

# Request for Quotation (RFQ)

Transnational Research on Education Quality barriers for Refugees in Poland,  
Moldova, and Romania

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**18th April 2024**

RFQ: POL/WAW/2024/008

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**SUBMISSION DEADLINE: <<6:00 PM ON 5th/May/2024>>**

**QUESTIONS / CLARIFICATIONS :** karolina.pucek@savethechildren.org  
coping Mykyta.pchelnyk@savethechildren.org

**FORMAT FOR SUBMISSION:** This RFQ document with listed documents.

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## **PART 1 : Request for Quotation**

- Introduction to SCI
- Project Overview and Requirements
  - Award Criteria
- Instructions & Key Information

## **PART 2 : CORE REQUIREMENTS AND SPECIFICATION**

Detailed description of SCI's specific requirements (e.g., volumes, delivery dates / locations, product specifications etc.).

## **PART 3 : BIDDER RESPONSE DOCUMENT**

Template to be used to submit response to this Request for Quotation.

## PART I – Request for Quotation:

### I. INTRODUCTION TO SAVE THE CHILDREN

SCI is the world’s leading independent organization for children. We save children’s lives; we fight for their rights; we help them fulfil their potential. We work together, with our partners, to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives.

**Our Vision** – a world in which every child attains the right to survival, protection, development, and participation.

**Our Mission** – to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives.

We do this through a range of initiatives and programs, to:

- Provide lifesaving supplies & emotional support for children caught up in disasters (e.g. floods, famine & wars).
- Campaign for long term change to improve children’s lives.
- Improve children’s access to the food and healthcare they need to survive.
- Secure a good quality education for the children who need it most.
- Protect the world’s most vulnerable children, including those separated from their families because of war, natural disasters, extreme poverty, or exploitation.
- Work with families to help them out of the poverty cycle so they can feed and support their children.

For more information on the work, we undertake and recent achievements, visit our [website](#).

### 2. PROJECT OVERVIEW

Item	Description
Description of Goods / Services	Provision of research (study report) on Education Quality barriers for Refugees in Poland, Moldova, and Romania
Outcome of RFQ	<b>Contract – the successful supplier(s) will be awarded a ‘Contract’ which will commit SCI to services as defined in the contract at the agreed rates</b>
Duration of Award	8 months

Further detail on the specific requirements of the project (e.g., volumes, dates, specifications etc.) can be found in [Part 2 \(Core Requirements & Specifications\)](#) of this RFQ Pack.

### 3. AWARD CRITERIA

SCI is committed to running a fair and transparent RFQ process and ensuring that all bidders are treated and assessed equally during this RFQ process. Bidder responses will be evaluated against four weighted categories of criteria: Essential Criteria, Sustainability Criteria, Capability Criteria, and Commercial Criteria.

### 3.1 ESSENTIAL CRITERIA

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

### 3.2 SUSTAINABILITY CRITERIA (10%)

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

1. The bidder demonstrates experience and understanding of local context and community (10)

### 3.3 CAPABILITY CRITERIA (55%)

Criteria used to evaluate the bidder's ability, skill and experience in relation to the requirements. Bids will be evaluated against the same pre-agreed Criteria.

2. Relevant experience (10)
3. Expertise of Team (10)
4. Understanding the needs and Methodological Rigor (10)
5. Data Collection and Analysis (10)
6. Budget alignment (10)
7. Innovation (5)

### 3.4 COMMERCIAL CRITERIA (35%)

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

1. Price (35)

## 4. VETTING

Successful bidders must be successfully vetted. This involves checking bidders and key personnel against Global Watch Lists, Enhanced Due Diligence Lists and Politically Exposed Persons Lists.

The vetting of bidders will be completed after the award decision and prior to any contract being signed, or orders placed. If any information provided by the Bidder throughout the RFQ process is proved to be incorrect during the vetting process (or at any other point), SCI may withdraw their award decision.

## 5. BIDDER INSTRUCTIONS

### 6.1 TIMESCALES

Activity	Date
Issue Request for Quotation	18th April 2024
Deadline for questions from Bidders	25th April 2024 by 6 PM

<b>Deadline for Bid Submission</b>	5th May 2024 by 6 PM
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The above dates are for indicative purposes only and are subject to change.

