



To: Offerors

Date: August 31, 2020

From: Procurement and Partnerships Team, INVEST Project; Implemented by DAI Global LLC

Subject: Request for Proposals (RFP) INVEST-060 Mobilizing Private Investment for Development: USAID/India Education

Due: **1:00PM EDT on September 28, 2020**

Dear Offerors:

Enclosed is a Request for Proposals (RFP) to support the implementation of DAI's INVEST project funded by the United States Agency for International Development (USAID). DAI invites firms to submit a proposal for work as part of the USAID India Mission.

- I. RFP Process and deadlines:** This solicitation will result in the award of a Fixed Price Subcontract. We anticipate issuing a single subcontract award no greater than \$175,000-200,000 USD resulting from the implementation of this agreement.
- a. Submission of Questions – Questions must be submitted no later than **1:00 pm EDT on September 8, 2020** via email to INVEST_Procurement@dai.com.
 - b. Submission of Proposals – Proposals must be submitted no later than **1:00 pm EDT on September 28, 2020** via email to INVEST_Procurement@dai.com, copying Talin_Baghdadlian@dai.com, Matthew_Mitchell@dai.com, and Katherine_Tilahun@dai.com. The subject line of the email should be your organization name, followed by “Submission under RFP INVEST-060: USAID India Education”. Please certify in your submission email a validity period of 60 days for the price(s) provided and include your organization’s DUNS number. Please limit file submissions to 10 megabytes or less.

- II. Composition of Proposal:** Your organization’s proposal should comprise the following submission documents. The Technical Proposal and Cost Proposal should be prepared as separate files for independent evaluation, as follows below. Technical proposals should be submitted as a maximum ten (10) slide/page presentation, using a minimum 12-point standard font with one-inch margins. Graphics may be included, so long as text is clearly legible. If text or graphics are of poor resolution, the information provided may not be considered. Submissions in PowerPoint or in PDF are acceptable, although PDF is preferred along with an accompanying PowerPoint document. Price proposals should be submitted in Excel format, and include within the spreadsheet any budget notes.

Part 1 – Technical Proposal

Please limit your technical proposal to no more than ten (10) slides. The technical proposal is composed of the following three (3) sections:

1. **Technical Approach** – Offerors will detail their approach to fulfilling the accompanying Statement of Objectives (SOO). The approach will clearly indicate

how the proposed activities will result in the successful completion of all deliverables and milestones within the stated timeframe.

2. **Institutional Capacity** - Offerors should provide details about the experience, expertise, or capacity of their firm to recommend the proposed approach and complete the work as described. This should also include past performance information for India or similar contexts. Physical presence and organizational experience of one or more firms in India is required. Offerors should demonstrate their experience in performing similar regulatory and market landscape assessments in India, as well as demonstrate experience and understanding of financial instruments that are applicable in the India education sector context.
3. **Management Plan/Staffing Structure** – Offerors should include details of personnel who will be assigned to the activities described in the technical approach, as well as a clear management plan in narrative form for the development, review, and submission of all associated deliverables, including a milestone schedule. Offerors are permitted to engage in partnering/consortium arrangements if it will aid in providing best value to USAID. If a partnering arrangement is being proposed, please describe the nature of the arrangement, the specific technical value being contributed by each member of the team, and the appropriate management controls to ensure successful delivery.

In addition to the above, please include the following. These inputs will not be counted as part of the 10-slide limit and the format may be PDF or Word:

- One (1) to two (2) examples of past performance relevant to this activity (limited to two (2) pages per example)
- CV(s) of any individuals proposed in the staffing plan to conduct this activity (limited to two (2) pages per individual).

A cover slide will be considered a non-counting slide, should offerors choose to include one. No additional annexes or documentation are requested now.

Part 2 – Price Proposal

The contract type for the presumptive task order(s) will be Fixed Price, awarded as a subcontract by DAI Global, LLC. Please include your total proposed fixed price along with details for specific deliverable pricing. Offerors should also include a cost breakdown of the hourly rates for proposed personnel, if applicable, with a build-up to their total proposed price or include substantiating price reasonableness documentation/justification. Offerors can use the attached cost/budget template; please limit file submissions to 10 megabytes or less.

