: The periodic or ad hoc, often rapid assessment, of an undertaking’s performance that does not apply the due process of evaluation. Reviews tends to emphasize operational issues. (United Nations Evaluation Group (2016). Norms and Standards for Evaluation. New York: UNEG). Operational, annual or sector specialist reviews are **not** deemed acceptable as examples of a **Development Evaluation Assignment**.

“**Evaluand(s)**”: The object(s) of an evaluation. This can be either a single project/program or a group of projects within a program.

“**Gender Equality**”: Gender equality means that women and men enjoy the same status and have equal opportunity to realize their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results.(Source: Global Affairs Canada Policy on Gender Equality <https://www.international.gc.ca/world-monde/funding-financement/policy-politique.aspx?lang=eng>)

“**Recognized Education Institution**”: Defined as a public, non-governmental or private entity that has been given full or limited authority to grant degrees by an act of the relevant legislature.

“**Technical Services**” work where the Proposed Individual is directly responsible for the provision of subject matter expertise. Management or project management roles that do not require the direct provision of subject matter expertise are not considered ‘technical services’.



« **Decentralization** »: Decentralization is the process of transferring skills to the benefit of territorial entities possessing legal, as well as financial and managerial autonomy, through the empowerment of elected representatives at the local level. It aims to promote democracy, drive development based on local dynamics and provide quality public services accessible to all.

« **Deconcentration** »: Deconcentration is an organizational technique that involves transferring part of centralized power to local entities and local agents who remain subject to central authority. Deconcentration enables the decongestion of central administrations, thus accelerating decision-making at the local level.

4.1.1.1 Mandatory Technical Criteria

At Bid closing time, the Bidder must comply with the following Mandatory Requirements and provide the necessary documentation to support compliance.

Any Bid which fails to meet all the following Mandatory Requirements will be declared non-responsive. Each requirement is requested to be addressed separately.

For the mandatory technical requirements below, it is recommended that the following information be provided for each project summary submitted:

- Name and description of the client organization;
- Name, phone and email of client's representative;
- Scope, magnitude in dollar value and resources and duration of the project (start and end dates – month / year);
- Objective and outcome of the project; and/or
- Description of the role and responsibilities of the supplier in the course of the project.

Item	Mandatory Technical Criterion	Reference to Résumé Page # & Project #
M1	<p>The Bidder must submit two (2) completed Assignments, containing a maximum length of three (3) pages for each, demonstrating that the proposed Evaluation Services Consultant (acting as Team Leader) has led, managed and fully conducted two (2) completed Assignments within fifteen (15) years of the closing date of the RFP (design, implementation and reporting).</p> <p>Each Development Evaluation Assignment MUST have had:</p> <ol style="list-style-type: none"> 1. a contract value of CAD \$100,000.00 or more; 2. an Evaluand value of CAD \$8M or more over a period of at least three (3) years or more; 3. a level of effort of at least 50 days specifically for the Senior Evaluation Services Consultant acting in the role of Evaluation Team Leader. 	

4.1.1.2 Point Rated Technical Criteria

Each point rated technical criterion should be addressed separately.

Bidders are asked to adhere to the page limit indicated in the rated technical criteria, as applicable. DFATD will not consider or evaluate the information on pages that surpass the specified number.

The Bidder must provide information in sufficient detail to clearly demonstrate how they meet each of the experience requirements. Bidders are advised that only listing experience without providing any supporting data to describe responsibilities, duties and relevance to the requirements, or reusing the same wording as the RFP, will not be considered "demonstrated" for the purposes of this evaluation.

For the point-rated technical requirements below, it is recommended that the following information be provided for each project summary submitted:



- Name and description of the client organization;
- Name, phone and email of client's representative;
- Scope, magnitude in dollar value and resources and duration of the project
 - (start and end dates – month / year);
- Objective and outcome of the project; and/or
- Description of the role and responsibilities of the supplier in the course of the project.

N°	POINT RATED TECHNICAL CRITERIA	Points	Reference to Proposal (Please indicate section and page number, if applicable)
PROPOSED RESOURCES			
R1	EVALUATION SERVICES CONSULTANT		
R1.1	<p>Education</p> <p>The bidder should demonstrate that the proposed resource has a diploma, bachelor's, master's or PhD degree from a recognized education institution in social sciences with a specialty in the field of project management, administration or any other field deemed relevant.</p> <p>Maximum 12 points</p> <p>Points will be awarded for the highest level of education obtained from a Recognized Educational Institution, with the most relevant specialty demonstrated as follows:</p> <ul style="list-style-type: none"> • Professional certification, university degree or other recognition in the field of project management, administration or any other field deemed relevant: 4 points • Bachelor's, master's or PhD: 8 points • Bachelor's, master's or PhD degree with a specialty in the field of project management, administration or any other field deemed relevant: 12 points 	/12	
R1.2	<p>Experience in managing a team of local professionals in Africa</p> <p>The Bidder should indicate a maximum of five (5) completed assignments, containing a maximum length of three (3) pages for each, which demonstrate their experience in managing a team of professionals in the context of different countries in Africa. Each assignment must include at least 30 days of work effort and must have been carried out in the 15 years preceding the closing date of this RFP.</p> <p>Maximum 40 points</p> <p>Points will be awarded as follows (cumulative points):</p> <ul style="list-style-type: none"> • One (1) completed assignment in Africa: 4 points • One (1) completed assignment West Africa: 6 points • One (1) completed assignment Burkina Faso: 8 points 	/40	
R1.3	<p>Experience in using capacity building skills towards government institutions, deconcentrated and decentralized entities.</p> <p>The Bidder should indicate a maximum of three (3) completed projects, containing a maximum length of three (3) pages for each, which demonstrate their experience in using capacity building skills towards government institutions, deconcentrated and decentralized entities. Each project must include at least 30 days of work effort and must have been completed in the 15 years preceding the closing date of this RFP.</p>	/9	



	<p>Maximum 9 points Points will be awarded as follows:</p> <ul style="list-style-type: none"> • 1 project: 3 points • 2 projects: 6 points • 3 projects: 9 points 		
R1.4	<p>Experience with program evaluation mandates, basic education development support projects in a context of budgetary support, sectorial support, program approach.</p> <p>The bidder should indicate a maximum of three (3) completed mandates, containing a maximum length of three (3) pages for each, which demonstrate that the proposed resource has experience with evaluation mandates of programs, projects supporting the development of basic education in a context of:</p> <ol style="list-style-type: none"> 1. Budgetary support 2. Sectorial support 3. Program approach. <p>Maximum 25 points Points will be awarded as follows:</p> <ul style="list-style-type: none"> • In one of the contexts: 15 points • In two of the contexts: 20 points • In the three contexts: 25 points 	/25	
R2	SUBJECT MATTER EXPERT – EDUCATION		
R2.1	<p>Education</p> <p>The bidder should demonstrate that the proposed resource has a diploma, bachelor's, master's or PhD degree from a recognized education institution with a specialty in the field of education.</p> <p>Maximum 12 points</p> <p>Points will be awarded for the highest level of education obtained from a Recognized Educational Institution, with the most relevant specialty demonstrated as follows:</p> <ul style="list-style-type: none"> • Professional certification, university degree or other recognition in the field of education: 4 points • Bachelor's, master's or PhD: 8 points • Bachelor's, master's or PhD degree with a specialty in the field of education: 12 points 	/12	
R2.2	<p>Cumulative experience</p> <p>The bidder should indicate a maximum of five (5) completed assignments, containing a maximum length of three (3) pages for each, which demonstrate that the proposed resource has experience in the conception or conduct of program evaluation in the field of education in the context of international development projects.</p> <p>Each assignment must include at least 15 days of work effort and must have been carried out in the 15 years preceding the closing date of this RFP.</p> <p>Cumulative experience will be assessed taking into account all assignments, considering that each assignment does not need to encompass all elements.</p> <p>Maximum 32 points Points are awarded for each of the following demonstrated elements</p>	/32	



	<p>(cumulative points):</p> <ol style="list-style-type: none"> a. Experience in planning or designing education projects, programs, strategies or policies: 8 points b. Experience in collecting and analyzing education data, including documentary analysis of existing reports and documents and interviews with project participants, ensuring ethics and safety protocols are respected: 8 points c. Experience using participatory methods with women and girls and other under-represented groups: 8 points d. Experience in developing evaluation criteria, evaluation questions, evaluation methods and reports related to this area of expertise: 8 points 		
R3	SUBJECT MATTER EXPERT – GENDER EQUALITY (GE)		
R3.1	<p>Education</p> <p>The bidder should demonstrate that the proposed resource has a diploma, bachelor's, master's or PhD degree from a recognized education institution with a specialty in the gender field.</p> <p>Maximum 12 points Points will be awarded for the highest level of education obtained from a Recognized Educational Institution, with the most relevant specialty demonstrated as follows:</p> <ul style="list-style-type: none"> • Professional certification, university degree or other recognition in the gender field (gender equality): 4 points • Bachelor's, master's or PhD: 8 points • Bachelor's, master's or PhD degree with a specialty in the gender field (gender equality): 12 points 	/12	
R3.2	<p>Cumulative experience</p> <p>The bidder should indicate a maximum of five (5) completed assignments, containing a maximum length of three (3) pages for each, which demonstrate that the proposed resource has experience in the conception or conduct of program evaluation in the field of gender equality in the context of international development projects. Each assignment must include at least 15 days of work effort and must have been carried out in the 15 years preceding the closing date of this RFP. Cumulative experience will be assessed taking into account all assignments, considering each assignment does not need to encompass all elements.</p> <p>Maximum 40 points Points are awarded for each of the following demonstrated elements (cumulative points):</p> <ol style="list-style-type: none"> a. Experience in planning or designing gender equality projects, programs, strategies or policies: 8 points b. Experience in collecting and analyzing gender equality data, including documentary analysis of existing reports and documents and interviews with project participants, ensuring ethics and safety protocols are respected: 8 points c. Experience using participatory methods with women and girls and other under-represented groups: 8 points d. Experience in developing evaluation criteria, evaluation questions, evaluation methods and reports related to this area of expertise: 8 points e. Feminist research and analysis experience: 8 points 	/40	



R4	SUBJECT MATTER EXPERT – PUBLIC FINANCE		
R4.1	<p>Education</p> <p>The bidder should demonstrate that the proposed resource has a diploma, bachelor's, master's or PhD degree from a recognized education institution with a specialty in the field of public finance.</p> <p>Maximum 12 points</p> <p>Points will be awarded for the highest level of education obtained from a Recognized Educational Institution, with the most relevant specialty demonstrated as follows:</p> <ul style="list-style-type: none"> • Professional certification, university degree or other recognition in the field of public finance: 4 points • Bachelor's, master's or PhD: 8 points • Bachelor's, master's or PhD degree with a specialty in the field of public finance: 12 points 	/12	
R4.2	<p>Cumulative experience</p> <p>The bidder should indicate a maximum of five (5) completed assignments, containing a maximum length of three (3) pages for each, which demonstrate that the proposed resource has experience in the conception or conduct of program evaluation in the field of public finance in the context of international development projects. Each assignment must include at least 15 days of work effort and must have been carried out in the 15 years preceding the closing date of this RFP. Cumulative experience will be assessed taking into account all assignments, considering each assignment does not need to encompass all elements.</p> <p>Maximum 32 points</p> <p>Points are awarded for each of the following demonstrated elements (cumulative points):</p> <ol style="list-style-type: none"> a. Experience in planning or designing projects, programs, strategies or policies in the field of public finance: 8 points b. Experience in collecting and analyzing public finance data, including documentary analysis of existing reports and documents and interviews with project participants, ensuring ethics and safety protocols are respected: 8 points c. Experience using participatory methods with women and girls and other under-represented groups: 8 points d. Experience in developing evaluation criteria, evaluation questions, evaluation methods and reports related to this area of expertise: 8 points 	/32	
	Sub-Total – Personnel	/226	
R5	EVALUATION APPROACH AND METHODOLOGY		
R5.1	<p>Evaluation Approach and Methodology</p> <p>A maximum of six (6) pages will be considered for this requirement.</p> <p>The Bidder should demonstrate their detailed approach and methodology that responds to the services described in the SoW. The Bidder can include these elements in any order, ideally in an integrated manner.</p> <p>The proposed evaluation approach and methodology should be assessed as being feasible with the proposed resources to achieve the evaluation purpose and specific objectives stated in the SOW, section 1.</p> <p>Maximum 60 points</p> <p>The text should include, but is not limited to:</p>	/60	