## 6.2 SUBMISSION FORMAT & BIDDER RESPONSE DOCUMENT

Bidders wishing to submit a bid **must use the Bidder Response Document template in [Part 3](#) of this Request for Quotation Pack**. Any bids received using different formats, or incomplete bids, will not be accepted.

This document allows bidders to submit all the required information and be evaluated fairly and equally against the Essential, Sustainability, Capability and Commercial Criteria. Bidders may also be required to submit supporting documentation. Further instructions can be found within the document in Part 3 of this pack.

Bids can be submitted by:

### Electronic Submission via Email

- Email should be addressed to <<**Supply Chain**>> at [scipoland.tender@savethechildren.org](mailto:scipoland.tender@savethechildren.org)
- Note – this is a sealed tender box which will not be opened until the tender has closed. Therefore, do not send tender related questions to this email address as they will not be answered.
- The subject of the email should be “RFQ/<< **POL/WAW/2024/008**>>/Bidder Response – ‘Bidder Name’, ‘Date’”.
- All attached documents should be clearly labelled so it is clear to understand what each file relates to.
- Emails should not exceed 15mb – if the file sizes are large, please split the submission into two emails.
- Do not copy other SCI email addresses into the email when you submit it as this will invalidate your bid.

## 6.4 CLOSING DATE FOR BID SUBMISSION

Your bid must be received, no later than **5th May 2024 at 6PM\_Poland Time**.

Bids must remain valid and open for consideration for a period of no less than 60 days.

## 6.5 KEY CONTACTS

All questions relating to the tender should be sent via email to:

Name	Email Address
Karolina Pucek	<a href="mailto:karolina.pucek@savethechildren.org">karolina.pucek@savethechildren.org</a>
Mykyta Pchelnyk	<a href="mailto:mykyta.pchelnyk@savethechildren.org">mykyta.pchelnyk@savethechildren.org</a>

Please be advised local working hours are 9:00 AM to 5:00 PM\_ Poland Time. Please allow up to 1 day for a response.

Where the enquiry may have an impact on other bidders within the process, Save the Children will notify all other Bidders to maintain a fair and transparent process.

## **PART 2 – CORE REQUIREMENTS & SPECIFICATIONS**

### **1. SPECIFIC REQUIREMENTS**

Provision of research (study report) on Education Quality barriers for Refugees in Poland, Moldova, and Romania

### **2. BACKGROUND**

When the war in Ukraine began in February 2022, millions of children were forced out of school and into bomb shelters. Schools were closed across the country and millions fled to neighboring countries. 7.5 million children from Ukraine have had their education disrupted for nearly 4 years. Initially due to Covid - now due to war. For most children from Ukraine the absence of in-person schooling has persisted since 2020. Access to in-person education for Ukrainian children was limited outside of Ukraine and nearly impossible inside. Some schools began to reopen in the new school year but only if they had a bomb shelter that could accommodate all children and faculty in the school. Children whose schools did not reopen were able to access online learning if they had access to internet and devices at home. Children outside of Ukraine could also access these online lessons to maintain a connection to the Ukrainian education system. In theory, this is great as it provided some continuity for education but in practice it has been rife with issues. As the war became more prolonged, many children outside of Ukraine enrolled in local schools. Many of those also still attended Ukrainian online school. In the ebbs and flows of the war, some families also moved back to Ukraine only to leave again when the situation deteriorated. This meant that some children have moved between education systems or involved in two systems at once over the past 2 years while also fleeing violence. The crisis has left more than 15 million Ukrainians in need of psychosocial support, and over half of the displaced children are struggling with mental health issues. All mentioned has inevitably had a tremendous effect on their ability to learn and cope with their situation.

### **PURPOSE**

The purpose of this study is to better understand the learning and wellbeing of Ukrainian children outside of Ukraine including Poland, Moldova and Romania. A separate study focusing on Ukraine will be conducted and will complement this work. Up to now, most research on education for Ukrainian children has centered on their access to education. While understanding access is critical, a lot of research has focused on access to in-person learning once arriving in a new location. In some cases, those who attend only online education (provided by Ukraine) aren't considered to be in school. Little is known about the quality of this education and whether children are learning and progressing.

