

## **Evaluation of the Reading Schools pilot 2020/21 Invitation to tender**

### **Summary**

Scottish Book Trust invites tenders for an evaluation of the 2020/21 pilot of the Reading Schools programme.

The evaluation will assess what impact, if any, taking part in Reading Schools had on learners, learning professionals and schools and whether there were significant differences in impact for differing contexts and demographic groups. It will also detail which elements of the programme worked well, and make recommendations for improvements.

The final report will be required by September 2021.

The budget available for this evaluation, including VAT and any expenses, is no more than £12,000.

The deadline for tenders is Friday 13<sup>th</sup> November 2020 at 12pm.

### **Evaluation aims and questions**

The aim of this evaluation is to assess the impact of the Reading Schools programme and gather learning for programme improvement.

The audience for this evaluation will include Scottish Book Trust, Scottish Government, local authorities, schools and learning professionals.

The questions the evaluation should answer are:

- What impact, if any, did taking part in Reading Schools have on learners?
- What impact, if any, did taking part in Reading Schools have on learning professionals and schools?
- Are there significant differences in impact for differing contexts and demographic groups?
- Which elements of the programme worked well?
- What improvements could be made?

## Context and background

The broad aim of Reading Schools is to help schools build and sustain a reading culture. The development of a theory of change for the programme is underway and this will inform more specific outcomes; this will be shared with the appointee.

While the evaluation should assess progress against the intended outcomes, it should also be designed in such a way as to capture unintended outcomes. It should also gather evidence which can be used to inform decisions about the development of the programme.

There is more information about the programme on the Scottish Book Trust website here: <https://www.scottishbooktrust.com/learning-and-resources/reading-schools/reading-schools-resources>

## The work

Scottish Book Trust wishes to engage an individual or organisation to undertake this evaluation. The work will involve:

- Providing expert advice to refine the specific brief for the evaluation (including scope and methodology)
- Liaising with key stakeholders
- Carrying out research and fieldwork
- Analysing data gathered to make an assessment of impact
- Drawing conclusions in response to the evaluation questions
- Creating a final written report, including case studies

Scottish Book Trust are keen that a reporting structure be put in place that allows emerging findings from the evaluation to feed into programme development throughout the evaluation period.

Scottish Book Trust will make all gathered data available to the consultant (as far as is possible within data protection guidelines) and support the consultant to contact stakeholders.

## Challenges

- There is a wide range of work taking place in Scottish schools to support reading and literacy. Scottish Book Trust asks that applicants include details in their tender as to how they would approach evaluating the impact of Reading Schools given this landscape.
- Learning professionals, schools and local authorities do not always have capacity to participate in evaluation. Scottish Book Trust asks that applicants include details in their tender as to how they would maximise participation in the evaluation and ensure that all voices are represented, not just those most readily able to engage.

## Consultant skills and knowledge

Scottish Book Trust wishes to engage a consultant with significant knowledge and experience of:

- The Scottish education sector, including relevant policies and practice
- Carrying out work with schools, teachers, local authorities and children
- Assessing the contribution of a programme to outcomes in an environment where a variety of activities may be having an impact on that outcome.

It is essential that all staff carrying out fieldwork have knowledge and experience of working with schools, teachers, children and local authorities, and hold valid Basic Disclosure Certificates.

## Timeline

Submission of bids	13/11/20 at 12pm
Interviews with applicants	17/11/20
Selection of consultant	20/11/20
Inception meeting with Scottish Book Trust	01/12/20
Fieldwork	Jan 2021 – June 2021
Interim report	June 2021
Final report	September 2021

## Budget

The budget available for this evaluation, including VAT and any expenses, is no more than £12,000.

## Submissions

Tenders should be submitted by email to [Katherine Wilkinson](mailto:katherine.wilkinson@scottishbooktrust.com) by Friday 13<sup>th</sup> November 2020 at 12pm.

Prior to submission, interested parties can contact Katherine with any questions about the programme, evaluation or tender process.

Shortlisted applicants will be invited to an online meeting with Scottish Book Trust on 17<sup>th</sup> November 2020.

Tenders should include:

- The applicant's proposed focus and approach
- An indication of the extent to which the applicant's proposal can cover the evaluation aims and questions
- Details of how the applicant will ensure sufficient high-quality evidence is collected to support robust conclusions
- Details of how the applicant will tackle the challenges of the evaluation
- Details of the applicant's skills, knowledge and experience, including relevant references and testimonials from previous clients
- A description of how the work will be carried out within the timescale
- A budget breakdown

## Scottish Book Trust

Scottish Book Trust is a national charity that believes books, reading and writing have the power to change lives.

A love of reading inspires creativity, improves employment opportunities, mental health and wellbeing, and is one of the most effective ways to help children escape the poverty cycle.

More information about Scottish Book Trust can be found [here](#), along with a copy of the Annual Review.