	<p>Points will be awarded based on the following elements:</p> <ol style="list-style-type: none"> 1. A presentation of the evaluation approaches and methodology that will be used to conduct the evaluation. The presentation should have the following elements: <ol style="list-style-type: none"> a. <u>Why</u> the evaluation approach(es) has(have) been chosen and <u>how it</u> (they) will be applied to realistically undertake the evaluation? (5 points) b. <u>How</u> the evaluation methodology will be applied and <u>where</u>, throughout the evaluation process, the evaluation methods will be used to realistically undertake the evaluation? (5 points) 2. A presentation of how the data collection and analysis methods/tools will be integrated within the overall evaluation. The presentation should have the following elements: <ol style="list-style-type: none"> a. How the data collection is informed by the selection of the evaluation approach and methodology (5 points) b. How the proposed data collection and analysis methods/tools are linked to evaluation questions and/or assumptions (5 points) c. How the proposed data collection and analysis methods/tools ensure triangulation (5 points) d. How the COVID-19 situation is taken into consideration in the development of the data collection strategy (5 points) e. Limits and mitigation measures of the data collection (5 points) 3. A presentation on the integration of Gender Equality. (For this requirement, the following definition applies: "Integration" is understood to mean full consideration of the Gender Equality theme at all stages of the project, program or evaluation. This definition goes beyond simply "addressing the issue" where Gender Equality theme is included only at a high level without in depth consideration in the project, program or evaluation.) The presentation should have the following elements: <ol style="list-style-type: none"> a. The integration of gender equality in the description and the explanation of the evaluation approaches, evaluation methodology and its application; including details of, and justification for, the methodological choices; (5 points) b. The integration of gender equality in the description of the methods of data collection (desk and field-based) -- including data collection plan; preparation of interview and guides for focus groups; surveys; etc. (5 points) c. The integration of gender equality in the description of samples, sampling choices/methods and limitations regarding the representativeness of samples for interpreting evaluation results. (5 points) d. The integration of gender equality in the data analysis plan (i.e. how the information collected will be organized, classified, tabulated, inter-related, compared and displayed relative to the evaluation questions, etc.); (5 points) e. The limitations and mitigation measures linked to the integration of gender equality. (5 points) 		
<p>R5.2</p>	<p>Organization of Bidder's Team</p> <p>A maximum of five (5) pages will be considered for this requirement.</p> <p>Maximum 15 points</p> <p>The presentation should demonstrate:</p> <ol style="list-style-type: none"> 1. An organigram/organization chart illustrating the lines of communication, 	<p>/15</p>	



	<p>coordination, reporting relationship and accountability among team members are all in line with the proposed approach and methodology submitted and with the SOW. (5 points)</p> <p>2. The proposed composition of the entire Bidder's Team and the responsibilities and work tasks (including supervisory) which would be assigned to each resource is in line with the proposed approach and methodology submitted for R2.1 and with the SoW. (5 points)</p> <p>3. A detailed plan (such as a Gantt chart) for fulfilment of the Evaluation outlined in the Statement of Work. The Bidder should include a) The level of effort of each member of the entire Bidder's Team, and b) A staffing schedule that specifies the tasks performed by each team member and the time allocated to each of them. (5 points)</p>		
R5.3	<p>Bidder's Evaluation Quality Assurance System</p> <p>A maximum of three (3) pages will be considered for this requirement.</p> <p>Describe (when, how, what and by whom) their Evaluation Quality Assurance System (EQAS) which will be applied throughout the evaluation process. This includes:</p> <ul style="list-style-type: none"> The specific steps, tasks and mechanisms that are taken to assure quality throughout the evaluation process (design/inception phase, data collection and analysis phase, reporting phase, etc.). <p>Note: Quality assurance Resource should be in addition to the Core Evaluation Team. No points will be awarded for work normally expected to be carried out by the evaluation team (including subject matter specialists and the Evaluation Team Leader).</p> <p>Maximum 10 points Points will be awarded as follows:</p> <ul style="list-style-type: none"> No description or, one or more of the following is missing in the description: (<u>when</u>, <u>how</u>, <u>what steps</u>, <u>tasks</u>, <u>mechanisms</u> and <u>by whom</u>), are applied throughout the evaluation process. (0 points) Description demonstrates that the Bidder's EQAS fully ensures quality throughout the evaluation process (<u>when</u>, <u>how</u>, <u>what steps</u>, <u>tasks</u>, <u>mechanisms</u> and <u>by whom</u>), while conducting the Services described in the SoW sections 1 to 9. (10 points). 	/10	
	Sub-total – Methodology	/85	
	Sub-total – Subject Matter Experts	/226	
	Total – Point rated technical criteria	/311	
	Total		
	(The pass mark for the point rated technical criteria is 186 points (60%))		

4.2 Basis of Selection A0027T (2012-07-16) - Highest Combined Rating of Technical Merit and Price

1. To be declared responsive, a bid must:
 - a. comply with all the requirements of the bid solicitation; and
 - b. meet all mandatory criteria; and
 - c. obtain the required minimum of 186 points overall for the technical evaluation criteria which are subject to point rating.
The rating is performed on a scale of 311 points.
 - d. the financial proposal must not exceed \$150,000.00CAD, excluding applicable taxes.
2. Bids not meeting (a), (b), (c) or (d) will be declared non-responsive.
3. The selection will be based on the highest responsive combined rating of technical merit and price. The ratio will be 60% for the technical merit and 40% for the price.



4. To establish the technical merit score, the overall technical score for each responsive bid will be determined as follows: total number of points obtained / maximum number of points available multiplied by the ratio of 60%.
5. To establish the pricing score, each responsive bid will be prorated against the lowest evaluated price and the ratio of 40%.
6. For each responsive bid, the technical merit score and the pricing score will be added to determine its combined rating.
7. Neither the responsive bid obtaining the highest technical score nor the one with the lowest evaluated price will necessarily be accepted. The responsive bid with the highest combined rating of technical merit and price will be recommended for award of a contract.

The table below illustrates an example where all three bids are responsive and the selection of the contractor is determined by a 60/40 ratio of technical merit and price, respectively. The total available points for technical equals 135 and the lowest evaluated price is \$45,000.

Basis of Selection - Highest Combined Rating Technical Merit (60%) and Price (40%)				
		Bidder 1	Bidder 2	Bidder 3
Overall Technical Score		115/135	89/135	92/135
Bid Evaluated Price		\$55,000.00	\$50,000.00	\$45,000.00
Calculations	Technical Merit Score	$115/135 \times 60 = 51.11$	$89/135 \times 60 = 39.55$	$92/135 \times 60 = 32.51$
	Pricing Score	$45\,000/55\,000 \times 40 = 32.73$	$45\,000/50\,000 \times 40 = 36.00$	$45\,000/45\,000 \times 40 = 40.00$
Combined Rating		83.84	75.55	72.51
Overall Rating		1 st	2 nd	3 rd

In the example above, Bidder 1 obtained the highest combined rating (83.84). In the event where two responsive bids or more have the same highest combined rating of technical merit and price, the responsive bid that obtained the highest overall score for all the point rated technical criteria detailed in Part 4 will be recommended for the award of a contract.



PART 5 – CERTIFICATIONS AND ADDITIONAL INFORMATION

Bidders must provide the required certifications and additional information to be awarded a contract.

The certifications provided by Bidders to Canada are subject to verification by Canada at all times. Unless specified otherwise, Canada will declare a bid non-responsive, or will declare a contractor in default if any certification made by the Bidder is found to be untrue whether made knowingly or unknowingly, during the bid evaluation period or during the contract period.

The Contracting Authority will have the right to ask for additional information to verify the Bidder's certifications. Failure to comply and to cooperate with any request or requirement imposed by the Contracting Authority will render the bid non-responsive or constitute a default under the Contract.

5.1 Certifications Required with the Bid

Bidders must submit the following duly completed certifications as part of their bid.

5.1.1 Integrity Provisions - Declaration of Convicted Offences

In accordance with the Integrity Provisions of the Standard Instructions, all bidders must provide with their bid, **if applicable**, the declaration form available on the [Forms for the Integrity Regime](http://www.tpsgc-pwgsc.gc.ca/ci-if/declaration-eng.html) website (<http://www.tpsgc-pwgsc.gc.ca/ci-if/declaration-eng.html>), to be given further consideration in the procurement process.

5.1.2 Federal Contractors Program for Employment Equity

By submitting a bid, the Bidder certifies that the Bidder, and any of the Bidder's members if the Bidder is a Joint Venture, is not named on the Federal Contractors Program (FCP) for employment equity "[FCP Limited Eligibility to Bid](http://www.labour.gc.ca/eng/standards_equity/eq/emp/fcp/list/inelig.shtml)" list (http://www.labour.gc.ca/eng/standards_equity/eq/emp/fcp/list/inelig.shtml) available from [Employment and Social Development Canada \(ESDC\) - Labour's](http://www.esdc.gc.ca) website.

Canada will have the right to declare a bid non-responsive if the Bidder, or any member of the Bidder if the Bidder is a Joint Venture, appears on the "[FCP Limited Eligibility to Bid](http://www.labour.gc.ca/eng/standards_equity/eq/emp/fcp/list/inelig.shtml)" list at the time of contract award.

5.1.3 Former Public Servant – A3025T (2020-05-04)

Contracts awarded to former public servants (FPS) in receipt of a pension or of a lump sum payment must bear the closest public scrutiny, and reflect fairness in the spending of public funds. In order to comply with Treasury Board policies and directives on contracts awarded to FPSs, bidders must provide the information required below before contract award. If the answer to the questions and, as applicable the information required have not been received by the time the evaluation of bids is completed, Canada will inform the Bidder of a time frame within which to provide the information. Failure to comply with Canada's request and meet the requirement within the prescribed time frame will render the bid non-responsive.

Definitions

For the purposes of this clause, "former public servant" is any former member of a department as defined in the [Financial Administration Act](#), R.S., 1985, c. F-11, a former member of the Canadian Armed Forces or a former member of the Royal Canadian Mounted Police. A former public servant may be:

- a. an individual;
- b. an individual who has incorporated;
- c. a partnership made of former public servants; or
- d. a sole proprietorship or entity where the affected individual has a controlling or major interest in the entity.

"lump sum payment period" means the period measured in weeks of salary, for which payment has been made to facilitate the transition to retirement or to other employment as a result of the implementation of various programs to reduce the size of the Public Service. The lump sum payment period does not include the period of severance pay, which is measured in a like manner.

"pension" means a pension or annual allowance paid under the [Public Service Superannuation Act](#) (PSSA), R.S., 1985, c. P-36, and any increases paid pursuant to the [Supplementary Retirement Benefits Act](#), R.S., 1985, c. S-24 as it affects the PSSA. It does not include pensions payable pursuant to the



[Canadian Forces Superannuation Act](#), R.S., 1985, c. C-17, the [Defence Services Pension Continuation Act](#), 1970, c. D-3, the [Royal Canadian Mounted Police Pension Continuation Act](#), 1970, c. R-10, and the [Royal Canadian Mounted Police Superannuation Act](#), R.S., 1985, c. R-11, the [Members of Parliament Retiring Allowances Act](#), R.S. 1985, c. M-5, and that portion of pension payable to the [Canada Pension Plan Act](#), R.S., 1985, c. C-8.

Former Public Servant in Receipt of a Pension

As per the above definitions, is the Bidder a FPS in receipt of a pension? **Yes () No ()**

If so, the Bidder must provide the following information, for all FPSs in receipt of a pension, as applicable:

- a. name of former public servant;
- b. date of termination of employment or retirement from the Public Service.

By providing this information, Bidders agree that the successful Bidder's status, with respect to being a former public servant in receipt of a pension, will be reported on departmental websites as part of the published proactive disclosure reports in accordance with [Contracting Policy Notice: 2019-01](#) and the [Guidelines on the Proactive Disclosure of Contracts](#).

Work Force Adjustment Directive

Is the Bidder a FPS who received a lump sum payment pursuant to the terms of the Work Force Adjustment Directive? **Yes () No ()**

If so, the Bidder must provide the following information:

- a. name of former public servant;
- b. conditions of the lump sum payment incentive;
- c. date of termination of employment;
- d. amount of lump sum payment;
- e. rate of pay on which lump sum payment is based;
- f. period of lump sum payment including start date, end date and number of weeks;
- g. number and amount (professional fees) of other contracts subject to the restrictions of a work force adjustment program.

5.1.4 COVID-19 Vaccination Requirement Certification

In accordance with the COVID-19 Vaccination Policy for Supplier Personnel, all Bidders must provide with their bid, the COVID-19 Vaccination Requirement Certification attached at **Annex D** to this bid solicitation, to be given further consideration in this procurement process. This Certification incorporated into the bid solicitation on its closing date is incorporated into, and forms a binding part of any resulting Contract.

5.1.5 Education and Experience A3010T (2010-08-16)

The Bidder certifies that all the information provided in the résumés and supporting material submitted with its bid, particularly the information pertaining to education, achievements, experience and work history, has been verified by the Bidder to be true and accurate. Furthermore, the Bidder warrants that every individual proposed by the Bidder for the requirement is capable of performing the Work described in the resulting contract

5.1.6 Language Clause

Advanced Proficiency

For the **evaluation team**, the Bidder certifies that the propose resource(s) possesses an advance reading, oral interaction and writing proficiency in **French**.

For the purpose of this RFP and resulting contract, an individual who is "advanced" in **French** can **as a minimum** perform the following:

Advanced Reading Proficiency:

Ability to understand texts dealing with a wide variety of work-related topics; ability to understand most complex details, interferences and fine points of meanings; ability to read with good comprehension specialized or less familiar material.