When the war first began, it was hoped that it wouldn't last long so temporary online learning was a great solution to keep children learning during crisis. Now, as the war enters its third year, there is a need to understand whether the education opportunities and support that Ukrainian children are getting is sufficient. This also includes whether their well-being and Mental Health and Psychosocial Support needs are being adequately met since we know these are vital factors to quality learning. This data will be vital not only for NGO's planning interventions but also for government

to understand the needs of refugees and ensure they receive adequate support. It will also be vital for donors to better understand the gaps in education and well-being support for Ukrainian children in the region and use their influence to encourage policy changes at higher levels.

In all contexts, research has been conducted on access to education for Ukrainian children and the barriers that they face in accessing the system. Among these are linguistic and cultural barriers, policy barriers, and limited capacity of teachers to create an inclusive learning environment for Ukrainian students. We also know that data on enrollment in all contexts can be somewhat unreliable as children may enroll in local schools but only attend online Ukrainian lessons or only attend in person sporadically. The depth of research already done in each context also differs. This study's purpose is to build on the research done and gain a deeper understanding of the quality of learning. [APPENDIX 2](#) provides a brief description of research done to date both by Save the Children but also by other partners and stakeholders and some of the basic understandings of learning and wellbeing in each context.

The goal of this study is to also compare the realities in the region. This will include Poland, Moldova and Romania. Each country should have its own focus as each country has a very different political, cultural and economic situation. However, there should be some comparability in areas, especially those relating directly with children's learning and wellbeing. Conducting this research in multiple locations and contexts will also allow us to glean best practice across countries, see where the common challenges are and advocate collectively for increased support for the learning and wellbeing of Ukrainian children.

### 3. STUDY QUESTIONS

To build on the knowledge that we already have around access to education, this study should focus on the quality of this education and whether it is sufficient for children in the long-term, including understanding access to systems to support student and teacher well-being (e.g. MHPSS, Case Management, etc.)

#### I) **Better assess the quality of education and learning of Ukrainian children aged 10-14 in the region.**

- a. Are children able to fully participate in local schools and are they supported to do this? What is the official policy of the host country's government and how is it being implemented in practice?
  - i. How are teachers being prepared and supported to include Ukrainian children in their classrooms?
  - ii. What are the support structures available for children and to support their full participation and enrollment in school?
  - iii. How is teacher wellbeing ensured considering the additional responsibility and undertaking to support Ukrainian children in the classrooms?
- b. Is online learning equivalent to regular in-person learning? If not, what are the gaps? How is the learning of children supported and ensured through online learning? E.g. Do they get regular feedback from teachers? How many hours of on-line learning support do children receive? How do they engage socially?
- c. Are children learning and achieving at perceived appropriate grade levels? What are factors contributing to their (non) achievement?

#### II) **Better understand the well-being of Ukrainian children in the region and whether their safety, MHPSS and Child Protection needs are being adequately**

**met in order to fully participate in educational opportunities. (Child protection and well-being in learning spaces)**

- a. What access do children in schools have to the formal Child Protection system? If schools are used as a main entry point to access the system, how do children who only attend online schooling access the system?
- b. What support structures exist to support the wellbeing of Ukrainian children? (Eg. School counselors, intercultural assistants,
- c. Are schools safe for Ukrainian children?

**III) Better understand education access and quality barriers for marginalized groups (e.g. Children with disabilities, UASC, Roma community etc.)**

- a. What are the specific barriers faced by marginalized groups? This question should also explore the hidden costs of education. groups. .
- b. How do those barriers affect and impact their education and wellbeing?
- c. How do we track, and can we identify them?

These questions are a guide to help us to better understand whether children are learning according to grade level or if there are gaps in learning. Are children supported in flexible models to support refugee education? And ultimately, if this war continues long-term, are children learning sufficiently? The impacts of online learning should be better understood especially as timetables can be unpredictable and interrupted during air raids.

