

**Call for Quotations: Longitudinal mixed-methods study supporting the piloting on a continuous professional development (CPD) package for in-service school leaders, teacher leaders and classroom teachers**

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14 October 2022

[Answers to Questions \(Qs\) Received for the Call for Quotations](#)

**Q1. Is it possible to obtain more detailed information on the school's locations (ie: "parroquia" where they are located)?**

This map shows the locations.

[https://www.google.com/maps/d/edit?mid=1n0cfzG\\_de\\_lwuuoibSK-W02ElfG2VW4&usp=sharing](https://www.google.com/maps/d/edit?mid=1n0cfzG_de_lwuuoibSK-W02ElfG2VW4&usp=sharing)

**Q2. Is it possible to obtain more detailed information on the school's size?**

We can't provide that information at this point.

**Q3. Do you have current information on the turnover rate of classroom teachers? Can we expect to have (a majority of) the same teachers at the end of the program?**

We don't have information on teacher turnover. There could be minor variations in the sample due to teachers being reassigned. But this needs to be discussed during research design, to mitigate possible impact in the sample size or traceability of participants.

**Q4. Has the program attempted to measure self-efficacy before (or in other similar contexts)?**

No, the programme did not make such attempts before. However, we are expanding our knowledge in this domain in Ecuador together with VVOB's programmes in Uganda.

**Q5. Could you provide more details on the training and coaching provided by VVOB to the MINEDUC pedagogical counselors (asesores)?**

Educational advisors get technical support the facilitation and continuous professional development of school leaders participating in the Professional Learning Communities. This is expected to happen over a four-year period. A detailed account of the objectives and macro-objectives of the CPD has been shared in the CfQ.

**Q6. What is the number and how are asesores distributed among the schools?**

31, approximately. However, this number is not definitive. We can't provide exact information on distribution yet.

**Q7. Has the effectiveness of this training already been measured?**

No, it hasn't. Measuring effectiveness of the capacity building and support provided to educational advisors if not considered in the research, but it is addressed in our Monitoring and Evaluation system, for which we expect the research team works closely with our M&E Advisor at some point in the process for various purposes.

**Q8. Are we right to understand that classroom teachers intervene at the SCG level? Or do they work across SCG, PBL and WBL?**

They work across SCG, PBL and WBL. The three combined are part of the solution at the classroom/teacher level.

**Q9. Are learning outcomes of students excluded of this study? Are they being considered in a separate workstream?**

We indeed leave learning outcomes of students beyond scope of this research. We do foresee a later study on learning outcomes at a later stage in the multiyear programme (2024-2026). Communication will be made on this at appropriate timings.

**Q10. Are there potential synergies to be considered between this study and other ongoing/forthcoming VAMOS studies or evaluations?**

There will be studies commissioned at later stages in the multiyear programme. Communication on those studies will follow at appropriate timings.

**Q11. Is there a preference among all software listed?**

We leave the consultant to argue what's best.

**Q12. Are page limits specified for deliverables exclusive of potential annexes?**

There are no page limits.

**Q13. Is there a specified page limit for the response to the call for quotations?**

There are no page limits.

**Q14. Are there interviews planned as part of the selection process?**

We can consider a phase of questions to the submitting consultants or researchers. However, this is usually done in writing.

**Q15. Is the audience of this report primarily internal?**

No. We expect our work to be shared primarily with stakeholders involved and the Ministry. However, we also encourage consultants/researchers to present their work at different stages on internal and external platforms including conferences and (local) workshops, in close consultation and coordinated effort with VVOB. Open access and transparency are key policies at the VVOB.

Please note that the researchers will need to obtain, prior to the start of the research, clearance from the Ministry of Education's Research Office for the overall research design, workplan and ethical considerations for access to schools, use of information and disclosure must be obtained. The process will be channelled through VVOB. However, we don't foresee limitations to the dissemination of results as a key interest of the research is to make findings and learnings available.

**Q16. Will the consulting team be provided with a sampling frame of both students and teachers for the development of the exercise?**

As specified earlier, learners are not included as part of the sample, for which a sampling frame will not be provided.

The CfQ includes the total numbers of the school leaders, teacher leaders, and classroom teachers expected to participate in the program. We expect the survey to target / be administered to the entire pool (no sampling necessary) considering it is a rather small number.

For the qualitative case studies, it is up to the researchers to develop and appropriate purposive sampling method and they should already include "original ideas and concrete suggestions" for this in their technical proposal (cfr. scoring scale, p.20 of CfQ).

**Q17. Is there a strict protocol for the security of information given that we will be working with schools and minors? What additional parameters to those of the Ecuadorian regulations are desired there?**

We expect consultants or researchers to follow the ethical clearance guidelines that are applicable in Ecuador. This includes a mandatory two-hour course that must be taken and certified by the Ministry of Education ahead of the fieldwork. This is specified in the CfQ.

**Q18. Should the four survey periods have the same methodology, or could it be varied according to them?**

We leave it up to the research team to provide the rationale of the approach suggested.

**Q19. Could you share the full Theory of Change?**



The Theory of Change will be shared with the selected consultant/research team. We believe the CfQ provides sufficient information on the overall program logic, objective and expected outcomes.

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