Advanced Oral Interaction Proficiency:

Ability to give detailed explanations and descriptions; ability to handle hypothetical questions; ability to support an opinion, defend a point of view, or justify an action; ability to counsel and give advice; ability to handle complex work-related situations.

Advanced Writing Proficiency:

Ability to write explanations or descriptions in a variety of informal and formal work-related situations; ability to write texts in which the ideas are developed and presented in which vocabulary, grammar and spelling are generally appropriate and require few corrections.

Intermediate Proficiency

For the **specialist resources**, the Bidder certifies the propose resource(s) possesses an intermediate reading, oral interaction and writing proficiency in **French**.

For the purpose of this RFP and resulting contract, an individual who is “intermediate” in **French** can as a **minimum** perform the following:

Intermediate Reading Proficiency:

Ability to grasp the main idea of most work-related texts; ability to identify specific details; and ability to distinguish main from subsidiary ideas.

Intermediate Oral Interaction Proficiency:

Ability to sustain a conversation on concrete topics, give straightforward instruction and provide factual description and explanations; ability to report on actions taken; ability to understand and express hypothetical and conditional ideas.

Intermediate Writing Proficiency:

Ability to write short descriptive or factual texts; ability to deal with explicit information on work-related topics since they have sufficient mastery of grammar and vocabulary; ability to communicate the basic information, but the text will require some corrections in grammar and vocabulary as well as revision for style.

5.2 Certifications Precedent to Contract Award and Additional Information

The certifications and additional information listed below should be submitted with the bid, but may be submitted afterwards. If any of these required certifications or additional information is not completed and submitted as requested, the Contracting Authority will inform the Bidder of a time frame within which to provide the information. Failure to provide the certifications or the additional information listed below within the time frame provided will render the bid non-responsive.

5.2.1 Additional Certifications Precedent to Contract Award

5.2.1.1 Status and Availability of Resources A3005T (2010-08-16)

The Bidder certifies that, should it be awarded a contract as a result of the bid solicitation, every individual proposed in its bid will be available to perform the Work as required by Canada's representatives and at the time specified in the bid solicitation or agreed to with Canada's representatives. If for reasons beyond its control, the Bidder is unable to provide the services of an individual named in its bid, the Bidder may propose a substitute with similar qualifications and experience. The Bidder must advise the Contracting Authority of the reason for the substitution and provide the name, qualifications and experience of the proposed replacement. For the purposes of this clause, only the following reasons will be considered as beyond the control of the Bidder: death, sickness, maternity and parental leave, retirement, resignation, dismissal for cause or termination of an agreement for default.

If the Bidder has proposed any individual who is not an employee of the Bidder, the Bidder certifies that it has the permission from that individual to propose his/her services in relation to the Work to be performed and to submit his/her résumé to Canada. The Bidder must, upon request from the Contracting Authority, provide a written confirmation, signed by the individual, of the permission given to the Bidder and of his/her availability



5.2.1.2 Insurance – No Specific Requirement

The Contractor is responsible for deciding if insurance coverage is necessary to fulfill its obligation under the Contract and to ensure compliance with any applicable law. Any insurance acquired or maintained by the Contractor is at its own expense and for its own benefit and protection. It does not release the Contractor from or reduce its liability under the Contract.

5.2.1.3 Procurement Business Number

Suppliers are required to have a Procurement Business Number (PBN) before contract award. Suppliers may register for a PBN online at Supplier Registration Information <https://srisupplier.contractsCanada.gc.ca/>.

For non-Internet registration, suppliers may contact the InfoLine at 1-800-811-1148 to obtain the telephone number of the nearest Supplier Registration Agent.

Procurement Business Number (PBN): _____

Company Legal Name: _____

Company invoicing address : _____

Financial contact : _____

Phone number : _____

E-mail address : _____

The following certification signed by the contractor or an authorized officer:

"I certify that I have examined the information provided above and that it is correct and complete"

Signature

Print Name of Signatory



PART 6 - RESULTING CONTRACT CLAUSES

The following clauses and conditions apply to and form part of any contract resulting from the bid solicitation.

6.1 Security Requirements

There is no security requirement applicable to the Contract.

6.2 Statement of Work B4007C (2014-06-26)

The Contractor must perform the Work in accordance with the Statement of Work at Annex "A".

6.2.1 Work Authorization A9121C (2008-05-12)

Despite any other condition of the Contract, the Contractor is only authorized to perform the Work required to complete PHASE ONE, of the Contract. Upon completion of PHASE ONE the Work will be reviewed before the Contractor is authorized to commence any Work for PHASE TWO. Depending on the results of the review and evaluation of the Work, Canada will decide at its discretion whether to continue with the Work. The Contractor must immediately comply with the notice

If Canada decides to continue with PHASE TWO, of the Contract, the Contracting Authority will advise the Contractor in writing to commence work on PHASE TWO. Upon completion of PHASE TWO, the Work will be reviewed before the Contractor is authorized to commence any Work for PHASE THREE. Depending on the results of the review and evaluation of the Work, Canada will decide at its discretion whether to continue with the Work. The Contractor must immediately comply with the notice

If Canada decides to continue with PHASE THREE, of the Contract, the Contracting Authority will advise the Contractor in writing to commence work on PHASE THREE. The Contractor must immediately comply with the notice

If Canada decides not to proceed with PHASE TWO or PHASE THREE, the Contracting Authority will advise the Contractor in writing of the decision and the Contract will be considered completed at no further costs to Canada. In no event will the Contractor be paid for any cost incurred for unauthorized work.

6.3 Standard Clauses and Conditions

All clauses and conditions identified in the Contract by number, date and title are set out in the [Standard Acquisition Clauses and Conditions Manual](https://buyandsell.gc.ca/policy-and-guidelines/standard-acquisition-clauses-and-conditions-manual) (<https://buyandsell.gc.ca/policy-and-guidelines/standard-acquisition-clauses-and-conditions-manual>) issued by Public Works and Government Services Canada.

6.3.1 General Conditions

[2010B \(2020-05-28\), General Conditions - Professional Services \(Medium Complexity\) apply to and form part of the Contract.](#)

6.3.2 Insurance – No Specific Requirement

The Contractor is responsible for deciding if insurance coverage is necessary to fulfill its obligation under the Contract and to ensure compliance with any applicable law. Any insurance acquired or maintained by the Contractor is at its own expense and for its own benefit and protection. It does not release the Contractor from or reduce its liability under the Contract.

6.4 Term of Contract

6.4.1 Period of the Contract A9022C (2007-05-25)

The period of the Contract is from Contract Award for a 4 months duration.



6.5 Authorities

6.5.1 Contracting Authority

The Contracting Authority for the Contract is:

Name: Claudine Morin

Title: Senior Contract Officer

E-mail address: claudine.morin@international.gc.ca

The Contracting Authority is responsible for the management of the Contract and any changes to the Contract must be authorized in writing by the Contracting Authority. The Contractor must not perform work in excess of or outside the scope of the Contract based on verbal or written requests or instructions from anybody other than the Contracting Authority.

6.5.2 Technical Authority

The Technical Authority for the Contract is:

Name: _____

Title: _____

Telephone: ____ - ____ - _____

E-mail address: _____

The Technical Authority is the representative of the department or agency for whom the Work is being carried out under the Contract and is responsible for all matters concerning the technical content of the Work under the Contract. Technical matters may be discussed with the Technical Authority, however the Technical Authority has no authority to authorize changes to the scope of the Work. Changes to the scope of the Work can only be made through a contract amendment issued by the Contracting Authority.

6.5.3 Contractor's Representative

Name: _____

Title: _____

Telephone: ____ - ____ - _____

E-mail: _____.

6.6 Proactive Disclosure of Contracts with Former Public Servants – A3025C (2020-05-04)

By providing information on its status, with respect to being a former public servant in receipt of a [Public Service Superannuation Act](#) (PSSA) pension, the Contractor has agreed that this information will be reported on departmental websites as part of the published proactive disclosure reports, in accordance with [Contracting Policy Notice: 2019-01](#) of the Treasury Board Secretariat of Canada.

6.7 Payment

6.7.1 Basis of Payment C0213C (2018-04-17) Basis of Payment - Firm Price - Services

In consideration of the Contractor satisfactorily completing all of its obligations under the Contract, the Contractor will be paid a firm price, as specified in Annex B – Basis of Payment, Table 1- Schedule of Milestones, for a cost of \$_____. Customs duties are excluded and Applicable Taxes are extra.

6.7.2 Milestone Payments - Not subject to holdback H3010C (2016-01-28)

Canada will make milestone payments in accordance with the Schedule of Milestones detailed in the Contract and the payment provisions of the Contract if:

- a. an accurate and complete claim for payment using [PWGSC-TPSGC 1111](#), Claim for Progress Payment, and any other document required by the Contract have been submitted in accordance with the invoicing instructions provided in the Contract;
- b. all the certificates appearing on form [PWGSC-TPSGC 1111](#) have been signed by the respective authorized representatives;
- c. all work associated with the milestone and as applicable any deliverable required has been completed and accepted by Canada.



6.7.3 Limitation of price C6000C (2017-08-17)

Canada will not pay the Contractor for any design changes, modifications or interpretations of the Work, unless they have been approved, in writing, by the Contracting Authority before their incorporation into the Work.

6.8 Invoicing Instructions Progress Payment Claim - Supporting Documentation required H3022C (2016-01-28)

1. The Contractor must submit a claim for payment using form [PWGSC-TPSGC 1111](#), Claim for progress Payment.

Each claim must show:

- a. all information required on form [PWGSC-TPSGC 1111](#);
 - b. all applicable information detailed under the section entitled "Invoice Submission" of the general conditions;
 - c. the description and value of the milestone claimed as detailed in the Contract;
 - d. the following codes:
 - Purchase order:
 - WBS Element:
 - GL Acct/ CC/ Fund:
 - Vendor:
2. Applicable Taxes must be calculated on the total amount of the claim before the holdback is applied. At the time the holdback is claimed, there will be no Applicable Taxes payable as it was claimed and payable under the previous claims for progress payments.
 3. The Contractor must prepare and certify one original copy of the claim on form [PWGSC-TPSGC 1111](#), and forward it to the Technical Authority and Contracting Transaction Authority identified under the section entitled "Authorities" of the Contract for appropriate certification after inspection and acceptance of the Work takes place. The Technical Authority will then forward the original copy of the claim to the Contracting Authority for certification and onward submission to the Payment Office for the remaining certification and payment action.
 4. The Contractor must not submit claims until all work identified in the claim is completed.

6.9 Certifications and Additional Information

6.9.1 Compliance

Unless specified otherwise, the continuous compliance with the certifications provided by the Contractor in its bid or precedent to contract award, and the ongoing cooperation in providing additional information are conditions of the Contract and failure to comply will constitute the Contractor in default. Certifications are subject to verification by Canada during the entire period of the Contract.

6.10 Applicable Laws

The Contract must be interpreted and governed, and the relations between the parties determined, by the laws in force in _____.

6.11 Priority of Documents

If there is a discrepancy between the wording of any documents that appear on the list, the wording of the document that first appears on the list has priority over the wording of any document that subsequently appears on the list.

- (a) the Articles of Agreement;
- (b) the general conditions 2010B (2020-05-28), General Conditions - Professional Services (Medium Complexity);
- (c) Annex A, Statement of Work;
- (d) Annex B, Basis of Payment;
- (e) Annex C, Security Requirements Check List;
- (f) Annex D, Covid-19 mandatory vaccination certification form;



- (g) The Contractor's bid dated _____ (*insert date of bid*) (*If the bid was clarified or amended, insert at the time of contract award*: “, as clarified on _____” **or** “, as amended on _____” *and insert date(s) of clarification(s) or amendment(s)*)

6.12 Dispute Resolution

- (a) The parties agree to maintain open and honest communication about the Work throughout and after the performance of the contract.
- (b) The parties agree to consult and co-operate with each other in the furtherance of the contract and promptly notify the other party or parties and attempt to resolve problems or differences that may arise.
- (c) If the parties cannot resolve a dispute through consultation and cooperation, the parties agree to consult a neutral third party offering alternative dispute resolution services to attempt to address the dispute.
- (d) Options of alternative dispute resolution services can be found on Canada's Buy and Sell website under the heading “Dispute Resolution”.