#### **4. SCOPE OF WORK**

This study will focus on the learning and well-being of Ukrainian Refugee children. Because other research has focused more strongly on data around access and barriers to education, this study shouldn't focus on it too heavily except where especially relevant. We also know from past research that some of this data can be unreliable. Instead, it should focus on children's learning and wellbeing. Each country may also have slight differences in their scope based on its own context. Some details of this can be found in the annex.

We know that there are limited capacities to ensure the inclusion of Ukrainian children in schools. Better understanding the support that teachers and school system need to be more inclusive would better allow organizations to support the Ministry of Education and Research to set up new learning programs for teachers and motivate stakeholders to invest in the education sector.

Further refinement of the questions and scope may be necessary as the desk review is conducted and will be done in consultation with the SC research team and consultants.

#### **4.1 TARGET GROUPS**

This study will target 4 distinct target groups of children as well as focus on a few potential subgroups. For these purposes, whether children attend is not a group but may be an important factor in the study to also look at. All groups should look at children of school going age 10-14. This age group was chosen based on the need to understand more around the middle years of schooling. We know that older children tend to prefer to complete their education within the Ukrainian children, while younger children have had an easier time starting in new education systems at younger ages. Given the unique choices that Ukrainian children 10-14 must make, it is essential to understand more around how they are learning and supported in their host country system.

Key groups will include:

- Children enrolled in local schools ONLY (in person) – these are children enrolled only in schools in their new community and not enrolled in online Ukrainian curriculum. This should include children who are enrolled in local schools even if they do not attend.
- Children enrolled in online schools ONLY – These are children who are only accessing online education from the Ukrainian system.
- Children enrolled in BOTH – children who are enrolled in both in-person and online learning. This should include children who are enrolled even if they are not attending.
- Children enrolled in neither – children who are not attending either in person or online learning but are of school going-age.
- Teachers and Caregivers/intercultural assistants

Others who may also be involved based on relevance and the country specific context:

- Children on the move (e.g. Those who have moved between UKR and neighbouring countries more than once)
- Local education authorities/department/school directors
- “other” – These children are those who may not be enrolled in Polish, Romanian, or Moldovan schools but are enrolled in other face to face learning. Especially in Moldova where Russian schools and Ukrainian schools are common. These will not be the focus of this study but in some cases, it may be necessary to consider these alternatives.

## 5. METHODOLOGY

Methodology should comprise of both qualitative and quantitative methodologies. Focus Group Discussions, Key Informant Interviews and in-depth interviews should be considered to triangulate quantitative data. Child consultative methodologies are encouraged but consideration to the time and resources needed for such a process should be given.

Because the situation is slightly different in each country, the research itself will need to be adapted to the local context (Refer to [APPENDIX 2 A](#) for country specific details). This may mean slightly different tools or methods to accommodate the needs and situation prevalent in each context. The basis and foundation of data may also be different so some background information that is available in some contexts may not be readily available and thus require additional data collection to establish a foundational understanding. A desk review to understand the current basis of knowledge should be conducted and will be vital for ensuring that this study is not duplicative and builds on the present knowledge.

Save the Children expects participative methodologies to be used and for the voices of children to be embedded throughout. Ethical considerations for including children participation are essential and SC will support to ensure this.

**5.1 Data collection** – applicants should at a minimum have consultants in each location to lead data collection or be able to travel to lead field work. If needed, local teams can be identified for enumerators. Applicants must have experience in Education and MHPSS and designing and implementing child-friendly methodologies.

**5.2 Analysis**

**5.3 Participation** – children should be engaged in the process and findings should be shared back with them to validate and see how their input will be used.