- III. **Evaluation of Proposal:** DAI will use best value determination for the award of this Request for Proposals. A best value determination means that, in DAI's estimation, the selected offer will provide the greatest overall benefit to USAID in response to the requirements stated in this RFP. DAI may also exclude an offer from consideration if it determines that an Offeror is "not responsible", i.e., that it does not have the management and financial capabilities required to perform the work required. Proposals will be evaluated against a stated number of factors, including the overall proposed approach, past performance, specific qualifications in the identified sectors and other evidence substantiating the bidder's ability to deliver, including

budget and time frame considerations. Specific preference will be shown for firms with experience conducting similar assessments.

1. **Technical Proposal:** The Technical Proposal will be scored and evaluated separately from the cost proposal. Technical panel reviewers will evaluate offerors on the following factors, consistent with the offerors' technical proposal.
 - a. **Technical Approach (40 points)** - Points for this section will be awarded based on the information presented in the technical approach that addresses the statement of objectives. The technical approach should outline which entities, resources, and networks will be used to complete the PSE regulatory environment assessment and market landscape review of opportunities in the basic education sector in India. The offeror should effectively communicate a strategic approach for gathering and analyzing data on regulatory parameters, identifying and assessing benefits/opportunities and challenges/constraints to PSE in the sector, technical assistance activities required to support PSE, and financing sources and vehicles that are most appropriate in the basic education sector. The technical approach should also provide a general framework describing the advantages, disadvantages, time frame, resource needs, etc. required for each potential financing vehicle.
 - b. **Institutional Capacity (30 points)** – Points for this section will be based on information presented in the corresponding section and any submitted case studies. The offeror should demonstrate their:
 - Institutional experience completing landscape assessments to identify private sector engagement opportunities in social sectors, preferably in the basic education sector.
 - Institutional experience in designing investment activities or vehicles for the education sector.
 - Institutional experience performing assessments remotely.
 - Institutional experience in India is required.
 - If a partnering arrangement is being proposed, please provide details about the experience, expertise, capacity, and local presence of partner firms as well.
 - Additionally, offerors should demonstrate their ability to maintain a consistent local presence in India given COVID-19 international travel restrictions and/or propose alternatives to validate findings.
 - c. **Management Plan/Staffing Structure (30 points)** - Points for this section will be based on the qualifications of proposed staff, clear delineation of the roles and responsibilities of each proposed staff and each proposed firm (if firms are partnering), and the demonstrated efficacy and clarity of the management plan. Proposals should provide a clear management plan in narrative form for the development, review, and submission of all associated deliverables, including a proposed milestone schedule. If the offeror is submitting a proposal along with partners, the proposal should describe the nature of the arrangement (i.e. added technical value), the division of labor among the partners, and the appropriate management controls to ensure successful delivery. It is required that the offeror (or one of its partners) be based in India in order to ensure continuity of project operations during periods of travel restrictions due to COVID-19.

2. **Price Proposal:** Price will be evaluated separately from the technical approach, with due consideration for realism, price reasonableness, and allowability consistent with US government cost principles. Evaluation for this section will be dependent upon all information presented by the Offeror in their deliverable table and supporting cost information, as well as its alignment with the proposed technical approach.

3. **Offeror's Agreement with Terms and Conditions:** Please visit the [INVEST Procurement Forecast](#) website for RFP Terms and Conditions.

The completion of all RFP requirements in accordance with the instructions in this RFP and submission to DAI of the technical and price proposals will constitute an offer and indicate the Offeror's agreement to the terms and conditions in this RFP and any attachments hereto. DAI is not required to accept and/or evaluate proposals that do not conform to the instructions of the RFP, and additionally, DAI may reject all proposals and not award a subcontract for this RFP. DAI reserves the right to award a subcontract without discussion and/or negotiation; however, DAI also reserves the right to conduct discussions and/or negotiations, which among other things may require an Offeror(s) to revise its proposal (technical and/or price). By submitting an offer, Offerors agree to comply with the general terms and conditions for an award, including Representations and Certifications compliance. Offerors must provide full, accurate, and complete information in response to this solicitation. By submitting an offer, Offerors certify that they have not/will not attempt to bribe or make any payment to DAI employees in return for preference. Issuance of this RFP in no way obligates DAI to award a subcontract, nor does it commit DAI to pay any costs incurred by the Offeror in preparing and submitting the proposal. DAI reserves the right to award a subcontract to one organization or to issue multiple awards to different organizations based on the results of our evaluation.