ANNEX A – STATEMENT OF WORK

FOR THE EVALUATION OF THE TECHNICAL AND FINANCIAL SUPPORT OF THE SPA-FSDEB'S
POOLED FUND TFPs IN BURKINA FASO'S EDUCATION SECTOR (period from 2017 to 2020)

Burkina Faso Program
Department of Foreign Affairs, Trade and Development

In partnership with SPA-FSDEB's TFPs
(Luxemburg, AFD, GPE, UNICEF, Switzerland)



ACRONYMS

AFD	:	French Development Agency
COGES	:	School management committee
CSO	:	Civil society organization
DFATD	:	Department of Foreign Affairs, Trade and Development
DGESS	:	Sectoral Studies and Statistics Division
DSEC	:	Monitoring, Evaluation and Capitalization Directorate
EEM	:	Evaluation Evidence Matrix
GE	:	Gender equality
GPE	:	Global Partnership for Education
FASST	:	Education in emergencies program
FC/PSEF	:	Pooled fund to support the financing of the education and training sectoral plan
FSDEB	:	Basic Education Development Support Fund
FSSP	:	Field support services project
JMM	:	Joint monitoring mission
MENA	:	Ministry of National Education and Literacy
MENAPLN	:	Ministry of National Education, Literacy and Promotion of National Languages
MINEFID	:	Ministry of the Economy, Finance and Development
NGO/DA	:	Non-governmental organization / development association
PDDEB	:	Ten-year Basic Education Development Plan
PDSEB	:	Basic Education Strategic Development Program
PNDES	:	National plan for social and economic development
PSDEBS	:	Strategic plan for the development of basic and secondary education
PTA	:	Project Technical Authority
RBM	:	Results-based management
RESEN	:	National education system assessment report
SoW	:	Statement of work
SPA	:	Specified purpose account (FSDEB)
TC	:	Local communities
TFP	:	Technical and financial partner
ToR	:	Terms of reference
UNICEF	:	United Nations Children's Fund



1. Rationale, purpose and specific objectives of the evaluation

1.1 Rationale and purpose of the evaluation

Human capital development is a key strategic focus of Burkina Faso's Plan national de développement économique et social [national plan for social and economic development] (PNDES) to improve the population's living conditions and fight poverty. In light of this strategic choice, Burkina Faso developed and implemented the Basic Education Strategic Development Program (PDSEB) for 2012 to 2022.

As the PDSEB is coming to an end, the Ministry of National Education, Literacy and Promotion of National Languages (MENAPLN) has begun planning the new program that will replace it. To support this new program, the technical and financial partners (TFPs) who contribute to the pooled fund for basic education (SPA-FSDEB), under Canada's leadership, want to evaluate how the PDSEB is being implemented on specific issues.

The purpose of this evaluation is to take a critical external look at the implementation of specific PDSEB issues and to inform SPA-FSDEB TFPs and the main stakeholders (institutional and operational partners, other TFPs in the sector, etc.) as they consider what adjustments to make to optimize the definition, implementation approach and monitoring/evaluation of the next program as well as their respective support.

1.2 Specific objectives

The specific objectives of the evaluation are as follows:

- Assess the effectiveness, efficiency and sustainability of the strategies and actions taken to implement the PDSEB—focusing on the indicative areas of the evaluation identified in section 2.2.
- Determine the extent to which the expected intermediate outcomes have been achieved in the medium term and whether there are any unintended positive or negative outcomes.
- Identify the success factors that facilitated the implementation and the main constraints that slowed it down.
- Identify the lessons learned and provide suggestions for overcoming constraints and guiding the planning of new MENAPLN and TFP programs.
- Enable dialogue among partners (among SPA-FSDEB TFPs, other TFPs in the sector) and MENAPLN.
- Identify findings, conclusions and recommendations to meet the above purpose.

2. Conceptual framework

2.1 Evaluation object

2.1.1 Development context

The Basic Education Strategic Development Program

The PDSEB is the second strategic education development project to be implemented in Burkina Faso. The first project, the Ten-year Basic Education Development Plan (PDDEB), covered the period from 2001 to 2011. It mainly concerned primary education and literacy. This project substantially improved children's level of access to primary school. The second project, the Basic Education Strategic Development Program (PDSEB), covers the period from 2012 to 2022. Its objective is to reinforce the achievements of the PDDEB while broadening its scope to include post-primary education¹ and therefore align with the July 2007 Education Orientation Law, which defines basic education as education for children aged 3 to 16.

The PDSEB's vision is consistent with the objectives the July 2007 Education Orientation Law establishes for the education system: “[translation] to train responsible, creative, productive citizens that have a sense of universal values and the skills needed to support the country's economic and social development.” In this respect, the PDSEB's strategic choices include the following: (1) developing preschool; (2) achieving universal primary education with gender parity; (3) eliminating the bottleneck between primary and post-

¹ Post-primary education corresponds to the first cycle in secondary school, that is, grades 3, 4, 5 and 6.



primary education (general and technical, formal and non-formal) to help improve the transition rate with gender parity; and (4) increasing literacy and eradicating illiteracy at the primary level, focusing more on adolescents aged 9 to 14, whether they are out of school or not, and literacy/training for those aged 15 and older, with a particular focus on young people aged 15 to 24 and women.

Implementation of the PDSEB is structured around 5 main programs that incorporate the major issues in the subsector. These programs are: (1) development of access to formal basic education; (2) improved quality of formal basic education; (3) development of non-formal education; (4) steering of the basic education sector; and (5) effective and efficient management of the PDSEB.

Expected results

Access to education

In terms of access to formal education (program 1), the PDSEB expects to increase the number of preschool students from 69,363 in 2011 to 317,647 in 2021; the number of primary students from 2,344,031 in 2011 to 4,179,681 in 2021; and the number of students in general post-primary education from 536,927 in 2011 to 1,608,434 in 2021. It is expected that the development of general post-primary education will make it possible to increase the transition rate to 95% in 2021, compared to 93.2% in 2015 and 68.7% in 2011. In technical and vocational education and training (TVET), the number of students is expected to increase from 52,179 in 2011 to 191,790 in 2021.

These results should be achieved through the implementation of the following subprograms:

- Development and management of accommodation infrastructures at all levels
- Recruitment and deployment of teaching staff
- Strengthening the delivery of social services to students
- Promotion of equality and equity of access for all
- Social mobilization and involvement of stakeholders in the sector's development
- Promotion of inclusive education at all levels

Quality of education

In addition to the access component, one of the PDSEB's major challenges is to improve the quality of education (program 2). This program's strategies include the following: (i) generalizing preschool in the context of transforming all 6-grade primary schools into educational complexes; (ii) implementing a reference framework for the quality of education; (iii) reforming programs (curriculums) in a way that focuses on developing real skills that are likely to improve students' academic and extracurricular performance; (iv) increasing the length of initial training for teachers and increasing the recruitment level of primary school teachers; (v) specializing teachers from primary school onward by subject; and (vi) providing better support and opportunities for self-training and continuing education for teachers. At the primary level, for example, the goal is to reduce repetition and dropout rates, improve students' performance in French, mathematics and science, and increase the completion rate from 51.4% in 2011 to 75.1% in 2015 and 100% in 2021.

These results should be achieved through the implementation of the following subprograms:

- Initial and continuing education of staff
- Development and revision of curriculums and teaching/training programs
- Promotion of bilingualism and multilingualism
- Improved learning through a learner-centred approach

Non-formal education

In terms of non-formal education (program 3), the number of children benefiting from preschool education is expected to triple in 2021, from 28,749 in 2011 to 100,000 in 2021. The plan to eradicate illiteracy at the primary level expects the number of children who are not in school and/or who have dropped out of school, estimated at 775,450 in 2011, will gradually decrease to ensure that all children are in school by 2021.

These results should be achieved through the implementation of the following subprograms:



- Increased supply of and demand for non-formal education
- Improved quality of non-formal education

System steering, financial management, resource mobilization and capacity building

Programs 4 and 5 will significantly improve system steering, financial management, resource mobilization and capacity building through the following subprograms:

- Coordination/governance of the education system
- Management of the decentralization of the education system
- Resource mobilization and financing for education
- Management of financial resources for the education and training sector
- Building the management capacities of the stakeholders and structures responsible for education

2.1.2 Brief overview of the PDSEB's performance

In 10 years, Burkina Faso has made advances in access to primary school. Despite this progress, the current level of the various flow indicators demonstrates that the development of education must continue. While the gross primary school enrolment ratio has increased from around 78% in 2008/09 to 98% in 2018/19, this positive dynamic does not cover all the potential social demand expressed by the school-age population. Similarly, gender and geographic disparities have not been fully resolved. In 2018/19, the gross enrolment ratio was 5.2% in preschool, 88.8% in primary school, 50.5% in post-primary school and 21.6% in secondary school.

In terms of learning, average scores on standardized tests generally remain around 50%. Efforts have been made to improve actual learning time. The distribution of essential materials such as textbooks still needs to be improved.

Another concern is the drastic increase in the number of children and adolescents who are out of school. MENAPLN estimates that more than 3 million children and adolescents are out of school. The security crisis has caused a progressive deterioration of the education system, with a significant reduction in access to formal education and a reduction in the amount of time students can spend learning. As of March 10, 2020, approximately 2,512 educational institutions were closed, which represents 13.2% of preschools and primary, post-primary and secondary schools in Burkina Faso. This situation directly affects 349,909 students and 11,219 teachers. As a result, many children and adolescents are dropping out of school and are at high risk of abuse and exploitation, including recruitment into armed groups, crime, sexual exploitation and abuse, early marriage and pregnancy, child labour, etc. This security crisis is already leading to a decline in the indicators of access and quality of education. In addition, the health crisis caused by the COVID-19 pandemic has put a strain on an education system that was already fragile due to the security crisis. The pandemic led to the closure of all schools in the country in March 2020. The stoppage of educational activities affected approximately 4,706,453 students (preschool, and primary, post-primary and secondary). Due to the risk of the pandemic spreading schools, the government shortened the school year and eventually validated grades based on what was learned between October 2019 and March 2020 for the intermediate grades (that is, learned over 4.5 months of classes instead of 9 months). In terms of classes with exams, a 2-month reopening and make-up classes were held, allowing school exams to be held in July 2020. The 2020/21 school year began in September 2020. The government took steps to ensure students could catch up at the beginning of the school year, which allowed teachers to complete the 2019/20 school year.

Performance in terms of governance and financial management

MENAPLN implements the PDSEB and performance is ensured through the PDSEB's management bodies, in particular the thematic groups, the partnership framework and the joint monitoring missions (JMMs) in which the sector's TFPs are closely involved. These monitoring bodies are functional. The table of monitoring indicators, updated each year at the time of the PDSEB's JMM, reports on the results achieved in terms of quantity. Management and governance aspects are addressed in the annual monitoring reports and are openly discussed by the TFPs and MENAPLN authorities during frequent meetings.



Although the portion of internal resources mobilized for the basic education sector has increased over the years, the issues and challenges arising from a lack of financial resources limit the execution of school construction projects, the acquisition of teaching materials such as textbooks, and the funding of school feeding, as well as continuing education for teachers, among other things. Streamlining MENAPLN's operating expenses is a challenge, as an average of 7% of the government's budget allocated to MENAPLN are spent on capital expenditures.

Annual financial management audit reports show shortcomings in financial management at all levels of the education system. Recommendations from these audits are barely being implemented (28% implementation according to the 2019 SPA-FSDEB audit).

2.1.3 Technical and financial support for the PDSEB

Between 2017 and 2019, the share of internal resources directed toward basic education, including secondary school, grew steadily, from 19.36% in 2017, to 19.79% in 2018, to 26.93% in 2019. In 2020, the share was 24.93%, a decrease from 2019.

In 2019, the government's budget allocated to MENAPLN was the main source of funding, with a total of 484,382 billion CFA francs, or 92.92% of the PDSEB amount. Projects (loans and subsidies), totalling 18,541 billion CFA francs, represent the second-largest source of funding (3.56%), followed by the Specified Purpose Account-Basic Education Development Support Fund (SPA-FSDEB) with 18,374 billion CFA francs (3.52%).

In 2020, PDSEB funding from all sources combined totalled 499,843 billion CFA francs. The allocation decreased compared to 2019 (521,297 billion CFA francs).

Between 2017 and 2020, the TFP members of the PDSEB's pooled funds, SPA-FSDEB,² invested 59,062,104,957 CFA francs (Can\$137,354 million) in the education sector. This funding was accompanied by capacity-building support to enable national stakeholders, notably MENAPLN and MINEFID, to properly plan and manage resources in order to minimize fiduciary risks and achieve results.

2.1.4 Stakeholders

Stakeholder participation is essential to evaluating the development interventions conducted by DFATD and the TFP members of the SPA-FSDEB. In that context, the Consultant must ensure that intervention stakeholders are consulted throughout the evaluation process.³

Note that the Consultant must never share a draft deliverable with stakeholders unless authorized by DFATD and the other TFP members of the SPA-FSDEB. This will help ensure the quality of the evaluation process.

Key stakeholders (direct beneficiaries):

- MENAPLN (centralized and decentralized services)
- Local communities (351),
- School management committees (9,517),
- Parents' association (there is typically a parents' association in each primary school and there are 10,630 public primary schools in Burkina Faso, 4,233 private primary schools, 1,439 public schools that offer only post-primary education, and 1,042 private schools that offer only post-primary education).⁴

SPA-FSDEB partners

AFD, Canada, Luxembourg, GPE, Switzerland, UNICEF

² Currently, SPA-FSDEB partners include: the AFD, Canada, Luxembourg, the Global Partnership for Education, Switzerland and UNICEF.

³ The Consultant's work plan should include an indication of the sample size to be used.

⁴ This is indicative data, and the Consultant should establish a representative sample of the different categories of stakeholders to meet with.