## 6. DELIVERABLES AND TIMELINE

The deliverables consist of the following:

- Desk Review – An in-depth desk review will be available to the consultant upon hire along with all resources used and referenced in the review. It is not expected that the consultant will conduct their own desk review.
- Proposed workplan
- Inception Report – initial report detailing methodology as well as tools to be used and research matrix developed. Tools from the Ukraine study will be made available to ensure complementarity and comparability wherever possible and reduce need to create tools from scratch.
- Tool development/adaptation – Tools developed by Ukraine will be shared but may need some slight adaptation to the Romanian, Polish, or Moldovan context.
- Data collection – Consultants are expected to lead on data collection. This should include testing the tools, training enumerators, and ensuring quality. Concurrent data collection would be an advantage to save time. Support in identifying enumerators can be provided by in-country partners.
- Preliminary findings and presentation to research team (and children) – Shortly after data collection is finalized the consultant(s) should clean data, conduct initial analysis, and develop an initial report. The report should be accompanied by a presentation to the research team in Poland, Romania, Moldova, and Norway. Feedback will be given during the presentation and on the final report in written form.
- Knowledge products (presentation, key findings brief) for ministries, education sector relevant stakeholders and children (child friendly) – based on the findings and the initial presentation, products geared towards key stakeholders should be generated.
- Final Report – Time has been factored in to have multiple opportunities for input to the final report. The report should cover all three countries and include findings and top line recommendations for relevant stakeholders and, if possible, in country programming. Below is the tentative timeline for the report as well as suggested number of days to complete the required work. Any significant deviations from these suggestions should be well justified in your Expression of Interest (Eoi)

### 6.1 TIMELINE

This timeline is tentative and based on having data collection when schools are open. While there is some flexibility, there is a hard deadline of 13 December for the complete finalization.

Activity	Date of completion
Consultants' recruitment	By 10 <sup>th</sup> of May

<b>Inception report after the desk review an including the workplan and developed tools</b> <i>-Includes time for feedback from Save the Children and partners, revision, and finalization of tools and methodology.</i>	By 26th May 2024 (draft) By 14 <sup>th</sup> June 2024 (final)
<b>Field work</b> Includes enumerator training, testing of tools, and data collection in all 3 countries	By 14 <sup>th</sup> October 2024
<b>Draft report</b> and Presentation to Save the Children team	By 10 <sup>th</sup> November 2024
<b>Save the Children Feedback</b> on draft report	By end of November 2024
Final Deliverables (Report, Presentation, Child friendly brief, key findings brief)	First week of December 2024
Approval of final deliverables	By 13 <sup>th</sup> December 2024

The following payments will be made to the chosen bidder, using an agreed mode of payment.

- Upon approval of inception report and tools: [30%]
- Upon submission of First Draft study Report: [30%]
- Upon approval of final study report: [40%]

## PART 3 – BIDDER RESPONSE DOCUMENT

### I. INTRODUCTION

This document **MUST BE USED** by Bidders wishing to submit a bid. It is linked into 4 sections detailed below:

- [Section 1 – Essential Criteria](#)
- [Section 2 – Capability & Sustainability Questions](#)
- [Section 3 – Commercial Questions](#)
- [Section 4 – Bidder Submission Checklist](#)

The Bidder is required to sign a copy of the Checklist in Section 4 as part of their submission.

### 2. INSTRUCTIONS

Within each section there are instructions providing guidance to the bidder on what information is required. This guidance details the **MINIMUM** requirements expected by SCI. If a Bidder wishes to add further information, this is acceptable, but the additional information should be limited to only items that are relevant to the RFQ.

- For the avoidance of doubt, bidders are required to complete all items within the Bidder Response Document unless clear instruction is provided otherwise.
- If a Bidder does not complete the entire Bidder Response document, their submission may be declared void.
- If a Bidder is unable to complete any element of the Bidder Response Document, they should contact Save the Children through the using the contact details provided for guidance.

By submitting a response, the bidder confirms that all information provided can be relied upon for validity and accuracy.