Thank you,
DAI INVEST Procurement and Partnerships Team
INVEST_Procurement@dai.com

The INVEST Project: Mobilizing Private Investment for Development

Statement of Objectives for Request for Proposal (RFP) INVEST-060 Mobilizing Private Investment for Development: USAID/India Education

Introduction

USAID seeks to unlock the potential of private capital to drive inclusive growth. Increasingly, private investors and businesses are looking to emerging markets for better returns and new market opportunities. Specifically, USAID can leverage its resources – grants, technical assistance, guarantees, and convening power – to help raise awareness of investment opportunities, lower transaction costs, and mitigate the risk of investments that generate positive social, economic, and environmental impact.

In support of its efforts to promote blended finance within the agency, the USAID Office of Private Capital and Microenterprise (USAID/PCM) awarded the INVEST contract to DAI in September of 2017. Through INVEST’s flexible buy-in mechanism, USAID Missions and Operating Units are able to access an unprecedented network of firms and individuals that have the range of technical expertise needed to identify opportunities and effectively mobilize private capital toward development priorities. Using a lean approach tailored to high potential opportunities, relevant parts of the network will come together to research, develop, and build specific solutions that align private capital with development needs.

Background

USAID seeks to continue and grow its efforts to unlock private sector resources to support the Government of India’s (GoI) efforts to address systemic education issues which exist in pre-primary and primary education. As part of its new education initiative, USAID will work in partnership with multiple stakeholders and other funders to build the capacity of at least two and up to three states to implement, assess, improve, and manage appropriate and high performing systems and partnerships to incentivize and reward progress made in foundational learning. USAID/India will work with both private and public sector partners through a systems strengthening and policy testing approach, increasing the state governments’ capacity to leverage and coordinate financial, human, and material resources to implement evidence-based service delivery in foundational learning. Outcomes obtained through performance-based mechanisms and in partnership with state actors will include an increase in students attaining minimum proficiencies in reading, math, and cognitive domains in both public and private schools.

USAID/India’s new education strategy is grounded in working directly with state institutions, utilizing USAID’s convening power and global technical expertise in early learning to mobilize capital and forge partnerships with the private sector, NGOs, and government entities to achieve shared development outcomes. In line with the US Government Education Strategy, domestic resource mobilization and co-financing will help build self-reliance, ensure the longer-term sustainability of programs, and help pave the way to decreasing reliance on foreign assistance.

Private sector engagement (PSE) to leverage needed funding into the education sector is recognized as a global imperative. The International Commission on Financing Global Education Opportunity estimates that \$3 trillion in annual education spending will be necessary in low- and middle-income countries by 2030—a gap of \$1.8 trillion from today’s spending levels. An estimated 97 percent of these funds will need to come from domestic governments: their commitment to investment and reform will be the most important driver in closing the funding gap. However, international donor funds, philanthropy, and the

private sector will continue to play a critical role, especially for low-income countries where these entities cover half of education costs, on average.

Education Sector in India

Despite nearly universal access to primary education, the quality of education in India is mostly poor. Data provided by India's Annual Status of Education 2019 Report show that:

- 49.2% of children in Standard III (3rd grade) cannot read Standard I (1st grade) level text
- 27.8% of children in Standard III (3rd grade) cannot recognize 2-digit numbers
- 80.1% of children in Standard III (3rd grade) who received low or zero scores on pre-primary level cognitive tasks (i.e. completing a puzzle, sequencing picture cards, putting physical items in a series by size) were unable to read at the grade one level.

Leading education NGOs in India and the world have been instrumental in making the case in India that the long-term efficacy of the education sector and the continued economic progress of the country depend not only on ensuring that all children can read by the end of grade two, but on providing students with a continuum of play and skills-based instruction from the ages of 4-8 that will ensure that they master not only reading, but also numeracy, cognitive processes like matching, sequencing and sorting, social and emotional behaviors conducive to integrating into school and society, and essential gross and fine motor skills.

Additionally, there is a growing recognition among education NGOs and emergent India foundations on the need to shift the development model away from small scale projects to a more intentional focus on large scale, "state-level" systems reforms.

The private sector has an inherent interest in working with the U.S. Government and partner countries to educate and train individuals so that they enter the workforce with demand-driven skills for the 21st century. Beyond a vested interest in an educated population, the private sector brings innovative approaches and unique solutions to the education challenges faced by partner countries, including through the operation of schools and providing technology and technical assistance to them.

This SOW will identify opportunities where private sector partners may offer a comparative advantage and can complement the public sector as part of USAID/India's education strategy. This work will support a "systems strengthening and policy testing" development objective and will contribute to increasing the percentage of students attaining minimum proficiencies in reading, math, cognitive, social and emotional domains.