Interested stakeholders

MINEFID

Certain TFPs (Japanese coop, CATHWEL, European Union, etc.) that do not contribute to the SPA-FSDEB but are members of the partnership framework.

2.2 Scope and period covered by the evaluation

In the context of planning the new 2021 to 2025 strategic plan for the development of basic and secondary education, the MENAPLN and the technical and financial partners in the basic education sector have decided to review the interventions carried out through the PDSEB since its implementation as well as the results obtained. This evaluation will not cover all of the PDSEB's achievements, but rather will focus on particular areas that, through a consensus of SPA-FSDEB partners, have been identified as requiring further clarification.

Although it is difficult to break down the implementation of the PDSEB into stages, given that it takes place on a continuum, the 2017 to 2020 period is being proposed as the milestone period for the evaluation. This is justified by the availability of a National Education System Assessment Report (RESEN), which paints a picture of the sector up to 2014/15, as well as the availability of the various planning documents that were drafted as part of the planning for the Global Partnership for Education funding in 2016/17. The SPA-FSDEB joint funding memorandum was also revised at the same time.

The evaluation will focus on the following indicative areas of the PDSEB implementation. For organizational reasons, these are grouped according to their position in the PDSEB programs.

The areas that will be subject to further scrutiny will be discussed when outlining the mission's framework with the technical and financial partners at the beginning of the evaluation mission in the field. This framing will make it possible to prioritize the areas for the evaluation.

A- Access

- provision of food for school feeding
- provision of textbooks to schools
- integration of out-of-school children and displaced children
- intervention strategies and coordinated actions to encourage girls' education
- responding to the need for teaching staff
- provision of minimum supplies
- procedures for building school infrastructure
- mobilization of the public and stakeholders
- capacity building of decentralized structures, local communities and civil society organizations
- access to resources, decentralization of general budget directorate (DGB) services
- strategies for responding to risks (insecurity, COVID-19)

B- Quality

- initial teacher training
- improvements to the curriculum and its distribution, roll-out new programs (including ESU programs)
- use of evaluation results to improve learning
- respect for teaching/learning times
- pedagogical coaching
- continuing education of teachers
- strategy for retaining girls
- strategy for improving girls' performance with respect to the social distribution of work to the disadvantage of girls

C- Non-formal education

- subsector's contribution to reducing illiteracy
- subsector's contribution to educating adolescents



- subsector's contribution in the context of the crisis (to provide a solution for children who are out of school because of the crisis)
- implementation of the education-professional training continuum

D- Steering and financial management

- compliance with the framework for the use of resources agreed upon with the SPA-FSDEB TFPs when reviewing the implementation of annual action plans
- alignment between the level of indicator achievement and the level of financial resource use
- alignment between the needs expressed and the resources allocated to the structures
- procedures for allocating resources according to the needs of decentralized structures and local authorities
- efficiency in building school infrastructure
- respect of UEMOA good governance indicators in terms of MENAPLN's public procurement in general and the SPA-FSDEB in particular, both in terms of forecasting and execution
- transfer of expertise and resources from MENAPLN to local communities and the delegation of budgetary credits from MENAPLN to decentralized services
- consideration of the recommendations from SPA-FSDEB's financial audits
- MENAPLN's absorption capacity
- effectiveness in applying the performance matrix
- monitoring of the sector's performance and the use of RBM
- effectiveness and application of results-based management
- consideration of gender and geographical disparities when allocating resources
- consideration of the limitations arising from insecurity and the health crisis (COVID-19)
- technical assistance provided by the TFPs
- management of insecurity and the consequences on planning the future education sector program

3. Evaluation questions

With regard to achieving results, the Consultant will first refer to the indicator tables updated annually in the PDSEB's joint monitoring missions checklists. Given the ambitious nature of the targets they contain, the Consultant will be able to assess the degree of progress toward achieving the result. For results not covered by the indicator tables, the Consultant may also refer to the 2017 to 2020 Multi-year Action Plan in the Education and Training Sector Plan, MENAPLN's annual action plans and PDSEB's annual technical and financial monitoring reports.

Taking into account the indicative areas selected for the evaluation, the main evaluation questions are as follows:

1. What are the intended and unintended effects of these initiatives, in particular the expected medium-term effects? (effectiveness)
2. To what extent have the strategies and actions contributed to the effects of these interventions? (effectiveness and efficiency)
3. What success factors have facilitated the implementation of the strategies and actions and the main constraints that have slowed it down? (efficiency)
4. To what extent are these effects sustainable? (sustainability)
5. How have issues of gender, girls' education, inclusive education and disparity reduction been addressed? How have these contributed to the achievement of the results?

4. Roles and responsibilities

4.1 The Consultant

The Consultant must conduct the assignment in accordance with the OECD/DAC Quality Standards for Development Evaluation (2010) and best practices in evaluation.

The Consultant will be fully responsible for the following:



- ensuring that all deliverables adhere to the OECD/DAC Quality Standards for Development Evaluation (2010)
- conducting the evaluation in accordance with the work plan approved by the DFATD project officer
- preparing and submitting deliverables for approval by the DFATD program officer
- presenting and submitting the findings, conclusions, recommendations and lessons learned from the program to DFATD for review and approval
- reporting regularly to DFATD on the progress of the work and on any difficulties that may hinder achieving the results

Note: The Consultant is fully responsible for managing all aspects of the participation and administration of the team of Canadian and Burkinabe consultants. Responsibility for the consultants rests strictly with the Consultant. Stakeholder participation is essential to evaluating the development interventions conducted by DFATD. In this context, the Consultant must ensure that the intervention stakeholders are consulted throughout the evaluation process. It should be noted that the Consultant must never share a draft deliverable with stakeholders without DFATD's approval. This will help ensure the quality of the evaluation process.

4.2 DFATD

The DFATD project officer will be responsible for the following:

- managing the Consultant's contract
- acting as the main contact person for the Consultant
- leading the evaluation monitoring committee
- providing guidance throughout all phases of the evaluation, approving all deliverables and facilitating access to documentation and people deemed of importance to the evaluation process
- ensuring that the deliverables meet OECD/DAC quality standards by partnering with the Evaluation Services Unit and the Development Evaluation Division and, as required, with sectoral and thematic specialists
- sharing the deliverables with key stakeholders and those who may benefit from the evaluation
- collecting stakeholders' comments on the draft evaluation report
- including the management response in the final evaluation report
- including stakeholders' comments reproduced verbatim, if applicable

4.3 Monitoring committee

The evaluation will be overseen by a monitoring committee chaired by DFATD. This monitoring committee is composed of four (4) representatives from MENAPLN (SG, SP PDSEB, Sectoral Studies and Statistics Division [DGESS] and the Monitoring, Evaluation and Capitalization Directorate [DSEC]), representatives from DFATD (project officer, head of cooperation, PDSEB monitoring agents, etc.), FSSP technical specialists and TFP representatives from the SPA-FSDEB. During the data collection and analysis mission, the Consultant will meet regularly with the monitoring committee to review how the work is progressing.

5. Evaluation process

5.1 Launch meeting

The Consultant must attend (in person or by teleconference or videoconference) a launch meeting with

- (1) DFATD's project team (evaluation monitoring committee) and
- (2) a member of the Development Evaluation Division's Evaluation Services Unit.

The purpose of this meeting is to ensure that:

- The participants understand DFATD's expectations regarding the quality of the evaluation deliverables
- The participants understand DFATD's quality evaluation process (quality assurance grids) and the timeframes (time needed to examine and comment on the deliverables)
- The Consultant has the opportunity to discuss any questions regarding the mandate.



5.2 Phase 1: Work plan

The Consultant⁵ must prepare a full work plan that operationalizes and guides the evaluation. The work plan must follow the table of contents provided in Annex 1. Once approved by the PTA, the work plan will serve as the agreement between the parties on how the evaluation is to be conducted. Although the work plan complements the Statement of Work (SoW), it does not contractually replace the SoW.

The work plan will be developed based on the information presented in this SoW to provide additional information on the planning and design of the evaluation. It will be informed by evaluability and based on a preliminary review of the documentation, discussions with key stakeholders, a literature review, etc.

The following paragraphs provide indications on how to address some sections of the work plan. However, all sections and annexes indicated in the outline of the work plan provided in Annex A-1 must be completed.

The evolution of the COVID-19 pandemic may affect how the evaluation is conducted (for example, the availability of key sources and the ability to conduct field data collection, etc.). The Consultant should thoroughly assess these constraints using an evaluability assessment in order to determine whether the evaluation is feasible and to determine methodological choices that may require greater reliance on certain sources of evidence, minimized travel in the field, increased use of information and communication technologies (ICT), etc.

Note: Using local expertise cannot be ethically justified as a substitute for international expertise if both bear or create the same risks associated with COVID-19 (catching or spreading the virus). However, there may be circumstances in which international expertise is prohibited from entering a country where local expertise is more appropriate for using local ICT, etc. It is important to reiterate that, for all evaluations, regardless of COVID-19, (i) local expertise is always strongly encouraged and (ii) ethical standards must always be upheld.

Depending on the evaluability assessment, DFATD, in collaboration with the other TFPs from the SPA-FSDEB pooled fund, may decide that the evaluation should be:

- delayed or cancelled, or
- conducted with a narrower scope, or
- have a different purpose. There may be cases where field data constraints and contextual changes are so great that it may be preferable to modify the purpose of the evaluation altogether in order to meet the needs of those using the evaluation. This may require different methodological approaches.

Note: In the event that the recommendation is to modify the purpose, the Consultant should not develop a work plan based on the new purpose(s) until it has been discussed and approved in writing by DFATD's PTA. Considerations for some of these parameters are described below. Note that they may be updated as the situation evolves.

The Consultant must:

Review the following factors:

- The existence (availability and accessibility) and quality of data (specifically gender-disaggregated data);
- The availability and accessibility of key informants: a stakeholder mapping and analysis of the stakeholders must be completed;
- The evaluation schedule;
- Whether key stakeholders want or resist having their development intervention evaluated (that is, the level of resistance to the evaluation and the reasons for the resistance)

Review development intervention logic.

⁵ Heretofore and unless otherwise specified the word "Consultant" will refer to either an individual or to a team of consultants.



Review consistency in the development of objectives, targets and expected outcomes across planning documents and results reporting according to DFATD's RBM guide.⁶

Review the evaluation questions.

Evaluation questions can be withdrawn if they are impossible to answer, overly difficult or if there is a need to reduce the scope of the evaluation. Questions may be further elaborated, modified or added. All changes to, additions or deletions of questions must be accompanied by a supporting argument/rationale.

Explain and note any factors that could compromise the independence of the evaluation and address possible conflicts of interest openly and honestly.

If it is determined that the constraints and limitations are too significant to achieve the stated purpose and objectives of the evaluation, DFATD reserves the right to suspend or cancel all subsequent stages of the evaluation (data collection, reporting). In addition, DFATD may, in negotiation with the Consultant, redefine the purpose of the evaluation and amend the contract, as needed and if possible, to focus on the COVID-19 issues related to this project. As noted above, the Consultant should not develop a work plan based on the new purpose(s) until it has been discussed and approved in writing by DFATD's Project Technical Authority (PTA).

Following the evaluability assessment, the work plan can provide updated questions.

The Consultant must use the purpose, scope and evaluation questions to determine the most appropriate approach for the present evaluation. The methodology is to be developed in line with the evaluation approach chosen and support the answering of evaluation questions using credible evidence.

The methodology section is the most important section of the work plan. This importance will be reflected in its size relative to the entire document. In that section, the Consultant explains and justifies the selection of the proposed evaluation approach and also specifies and justifies the overall evaluation design.

Thus, to describe and explain the evaluation methodology and its application, the Consultant must detail the proposed techniques for both data collection and data analysis (note: specific details on techniques for gender-sensitive data must be provided). The rationale for choosing those techniques must be provided and potential limitations and shortcomings must be explained. The methodology must take into consideration any data collection limitations due to COVID-19, and propose alternative data collection methods, for example through remote data collection and the use of local consultants/contractors where appropriate (ethical) and necessary. In order to add robustness to this section, the Consultant is to include a stakeholder mapping and analysis of the stakeholders involved in this development intervention.

Given that data will be collected from various samples (people, locations, etc.), it is important that each sample be representative of its population. Thus, in the methodology section of the work plan, the Consultant will detail the characteristics of each sample: how it is selected, the rationale for the selection and the limitations of the sample for interpreting evaluation results. If a sample is not used, the rationale for not sampling and the implications for the evaluation should be provided.

For data analysis, the Consultant should explain how the information collected will be organized, classified, tabulated, interrelated, compared and displayed relative to the evaluation questions, including what will be done to integrate multiple sources.

The Consultant must set up and maintain an Evaluation Evidence Matrix (EEM) (see Annex A-4) to ensure that the collection and recording of data and information is done systematically. This matrix will help the Consultant consolidate in a structured manner all collected information corresponding to each evaluation question and to identify data gaps and collect outstanding information before the end of the data collection phase. The EEM will play important but slightly varying roles throughout all stages of the evaluation process and therefore will require particular attention from the Consultant. Owing to the changing role and function of the EEM over the course of the evaluation, the matrix will need to serve as a series of working tools throughout the evaluation process. It is essential that the final (published)

⁶ https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-EN.pdf



version of the EEM be structured and drafted in a manner that facilitates the easy access of evaluation users to the evidence that supports the answer to each evaluation question.