## SECTION I - ESSENTIAL CRITERIA

**INSTRUCTIONS – Bidders are required to complete all sections of the below table.**

Item	Question	Bidder Response	
		Yes / No	Comments / Attachments
1	The bidder accepts Save the Children's 'Terms and Conditions of Purchase' and that any business awarded to the bidder will be completed under the Terms and Conditions included in Section 4, and Appendix I of this pack.		
2		Yes / No	Comments

	The Bidder and its staff (and any sub-contractors used) agree to comply with: i) SCI's Supplier Sustainability Policy [set out under Section 4 of this document] and ii) Mandatory Policies, throughout this process and during the term of any future contract awarded.		
<b>3</b>	The bidder confirms they are not a prohibited party under applicable sanctions laws or anti-terrorism laws or provide goods under sanction by the United States of America or the European Union and accepts that SCI will undertake independent checks to validate this.	<b>Yes / No</b>	<b>Comments</b>
<b>4</b>	<p>The Bidder confirms it is fully qualified, licenses and registered to trade with Save the Children (including compliance with all relevant local Country legislation).</p> <p>This includes the Bidder submitting the following requirements:</p> <ul style="list-style-type: none"> <li>- Legitimate business address</li> <li>- Entity official registration such as commercial registration or KRS copy.</li> </ul>	<b>Yes / No</b>	<b>Comments</b>
		<b>Requirement</b>	<b>Bidder Response / Attachments</b>
		<b>Legitimate Business Address</b>	
		Entity official registration such as commercial registration	

## SECTION 2 – CAPABILITY & SUSTAINABILITY QUESTIONS

*Instructions – Bidders are required to complete all sections of the below table.*

<b>Item</b>	<b>Question</b>	<b>Bidder Response</b>	
1	Ability to perform as per the above <b>PART 2 – CORE REQUIREMENTS &amp; SPECIFICATIONS. Please provide inputs in a Concept Note-APPENDIX 3.</b>	<b>Bidder Response</b>	<b>Comments</b>
2	Relevant experience -please provide links to published reports on similar researches	<b>Bidder Response</b>	<b>Comments</b>
3	Expertise of Team- please provide CVs (max 4 pages) of key team members involved in the research project	<b>Bidder Response</b>	<b>Comments</b>
4	Please describe the understanding of local communities/context of the research in Poland, Moldova and Romania	<b>Bidder Response</b>	<b>Comments</b>

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## SECTION 3 – COMMERCIAL QUESTIONS

No	Description/Specification	Total Price in <b>PLN</b> , (Exclusive any Tax)	Total Price in <b>PLN</b> , (Inclusive all taxes)
1	<p>The total cost of executing this service, and as per the above</p> <p><b>PART 2 – CORE REQUIREMENTS &amp; SPECIFICATIONS,</b></p>		

OTHER COMMERCIAL CONSIDERATIONS	
<p>Duration for which pricing can be fixed</p>	<p>----- MONTHS</p>

## SECTION 4 – BIDDER SUBMISSION CHECKLIST

We, the Bidder, hereby confirm we have completed all sections of the Bidder Response Document:		
No	Section	Please Tick
1.	Section 1 – Essential Criteria	
2.	Section 2 – Capability & Sustainability Questions	
3.	Section 3 – Commercial Questions	

**We, the Bidder, confirm we have uploaded all of the required information and supporting evidence:**

Section	Required Document / Evidence	Please Tick
<b>Essential Criteria Evidence</b>	Proof of legitimate business address	
	Copy of entity official registration such as Commercial Registration or KRS, etc..	
<b>Sustainability and Capability Criteria Evidence</b>	Completed Bidder Response Document (above-Section 2)	
	Concept Note in a response to the PART 2 – CORE REQUIREMENTS & SPECIFICATIONS- APPENDIX 3	
	Links to published reports on similar researches	
	CVs (max 4 pages) of key team members involved in the research project	
<b>Commercial Criteria Evidence</b>	Completed Bidder Response Document (above section 3)	

**We, the Bidder, hereby confirm compliance with the following policies and requirements:**

Policy	Policy / Document	Signature
Terms & Conditions of Purchase	Please refer to annexed appendix I	
Supplier Sustainability Policy and the included mandatory policies	<a href="#">Click Here to Access Supplier Sustainability Policy.pdf (savethechildren.net)</a> <a href="#">to adhere to all the below mandatory Save the Children policies.</a>	

We confirm that Save the Children may in its consideration of our offer, and subsequently, rely on the statements made herein.

Signature: .....





Name: .....

Title: .....

Company: .....

Date: .....