Statement of Work

Under this buy-in, USAID will explore and promote financial instruments and technical approaches that support and lead to systemic change in the basic education sector, specifically primary education in both public and private institutions. The work will adhere to the USG education strategy guiding principles of country ownership, strengthening capacity and performance of education systems, partnering to leverage resources, and responding to needs and opportunities.

To that end, this work will be conducted in three phases:

- Phase I: Assess the PSE regulatory environment and market landscape for basic education.
- Phase II: Co-create with public and private sector stakeholders to identify and model possible PSE solutions.
- Phase III: Implement targeted and tailored PSE instruments in the basic education sector.

This request for proposals is to perform Phase I to assess the legal and market landscape in the education sector through a PSE lens. Subsequent to this assignment, a co-creation process will further refine the findings from the assessment to select and design activities to contribute to systemic change in the basic education sector.

PSE Regulatory Environment and Market Landscape Review of the Indian Basic Education Sector

Under Phase 1, the subcontractor will engage with a variety of local actors and stakeholders to determine the approaches most appropriate to achieving local ownership that engage the private sector. The team will meet with national, state, and local governments, civil society, faith-based organizations, the private sector, academia, and other actors. Approaches to strengthen education systems and outcomes will be discussed and assessed, including policy reform, performance-based assistance, public-private partnerships, technical assistance, and capacity-development support. To the greatest extent feasible and appropriate, USAID programs and activities will align with and support national education plans and development strategies. Through this work, two to three states in India will be identified as partners for USAID's work.

The market landscape in education will provide data on the following areas:

- National and state education strategies and plans, including educational assessments and evidence informing priorities and policies;
- Systemic level constraints and barriers to improving education outcomes in reading, math, cognitive, social and emotional domains to all students, attending public or private schools;
- Support to private schools; tax/fiscal incentives for private engagement; PPPs in early childhood education; private participation in policymaking; the role of the private sector as an education funder; and the adequacy of regulation for PSE;
- Major organizations, public and philanthropic donors, and other actors currently operating in the Indian education sector;
- Opportunities for PSE with the business community, providers of ancillary education services, providers of core education services¹, and membership associations for private sector operators;
- Similar or complementary initiatives by other bilateral and multilateral development donors
- The legal requirements, capabilities, risks, and limits of various structures to include corporate social responsibility funds as mandated by the Indian Companies Act.
- Identify the potential limitations of private sector engagement in basic education and possible mitigation or strategies to limit its potential for negative impact.

The work under Phase I will inform the legal context for USAID PSE activities and provide a landscape assessment that includes a gap analysis and value proposition for where USAID can offer the most catalytic impact. The review shall include recommendations on partnerships with two to three Indian state governments and potential PSE opportunities to partner or co-invest with other actors within each of those recommended states. The review shall identify the potential risks of each recommendation. The resulting assessment and review will be made public document(s) so as not to preclude the successful offeror from consideration under the co-creation facilitation activity envisioned for Phase II.

¹ Ancillary services include companies that produce / sell goods and services supporting education service provision (e.g. publishing, infrastructure, training, connectivity, IT, financial services). Core education services include organizations running schools or other educational institutions (e.g. kindergartens; out-of-school tutoring / catch- up centers; training facilities).

Illustrative Deliverables

- Inception report
- Key informant interview list and questions for stakeholders by type/sector focus
- Draft and final PSE Regulatory Environment Assessment of the Indian Basic Education Sector.
- Draft and final PSE Market Landscape Review of the Indian Basic Education Sector

Role of INVEST Project

INVEST will work closely with USAID/India and the selected partner(s) during all stages of this work. DAI will subcontract the selected partner(s) directly and provide review and oversight throughout the life of the activity in accordance with INVEST's lean management approach. DAI will administer weekly check-ins (as needed), reporting, deliverable review prior to client presentation and approval, and manage an ongoing ME&L framework.

- **Partner Onboarding:** DAI will work closely with USAID India to provide the successful offeror(s) with all necessary context and information in order to avoid duplication of efforts.
- **Project Implementation:** The selected partner(s) will implement the work as prescribed by the work plan(s). DAI will provide management support and ensure regular check-ins/reporting
- **Ongoing Monitoring, Evaluation, and Learning:** DAI will define indicators in subcontract, collect and review M&E data from subcontractors for requisite reporting to USAID. DAI will conduct data quality assessments as necessary.

Duration and Place of Performance

This engagement is expected to commence on or around in October 2020 and be completed by April 2021. Work will take place primarily in India and remotely.