The Consultant attaches the following annexes to the work plan:

- EEM
- Sampling. For each sample, the following must be defined and explained in detail: the purpose, objectives, universe/population, sampling criteria, sample design, sampling frame, sampling unit, sample size, sampling method(s), proposed sample and limitations
- Proposed draft data collection tools (interviews, focus groups or other participatory methods, protocols, tabulations, etc.)

5.2.1 Deliverable 1: Draft work plan

The draft work plan follows the instructions in section 5.3 and the structure described in Annex A-1.

Prior to submission to the PTA, the Consultant must ensure that the draft work plan has undergone an internal quality control process through the Consultant's Evaluation Quality Assurance System (EQAS). If DFATD considers the quality of the draft work plan to be satisfactory (form and substance), it will then be shared with cooperation partners and other stakeholders as necessary for comments. In the event that the quality is unsatisfactory, the Consultant will be required to produce a new version of the draft work plan.

5.2.2 Deliverable 2: Final work plan

The Consultant must address all comments and make appropriate amendments to the work plan prior to submission to the PTA for review and approval.

For each and every comment, the Consultant indicates in writing how they have responded ("trail of comments"), using the proposed format set out in Annex A-2. The trail of comments document must be submitted to the PTA at the same time as the updated work plan.

The work plan will be considered final upon approval by the PTA.

5.3 Phase 2: Data collection

Data collection will be conducted according to the PTA-approved work plan. As noted above, data collection may change as the COVID-19 situation evolves.

Data collection can be conducted at the central, deconcentrated (regions and provinces), decentralized (local communities), and school levels. Key stakeholders to be interviewed include, but are not limited to, the following:

- Central level: Decision makers and managers within the MENAPLN directorates, including inspectors and educational advisors; coordination and steering committees; TFPs; non-governmental organizations/development associations (NGOs/DAs) and unions
- Deconcentrated level (regions/provinces): Directors and officials of deconcentrated mechanisms
- Decentralized level (local communities): Education officials within the communal council
- School level: School principals, teachers, students, parent associations, school management committees (COGES)

The Consultant will brief DFATD field staff⁷ on arrival in the country.

5.4 Phase 3: Reporting phase

5.4.1 Deliverable 3: Post-data collection debriefing session

The Consultant's team lead will conduct a virtual debriefing session at the end of the data collection phase. The presentation is to include preliminary findings responding to the evaluation questions.

⁷ If applicable—some countries do not have a DFATD field presence.



Presentation material is to be submitted to the PTA at least 3 working days before the session. Minutes and any supplementary material provided during the session are to be submitted 1 week after the session.

5.4.2 Deliverable 4: Draft evaluation report

The draft evaluation report must conform to the OECD/DAC (2010) Quality Standards for Development Evaluation and follow the structure and instructions as set out in Annex A-3, including an executive summary (following the outline provided in Annex A-5) and all the relevant annexes. The executive summary will be posted on DFATD's site.

Prior to submission to the PTA, the Consultant must ensure that the draft evaluation report has undergone an internal quality control process through the Consultant's Evaluation Quality Assurance System (EQAS). If DFATD considers the quality of the draft evaluation report to be satisfactory (form and substance), it will be shared with cooperation partners and other stakeholders, as necessary, for comments. If the quality is unsatisfactory, the Consultant will be required to produce a new version of the draft work plan.

The PTA is responsible for sharing the draft report and collecting stakeholder comments. The Consultant must not submit the draft evaluation report to stakeholders without the PTA's approval.

5.4.3 Deliverable 5: Final evaluation report

The Consultant must address all comments and make appropriate amendments to the evaluation report prior to submission to the PTA for review and approval.

For each and every comment, the Consultant indicates in writing how they have responded ("trail of comments"), using the proposed format set out in Annex A-2. The trail of comments document is to be submitted to the PTA at the same time as the updated evaluation report.

Note: As per the OECD/DAC (2010) Quality Standards for Development Evaluation, "Relevant stakeholders are given the opportunity to comment on the draft report. The final evaluation report reflects these comments and acknowledges any substantive disagreements. In disputes about facts that can be verified, the evaluators investigate and change the draft where necessary. In the case of opinion or interpretation, stakeholders' comments are reproduced verbatim, in an annex or footnote, to the extent that this does not conflict with the rights and welfare of participants."

The evaluation report will be considered final upon approval by the PTA.

5.4.4 Deliverable 6: Final submission

The Consultant's team lead prepares and conducts a virtual workshop to present the evaluation's findings, conclusions, recommendations and lessons at a time to be decided by the PTA.

5.5 Management response

The PTA and the institutions responsible for implementing the PDSEB will prepare a management response to the evaluation report that documents their response to the recommendations and establishes how each organization will (or will not) follow up on the recommendations. Note: the Consultant is not responsible for this part of the process.

5.6 Dissemination

The PTA responsible for the current evaluation is also responsible for disseminating the report and for ensuring that the executive summary is made public as per Canada's commitment to the International Aid Transparency Initiative.

6. Contractor profile

Contractors must provide a team consisting of members in the following categories:

1. Main assessment team
2. Quality assurance resource
3. Additional specialized resource
4. Additional non-specialized resource



The contractor is responsible for identifying, creating and managing the team proposed to conduct the assessment.

6.1 Main assessment team

The main assessment team is made up of at least one team leader and includes other West African-based subject matter experts to ensure that they have, in addition to their extensive experience performing similar development project evaluations (as described in the statement of work), technical expertise in the following areas:

1. Education;
2. Gender equality;
3. Public finance.

6.2 Quality assurance resource

As part of the quality assurance component of the evaluation, the contractor should have a quality assurance resource independent from the main evaluation team, local specialist coordinators and specialized or non-specialized additional resource.

6.3 Additional specialized resource

The main evaluation team may call on additional evaluators or resources with specialized technical expertise, as needed, to assist in its evaluation mandate.

6.4 Additional non-specialized resource

The main assessment team may bring in additional non-specialist staff, if needed. These resources may include :

- researchers;
- editorial and communication staff;
- an administrative and logistical support resource;
- translators.

The Contractor must provide a team of qualified individuals who have a combination of evaluative skills and thematic knowledge to complete the exercise. The team must have the capacity to ensure that gender equality is taken into account in all aspects of the evaluation: design, data collection, analysis and reporting.

The Contractor must assign qualified individuals to the following positions:

Evaluation Consultant (Team Leader) - methodology lead. The team lead must double as a specialist in whole or in part. The Team Leader will undertake the following tasks in the context of the mandate:

- Schedule evaluations related to an initiative by preparing the relevant evaluation tools.
- Develop work plans, including reports or evaluation frameworks and related methodologies
- Develop, test and implement assessment methods and data collecting tools (including surveys, interview guides, focus groups and case studies) and proceed towards data collection and analysis
- Validate evaluation methods, methodologies, findings, conclusions and recommendations, with specialists in the fields of education, gender equality and public finance.
- Prepare evaluation reports outlining the findings, conclusions and recommendations, validate the reports and initiate consultations, if needed

Subject Matter Expert – Education Specialist – The resource will undertake the following tasks in the context of the mandate:

- Provide useful expert advice to develop a work plan by offering relevant assessment methodologies and data collection tools.
- Provide specific advice on issues relating to ethics and values in the field of education.
- Analyze and interpret the data collected (primary and secondary data collection, surveys, special studies, literature reviews, applied statistical analysis and the development of background or



analytical working papers on the theoretical approach program and / or other approaches) when collecting data to support the development of the evaluation report.

- Validate evaluation methods, methodologies, findings, conclusions and recommendations related to the field of education.

Subject Matter Expert – Gender specialist – The resource will undertake the following tasks in the context of the mandate:

- Provide useful expert advice to develop a work plan by offering relevant assessment methodologies and data collection tools.
- Provide specific advice on issues relating to ethics and values in the field of gender equality.
- Analyze and interpret the data collected (primary and secondary data collection, surveys, special studies, literature reviews, applied statistical analysis and the development of background or analytical working papers on the theoretical approach program and / or other approaches) when collecting data to support the development of the evaluation report.
- Validate evaluation methods, methodologies, findings, conclusions and recommendations related to the field of gender equality.

Subject Matter Expert – Public finance specialist – The resource will undertake the following tasks in the context of the mandate:

- Provide useful expert advice to develop a work plan by offering relevant assessment methodologies and data collection tools.
- Provide specific advice on issues relating to ethics and values in the field of public finance.
- Analyze and interpret the data collected (primary and secondary data collection, surveys, special studies, literature reviews, applied statistical analysis and the development of background or analytical working papers on the theoretical approach program and / or other approaches) when collecting data to support the development of the evaluation report.
- Validate evaluation methods, methodologies, findings, conclusions and recommendations related to the field of public finance.

Other than the Team Lead, the other members will be based in Western Africa.

7. Language level

The working language for this evaluation mandate is French. The team leader should possess advanced French language skills (oral, reading and writing) and specialists in the field should possess intermediate skills in the same language (oral, reading and written). Refer to section 5.1.6 *Essential French / Linguistic Requirements* if needed.

8. Quality control

The Contractor must have an Evaluation Quality Assurance System (EQAS) that will be used throughout the evaluation process. The Contractor must also dedicate specific resources to quality assurance efforts and must have quality assurance mechanisms that will be applied throughout the evaluation process.

Quality of evaluation deliverables

The first level of quality assurance for evaluation deliverables will be conducted by the Contractor. That is, the Contractor must systematically quality control all deliverables prior to submission to the PTA.

The second level of quality assurance for evaluation deliverables will be conducted by DFATD. Deliverables will be reviewed by (i) DFATD program staff, (ii) DFATD Diplomacy, Trade and Corporate Affairs Evaluation Division staff and (iii) DFATD specialists. As part of DFATD's decentralized EQAS, a quality assurance report (QAR) will be applied in the assessment of deliverables for this evaluation. The QAR uses evaluation quality standards that follow primarily the OECD/DAC Quality Standards for Development Evaluation, but also the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation and best practices from the international evaluation community. To further enhance the quality and credibility of this evaluation, DFATD-identified stakeholders will also comment on the deliverables (factual checks).

The PTA maintains an oversight function and approves all deliverables.



9. Place of work

Data collecting will be carried out at different locations in Burkina Faso. The specific locations will be proposed by the consultant in the work plan and will be approved by the TA. If the conditions do not allow to travel to certain localities in Burkina Faso, the consultant will work with DFATD to identify the possibilities and modalities of carrying out activities virtually, if possible. Part of the work will also be carried out at the contractor's offices.

10. Travel

The consultant will attend an initial meeting in Ottawa, Ontario, by teleconference, videoconference or in person, and travel to Burkina Faso - depending on the initial report approved by DFATD - for the field case studies.

IMPORTANT NOTE:

Under Section 5, the consultant is expected to travel to Burkina Faso for field case studies. In addition, the consultant is scheduled to travel to Ottawa, Ontario OR, depending on the evolution of the COVID 19 pandemic, this work can be done by tele videoconference during the start-up phase and again during the final presentation report. The dates and times of the initial meeting will be confirmed during contract negotiations and is expected to take place within two weeks of contract signing.

IMPORTANT NOTE: All travel required for this assessment is subject to the COVID-19 regulations and recommendations of the Government of Canada and the Government of Burkina Faso for the three field case studies.

11. Deliverables and indicative time schedule

This evaluation, including the field mission, must be carried out over a maximum period of 6 months following the contract signature.

	Deliverable	Indicative time schedule
Work plan phase		
	Launch meeting	Approximate date to be set at contract signature
1	Draft work plan	2 weeks after approval of evaluability assessment and conditional on a DFATD decision to continue the evaluation
2	Final work plan	1 week after receipt of the PTA's comments on the draft work plan
Data collection phase		
Reporting phase		
3	Post-data collection debriefing session	2 weeks after last mission in the country
4	Draft evaluation report with executive summary	3 weeks after post-data collection debriefing session
5	Final evaluation report with bilingual executive summary	2 weeks after recommendation workshop (or after receipt of the PTA's comments on the draft evaluation report)
6	Final submission	2 weeks after final report approval



ANNEX A-1 : OUTLINE OF THE EVALUATION WORK PLAN

Table of Contents

List of Acronyms

List of Tables (*)

List of Figures (*)

1. Rationale, Purpose and Specific Objectives of the Evaluation

Should include: rationale, purpose and specific objectives of the evaluation.

2. Development Context

Should include: a description of key contextual element, specific to the development intervention.

3. Evaluation Object and Scope

Should include: a brief description of the development intervention (e.g. the time period; budget; geographical area; programming; intervention logic, stakeholder mapping; organizational set-up; implementation arrangements)

4. Evaluability Assessment

Should include: a review of previous evaluation(s), a review and an analysis of the logic of the development intervention, an assessment of the evaluation questions, an analysis of the evidence (existence and quality of data and availability of key informants), and an analysis of key factors that compromise the evaluation.

5. Evaluation Questions

Should include: a set of revised evaluation questions with the explanatory associated comments.

6. Evaluation Approach and Methodology

Should include: (i) a description and an explanation of the evaluation approaches, evaluation methodology and its application; including details of, and justification for, the methodological choices; (ii) description of the methods of data collection (desk and field-based) -- including data collection plan; preparation of interview and guides for focus groups; surveys; etc. (iii) description of samples, sampling choices/methods and limitations regarding the representativeness of samples for interpreting evaluation results. (iv); data analysis plan (i.e. how the information collected will be organized, classified, tabulated, inter-related, compared and displayed relative to the evaluation questions, etc.); (v) limitations.

7. Reporting

Should include: an explanation of the debriefing sessions.

8. Evaluation Management

Should include: team composition and distribution of tasks, roles and responsibilities; the Consultant's approach to ensure quality assurance of all evaluation deliverables.

9. Deliverables, Milestones, Schedule, Level of Effort and Budget

Should include: a detailed plan for the next phases/stages of the evaluation; including detailed plans for field visits, including the list of interventions for in-depth analysis in the field (explanation of the value added for the visits), preparation process and logistics, recruitment of field teams, etc.

10. Annexes

Should include:

- Logic Model and PMF
- SoW (and amendments if applicable)
- Stakeholder Mapping and Analysis
- Evaluation Evidence Matrix



- Explanation of Sampling and Proposed Samples
- List of Documents Consulted for the Work Plan
- List of Individuals Consulted for the Work Plan (Disaggregated by Affiliation and Sex)
- Proposed Data Collection Tools / Protocols
- Proposed Field Work Schedule

() Tables, figures, graphs and diagrams should be numbered and have a title.*



ANNEX A-2 : EVALUATION TRAIL OF COMMENTS TEMPLATE

DFATD QAR Comment	Page #	Consultant's Response
1. [Please insert DFATD's comments as stated in the QAR]	[p.XX]	[Please explain what modifications were made and why or provide a justification for rejecting the comment]
2.		
3.		
5.		
6.		
7.		



ANNEX A-3 : OUTLINE OF THE EVALUATION REPORT

Table of Contents

List of Acronyms

List of Tables (*)

List of Figures

Executive Summary

1 Introduction

Should include: rationale, purpose and specific objectives of the evaluation;

2 Development Context

Should include: a description of key contextual element, specific to the development Intervention;

3 Evaluation Object

Should include: a brief description of the development Intervention (e.g. the time period; budget; geographical area; programming; stakeholder mapping; organisational set-up; implementation arrangements);

4 Methodology

Note: This is a standalone document. Information included in the work plan may be used (synthesized, copied and updated as needed) in this section while never referencing to the work plan report. This section can be complemented in an annex.

Should include: a description and an explanation of the evaluation approaches and methodology (*details of⁸*, and justification for, methodological choices) and its application (*details of what was done along with limitations and shortcomings*). The report acknowledges any constraints encountered and how these have affected the evaluation, including the independence and impartiality of the evaluation.

5 Main findings and analysis

This section is divided by evaluation questions. Under each evaluation question, key finding(s) are presented as follow:

Finding # – Finding Statement [*Findings are numbered successively to ease cross-references. The length of a finding statement is of 1 to maximum 2 lines in bold character*]

1st Paragraph: *Explanation detailing the finding statement*

Following Paragraph(s): *present the analysis of the data/info on which the finding is based. It provides sufficient detail on the sources of data/info so that the adequacy of the information can be assessed. The text is structurally presented in a way that eases cross-referencing to the Evaluation Evidence Matrix located in the annex while never referencing to the annex. i.e. a reader can read the text without the need to access the annex.⁹*

Following Paragraph: *present data gaps where the findings cannot be fully triangulated and/or discuss the validity and reliability of the data, as well as any weaknesses in the analysis used to support the finding.*

6 Conclusions

Should include: at least one conclusion for each evaluation issue. Additional conclusions may encompass more than one issue. Conclusions are presented as follow:

Conclusion # – Conclusions Statement [*Conclusions are numbered successively to ease cross-references. The length of a conclusion statement is of 1 to maximum 2 lines in bold character*]

⁸“*Details of*” pertain to: techniques for data collection (including sampling choices/methods, samples and limitations regarding their representativeness for interpreting evaluation results) and data analysis.

⁹ See description the *Evaluation Evidence Matrix* in annex 1.4.



1st Paragraphs: 1) Explain the conclusion in more detail and 2) State the specific findings # to which the conclusion pertains.

Following paragraph: present the analysis of the findings on which the conclusion is based (i.e. critically analyzes the findings which led to the conclusions and ensures a clear link between the conclusions and the recommendations).

7 Recommendations

Recommendations are clear, relevant, targeted and actionable so that the evaluation can be used to achieve its intended purpose(s), thus meeting the needs of the intended users. Recommendations must flow logically from the conclusions. The number of recommendations should be limited to a maximum of five. Recommendations are presented as follow:

Should include for each recommendation:

Recommendation # – Recommendation Statement [Recommendations are numbered successively and ranked (prioritized) according to their relevance and importance to the evaluation purpose. The length of a recommendation statement is of 1 to maximum 2 lines in bold character];

Targeted party: [body targeted by the recommendation]

Link to Conclusion: [e.g. #X and #Y]

Following paragraph: 1) Explain the recommendation in more detail and 2) State the specific conclusion # to which the recommendation pertains.

Annexes

Should include:

- SoW (and amendments if applicable)
- Stakeholder Mapping
- Evaluation Evidence Matrix duly completed
- Explanation of Sampling and Samples
- Methodological instruments used (survey, focus groups, interviews etc.)
- Bibliography
- List of people interviewed
- Additional information on context, program or methodology and analysis as necessary.

(*) Tables, Graphs, diagrams, maps etc. presented in the final evaluation report are also to be provided to the PTA in their original version (in Excel, PowerPoint or word files, etc.).



ANNEX A-4 : STRUCTURE OF THE EVALUATION EVIDENCE MATRIX

The table below represents the structure for the evaluation evidence matrix (EEM) in which each evaluation question must be included.

This matrix must become the starting point for subsequent versions of the EEM that the Consultant must use to compile and organize data and information throughout the evaluation process.

The EEM serves as a working tool throughout the evaluation process and will specifically be useful during the:

- **design of the evaluation (i.e., the inception phase)**, the EEM is to be used to capture core aspects of the evaluation design: (a) what is to be evaluated (i.e. key investigation areas, evaluation questions and related issues to be examined); (b) how to evaluate (sources of information and methods and tools for data collection). In this way, the matrix is to also help the Consultant and DFATD to check the feasibility of evaluation questions and the associated data collection strategies.
- **data collection phase of the evaluation**, the EEM helps the Consultant to: (a) approach the collection of information in a systematic, structured way; (b) identify possible gaps in the evidence base of the evaluation; and (c) compile and organize the data to prepare and facilitate the systematic analysis of all collected information.
- **analysis and reporting phase**, the EEM helps the Consultant to conduct the analysis in a systematic and transparent way, by showing clear association between the evidence collected and the findings and conclusions derived on the basis of this evidence.
- **dissemination phase**, and the actual use of the evaluation, the EEM plays a key role for making sure that users of the report can understand how the Consultant’s team interpreted the available evidence to arrive at their findings, so that they are considered credible and valid.

Outline for evaluation evidence matrix

Evaluation Question 1	<i>[Text of Evaluation Question]</i>		
Rationale	<i>[Summary of how the sub-questions will be used to answer the main evaluation question]</i>		
Sub-Question 1.1	<i>[Text of Sub-question 1.1]</i>		
Data / Indicators	Sources of information	Methods and tools for data collection	Notes
Indicator or Data 1.1.1 Indicator or Data 1.1.2 Etc.			(e.g. representativeness of the sample when applicable)
Sub-Question 1.2			
Etc.			



ANNEX A-5 : OUTLINE OF THE EXECUTIVE SUMMARY WITH INSTRUCTIONS

(MAXIMUM OF 6 PAGES)

Evaluation Title: Insert the complete name of the evaluation
Project Number: Insert the number of the project being evaluated
Evaluation Type: Formative, summative, prospective, thematic, etc.
Commissioned by: The Department’s Program Branch (in the case of Joint evaluation; list agencies involved)
Consultant: Name of the firm/individual contracted to conduct the evaluation
Date: Month and year submitted

Rationale and Purpose of the Evaluation

As per the SoW.

Specific Objectives of the Evaluation

As per the SoW.

Scope of the Evaluation

As per the SoW.

Development Context

Description of the context in which the intervention was implemented, including key local government policies and strategies and socio-economic, political and cultural factors of relevance for the intervention.

Intervention

Description of the intervention being evaluated, including: ultimate outcome, start and end dates, budget, geographical area covered, main components, and crosscutting issues addressed (i.e. gender equality, environmental sustainability and governance).

Intervention Logic

List the ultimate, intermediate and immediate outcomes as per the Logic Model (LM).

Stakeholders

As per the SoW.

Evaluation Approach and Methodology

Description of the (1) Evaluation approach, (2) Methodology, (3) Techniques for data collection and analysis, (4) Sampling, and (5) Limitations of the evaluation.

Key Findings*

Select and list key findings.

Key Conclusions*

Select and list key conclusions.

Key Recommendations*

Select and list key recommendations.

Key Lessons

Select and list key lessons.

*The findings, conclusions, recommendations and lessons listed above are those of the consultant and do not necessarily reflect the views of the Department or the Government of Canada. The Department does not guarantee the accuracy of the information provided in this report.

Management Responses

Department’s response: *The program may wish to publish management responses where it is targeted by a recommendation. Otherwise, a generic response can be provided e.g. The Department took note of the consultant’s findings, conclusions and recommendations and has shared them with relevant stakeholders for consideration.*

Cooperation Partner(s) response(s): *Partners may wish to provide management responses where they are targeted by a recommendation. Otherwise, a generic response can be provided e.g. The partner(s) took note of the consultant’s findings, conclusions and recommendations and has(have) shared them within the organization(s) for consideration. If you would like a copy, please contact info@international.gc.ca*



ANNEX B – BASIS OF PAYMENT

During the period of the Contract, for Work performed in accordance with the Contract, the Contractor will be paid as specified below.

Initial Contract Period (from the award date of the contract for 4 months duration)	
For the provision of all services, including costs associated with the performance of the work required	<p>All Inclusives Firm Price (The firm all-inclusive price must include the firm daily rate for each resource and any other direct expenses eg. Translation, reproduction, communication, long distance call, rental etc.)</p> <p>\$ _____ (in CAN \$) tax excluded*</p> <p>*The <u>Maximum Contract budget</u> must not exceed one hundred and fifty thousand Canadian dollars (150,000.00 CAN\$), excluding applicable taxes.</p>

Milestone payments

The schedule of milestones for which payments will be made in accordance with the Contract as per table below:

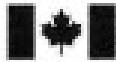
	Deliverable	Indicative time schedule	%	Firm Price
Work plan phase				
	Launch meeting	Approximate date to be set at contract signature	0%	
1	Draft work plan	2 weeks after approval of evaluability assessment and conditional on a DFATD decision to continue the evaluation	10%	\$ _____
2	Final work plan	1 week after receipt of the PTA's comments on the draft work plan	25%	\$ _____
Data collection phase				
Reporting phase				
3	Post-data collection debriefing session	2 weeks after last mission in the country	10%	\$ _____
4	Draft evaluation report with executive summary	3 weeks after post-data collection debriefing session	10%	\$ _____
5	Final evaluation report with bilingual executive summary	2 weeks after recommendation workshop (or after receipt of the PTA's comments on the draft evaluation report)	40%	\$ _____
6	Final submission	2 weeks after final report approval	5%	\$ _____

Canada will make milestone payments in accordance with the Schedule of Milestones detailed in the Contract and the payment provisions of the Contract if:

- a. an accurate and complete claim for payment using [PWGSC-TPSGC 1111](#), Claim for Progress Payment, and any other document required by the Contract have been submitted in accordance with the invoicing instructions provided in the Contract;
- b. all the certificates appearing on form [PWGSC-TPSGC 1111](#) have been signed by the respective authorized representatives;
- c. all work associated with the milestone and as applicable any deliverable required has been completed and accepted by Canada.



ANNEX C – SECURITY REQUIREMENTS CHECK LIST



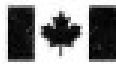
Government
of Canada

Gouvernement
du Canada

Contract <i>WU</i>
Security Class

**SECURITY REQUIREMENTS CHECK LIST (SRCL)
LISTE DE VÉRIFICATION DES EXIGENCES RELATIVES À LA SÉC**

PART A - CONTRACT INFORMATION / PARTIE A - INFORMATION CONTRACTUELLE	
1. Originating Government Department or Organization / Ministère ou organisme gouvernemental d'origine	2. Branch or / <i>WU</i>
3. a) Subcontract Number / Numéro du contrat de sous-traitance	3. b) Name and Address of Subcontra
4. Brief Description of Work / Brève description du travail POUR L'ÉVALUATION DE L'APPUI TECHNIQUE ET FINANCIER DES PTF DU FOND COMMUN CAS BURKINA FASO (période de 2017-2020)	
5. a) Will the supplier require access to Controlled Goods? Le fournisseur aura-t-il accès à des marchandises contrôlées?	
5. b) Will the supplier require access to unclassified military technical data subject to the provisions of the Tech Regulations? Le fournisseur aura-t-il accès à des données techniques militaires non classifiées qui sont assujetties aux sur le contrôle des données techniques?	
6. Indicate the type of access required / Indiquer le type d'accès requis	
6. a) Will the supplier and its employees require access to PROTECTED and/or CLASSIFIED information or as Le fournisseur ainsi que les employés auront-ils accès à des renseignements ou à des biens PROTÉGÉS (Specify the level of access using the chart in Question 7. c) (Préciser le niveau d'accès en utilisant le tableau qui se trouve à la question 7. c)	
6. b) Will the supplier and its employees (e.g. cleaners, maintenance personnel) require access to restricted ac PROTECTED and/or CLASSIFIED information or assets is permitted. Le fournisseur et ses employés (p. ex. nettoyeurs, personnel d'entretien) auront-ils accès à des zones d'a à des renseignements ou à des biens PROTÉGÉS et/ou CLASSIFIÉS n'est pas autorisé.	
6. c) Is this a commercial courier or delivery requirement with no overnight storage? S'agit-il d'un contrat de messagerie ou de livraison commerciale sans entreposage de nuit?	
7. a) Indicate the type of information that the supplier will be required to access / Indiquer le type d'information :	
Canada <input type="checkbox"/>	NATO / OTAN <input type="checkbox"/>
7. b) Release restrictions / Restrictions relatives à la diffusion	
No release restrictions Aucune restriction relative à la diffusion <input type="checkbox"/>	All NATO countries Tous les pays de l'OTAN <input type="checkbox"/>
Not releasable À ne pas diffuser <input type="checkbox"/>	
Restricted to: / Limité à : <input type="checkbox"/>	Restricted to: / Limité à : <input type="checkbox"/>
Specify country(ies): / Préciser le(s) pays :	Specify country(ies): / Préciser le(s) pays :



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Contract
Security Clas

PART A (continued) / PARTIE A (suite)

8. Will the supplier require access to PROTECTED and/or CLASSIFIED COMSEC information or assets?

Le fournisseur aura-t-il accès à des renseignements ou à des biens COMSEC désignés PROTÉGÉS et/ou CLASSIFIÉS?

If Yes, indicate the level of sensitivity:

Dans l'affirmative, indiquer le niveau de sensibilité :

9. Will the supplier require access to extremely sensitive INFOSEC information or assets?

Le fournisseur aura-t-il accès à des renseignements ou à des biens INFOSEC de nature extrêmement délicate?

Short Title(s) of material / Titre(s) abrégé(s) du matériel :

Document Number / Numéro du document :

PART B - PERSONNEL (SUPPLIER) / PARTIE B - PERSONNEL (FOURNISSEUR)

10. a) Personnel security screening level required / Niveau de contrôle de la sécurité du personnel requis

- | | | |
|---|---|---|
| <input type="checkbox"/> RELIABILITY STATUS
COTE DE FIABILITÉ | <input type="checkbox"/> CONFIDENTIAL
CONFIDENTIEL | <input type="checkbox"/> SECRET
SECRET |
| <input type="checkbox"/> TOP SECRET- SIGINT
TRÈS SECRET - SIGINT | <input type="checkbox"/> NATO CONFIDENTIAL
NATO CONFIDENTIEL | <input type="checkbox"/> NATO SECRET
NATO SECRET |
| <input type="checkbox"/> SITE ACCESS
ACCÈS AUX EMPLACEMENTS | | |

Special comments:

Commentaires spéciaux : _____

NOTE: If multiple levels of screening are identified, a Security Classification Guide must be provided.

REMARQUE : Si plusieurs niveaux de contrôle de sécurité sont requis, un guide de classification doit être fourni.

10. b) May unscreened personnel be used for portions of the work?

Du personnel sans autorisation sécuritaire peut-il se voir confier des parties du travail?

If Yes, will unscreened personnel be escorted?

Dans l'affirmative, le personnel en question sera-t-il escorté?

PART C: SAFEGUARDS (SUPPLIER) / PARTIE C - MESURES DE PROTECTION (FOURNISSEUR)

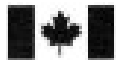
INFORMATION / ASSETS / RENSEIGNEMENTS / BIENS

11. a) Will the supplier be required to receive and store PROTECTED and/or CLASSIFIED information or assets on premises?

Le fournisseur sera-t-il tenu de recevoir et d'entreposer sur place des renseignements ou des biens PROTÉGÉS et/ou CLASSIFIÉS?

11. b) Will the supplier be required to safeguard COMSEC information or assets?

Le fournisseur sera-t-il tenu de protéger des renseignements ou des biens COMSEC?



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Contract
Security Class:

PART C - (continued) / PARTIE C - (suite)

For users completing the form manually use the summary chart below to indicate the category(ies) and level site(s) or premises.

Les utilisateurs qui remplissent le formulaire manuellement doivent utiliser le tableau récapitulatif ci-dessus niveaux de sauvegarde requis aux installations du fournisseur.

For users completing the form online (via the Internet), the summary chart is automatically populated by you. Dans le cas des utilisateurs qui remplissent le formulaire en ligne (par Internet), les réponses aux questions sont dans le tableau récapitulatif.

SUMMARY CHART / TABLEAU RÉCAPITULATIF

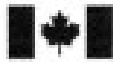
Category Catégorie	PROTECTED PROTÉGÉ			CLASSIFIED CLASSIFIÉ			NATO			
	A	B	C	CONFIDENTIAL CONFIDENTIEL	SECRET	TOP SECRET TRÈS SECRET	NATO RESTRICTED NATO DIFFUSION RESTREINTE	NATO CONFIDENTIAL NATO CONFIDENTIEL	NATO SECRET	CS/MS/CS TOP SECRET TRÈS SECRET
Information / Assets Renseignements / Biens										
Production										
IT Media / Support TI										
IT Link / Lien électronique										

12. a) Is the description of the work contained within this SRCL PROTECTED and/or CLASSIFIED?
La description du travail visé par la présente LVERS est-elle de nature PROTÉGÉE et/ou CLASSIFIÉE?

If Yes, classify this form by annotating the top and bottom in the area entitled "Security Classification". Dans l'affirmative, classifiez le présent formulaire en indiquant le niveau de sécurité dans la case « Classification de sécurité » au haut et au bas du formulaire.

12. b) Will the documentation attached to this SRCL be PROTECTED and/or CLASSIFIED?
La documentation associée à la présente LVERS sera-t-elle PROTÉGÉE et/ou CLASSIFIÉE?

If Yes, classify this form by annotating the top and bottom in the area entitled "Security Classification attachments (e.g. SECRET with Attachments)". Dans l'affirmative, classifiez le présent formulaire en indiquant le niveau de sécurité dans la case « Classification de sécurité » au haut et au bas du formulaire et indiquez qu'il y a des pièces jointes des pièces jointes).



Government of Canada

Gouvernement du Canada

Contract No.
Security Classific.

PART D - AUTHORIZATION / PARTIE D - AUTORISATION

13. Organization Project Authority / Chargé de projet de l'organisme

Name (print) - Nom (en lettres moulées) RASMATA BARRY		Title - Titre Agente Principale de développement	Signature
Telephone No. - N° de téléphone	Facsimile No. - N° de télécopieur	E-mail address - Adresse courriel	

14. Organization Security Authority / Responsable de la sécurité de l'organisme

Name (print) - Nom (en lettres moulées)		Title - Titre MANAGER - PERSEC & Contracting	Signature Anna
Telephone No. - N° de téléphone	Facsimile No. - N° de télécopieur	E-mail address - Adresse courriel	

15. Are there additional instructions (e.g. Security Guide, Security Classification Guide) attached?
Des instructions supplémentaires (p. ex. Guide de sécurité, Guide de classification de la sécurité) sont-elles jointes?

16. Procurement Officer / Agent d'approvisionnement

Name (print) - Nom (en lettres moulées)		Title - Titre	Signature
Telephone No. - N° de téléphone	Facsimile No. - N° de télécopieur	E-mail address - Adresse courriel	

17. Contracting Security Authority / Autorité contractante en matière de sécurité

Name (print) - Nom (en lettres moulées)		Title - Titre	Signature
Telephone No. - N° de téléphone	Facsimile No. - N° de télécopieur	E-mail address - Adresse courriel	



ANNEX D – COVID-19 MANDATORY VACCINATION CERTIFICATION FORM

Please complete the required information in the document hereunder.

Name of Representative (insert first and last name)	Business/Company Name
<p>I, as the Bidder/Contractor with the Department of Foreign Affairs, Trade and Development Canada listed in Annex D-1, I warrant and certify that all personnel, including any subcontracted personnel, who will provide services, who access federal government workplaces or has any contact with public servants will be:</p> <ul style="list-style-type: none"> • Fully vaccinated against COVID-19 with Health Canada-approved COVID-19 vaccine(s) or vaccines approved for emergency or ongoing use by the World Health Organization (WHO), as of November 15, 2021; or • Subject to accommodation and mitigation measures, as of November 15, 2021, that have been presented to and approved by Canada. This applies to personnel that are unable to be vaccinated due to a medical contraindication, religion or other prohibited grounds of discrimination under the <i>Canadian Human Right Act</i>; <p>until such time that Canada indicates that the mandatory vaccination requirements of the Government of Canada are no longer in effect.</p> <p>I certify that the information provided is true, as of the date indicated below and will continue to be true for the duration of the Contract. I understand that the certifications provided to Canada are subject to verification at all times. I also understand that Canada reserves the right to declare the Contractor in default, if a certification is found to be untrue, whether made knowingly or unknowingly, during the contract period. Canada reserves the right to ask for additional information to verify the certifications. Failure to comply with any request or requirement imposed by Canada may constitute a default under the Contract.</p>	
Title	
Telephone number	Email Address
Date (yy-mm-dd)	Signature

People are considered fully vaccinated 14 days after they have either:

- Met the definition for fully vaccinated in the jurisdiction in which they currently reside (e.g. CBS posted abroad who have not yet returned to Canada and host government for locally engaged staff).
- Received one additional dose of an mRNA vaccine at least 28 days after a complete or incomplete course/series of a non-Health Canada authorized vaccine (e.g. may be applicable for public servants who were posted abroad who received a non-Health Canada authorized vaccination and have now returned to Canada).
- Received three doses of any COVID-19 vaccine regardless if they are Health Canada authorized vaccines or non-Health Canada authorized vaccines.
- Received both doses of a Health Canada authorized vaccine that requires 2 doses to complete the vaccination series.
- Received 1 dose of a Health Canada authorized vaccine that only requires 1 dose to complete the vaccination series (as of September 16, 2021): Janssen (Johnson & Johnson) COVID-19 vaccine.
- Received required doses of vaccines approved for emergency or ongoing use by the World Health Organization (WHO), as of November 15, 2021.



Vaccines on the World Health Organizations Emergency Utilization List can be used to meet the definitions of non-Health Canada authorized and fully vaccinated above. https://extranet.who.int/pqweb/sites/default/files/documents/Status_COVID_VAX_19August2021.pdf

Definitions will be adjusted if and as required when the National Advisory Committee on Immunization (NACI) makes any future recommendations. Where a host-government authority has mandated a vaccine that is not WHO listed, inclusion may be considered, based on medical advice to the Deputy Minister of Foreign Affairs or her delegate.

The vaccination requirement does not apply to:

- situations where federal employees must enter contractor facilities (for example, meetings or other work related activities);
- situations where contractor personnel are only required to access Global Affairs Canada (GAC) facilities occasionally (for example, weekly or ad hoc meetings, occasional work related activities).

ANNEX D-1			
I warrant and certify: (Indicate the following required information)			
(a)	(b)	(c)	(d)
Will comply with the requirements¹⁰	Requires Accommodations¹¹ <ul style="list-style-type: none"> • the number of such personnel • the impacted work locations • the steps the contractor proposed to undertake to mitigate any associated risk (such as, regular rapid testing) 	Does not require access to any federal government workplaces¹²	Does not require contact with public servants on a regular basis
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

¹⁰ While Canada reserves the right to ask for additional information at a later date to verify the certifications, please do not submit any personal information pertaining to your resources or employees, including proofs of vaccination through this certification request.

¹¹ Please do not provide any personal information, such as the name of an affected personnel or any specifics about an individual's medical contraindications or religious grounds with the Government of Canada contracting authorities.

¹² If option (c) is selected, you warrant and certify that no personnel, including subcontractors and their personnel, will require any access to federal government workplaces for the performance of this Contract. This includes temporary access, such as the access required for in-office delivery, installation or repair of goods, equipment or supplies.