



**TERMS OF REFERENCES
for the
End of Term Evaluation of the
programme**

**Mitigating Preschool Children's
Barriers to Learning in
Disadvantaged and Ethnically
Diverse Districts (BaMi)
2017-2021
Vietnam**

Negotiation procedure with restricted notification

APPLICATIONS TO BE SENT TO:

phuong.nh@vvob.org and kristine.smets@vvob.org

BY:

30th November 2020, 23:00 UTC+1

SUMMARY OF CONSULTANCY

Programme Key Information

Country	Vietnam
Title	Mitigating Preschool Children's Barriers to Learning in Disadvantaged and Ethnically Diverse Districts (BaMi)
Location	Provinces of Kon Tum, Quang Nam and Quang Ngai
Period	01/01/2017 – 31/12/2021
Programme Budget	€ 4,134,500
Donor	Belgian Government, Directorate General for Development Cooperation
Subsector	Early childhood education
Focus	Professional development of teachers (INSET) and school leaders; equity

Evaluation Key Information

Type	End of term evaluation
Objective	External appreciation of the programme's effectiveness, efficiency, relevance, potential sustainability, impact, and transversal themes gender and environment
Timeframe	Start Desk study: April 2021 Field study: Aug-Oct 2021 Final Report: Dec. 2021
Methodology	Inception phase: documentation review & initial interviews with VVOB staff Field study: briefing, interviews & observations, debriefing meeting Reporting: draft report, validation workshop, final reporting
Evaluation budget	15.000 Euro
Profile	Evaluation expert or team with profound knowledge of the education sector and extensive proven experience in the country
Deadline Proposals	30 th November 2020, 23:00 UTC+1

Content

SUMMARY OF CONSULTANCY	2
Programme Key Information	2
Evaluation Key Information	2
1. General Provisions	4
1.1. Tendering Organization	4
1.2. Organisational background	4
2. Technical Provisions	5
2.1. Programme background	5
2.2. Purpose, use and objectives of the evaluation	6
2.3. Evaluation criteria and key questions	6
2.4. Methodology and expected outputs (deliverables)	8
2.5. Timeline of key activities and deliverables	11
2.6. Profile of the consultant(s)	11
2.7. Budget	12
3. Administrative provisions	12
3.1. Eligibility criteria	12
3.2. Application requirements (How to apply)	12
3.3. Awarding criteria and procedure	13
3.4. Questions	13
Annex: VVOB's Generic Theory of Change	14

1. General Provisions

1.1. Tendering Organization

This call is issued by VVOB in Vietnam, represented by its Country Programme Manager, Wouter Boesman.

Address: 3-5 Nguyễn Bình Street, Hòa Cường Nam ward, Hải Châu District, Đà Nẵng, Vietnam

The call will be followed up by Nguyễn Hoàng Phương, M&E Advisor Vietnam and by Kristine Smets, M&E Advisor at Head Office (Belgium, Brussels). All correspondence regarding the content and procedure of this call should be sent to phuong.nh@vjob.org and to kristine.smets@vjob.org

1.2. Organisational background

VVOB is a non-profit organisation with over 35 years of experience in improving the quality of education systems from a rights-based perspective. VVOB has currently long-term partnerships with education actors in 9 countries in the South (Cambodia, DR Congo, Ecuador, Rwanda, South Africa, Suriname, Vietnam, Zambia and Uganda) and in Belgium/Flanders. Its annual budget is around 13 million euros.

VVOB's vision is to strive for a sustainable world based on equal opportunities through quality education. For VVOB **quality education** means: “... one that provides all learners with capacities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual wellbeing.”

In pursuit of quality education, VVOB works on two components, **professional development of teachers** and **professional development of school leaders** in four subsectors with following goals:

- Teachers and school leaders in **early education** (and in the transition to primary education) provide an equal start to all learners to ensure their full development during their future education;
- Teachers and school leaders in **primary education** use appropriate pedagogical and didactic methodologies to improve literacy, numeracy and life skills in all learners;
- Teachers and school leaders in **general secondary education** (and in the transition to it) ensure all learners acquire the necessary 21st century skills;
- Teachers and school leaders in **technical and vocational education and training** prepare all learners to the needs of society and decent work.

To realise these objectives, VVOB focuses on **capacity development** of its operational partners: ministries of education, teacher training institutions and organisations focusing on professional development. Partners range from national and regional governments to institutions, individual schools, school leaders, teachers and students.

VVOB's 5-year programme 2017-2021 funded by the Belgian Federal Government, Directorate General for Development Cooperation (DGD) comprises 10 ongoing programmes in the South which focuses on the following subsectors:

- **early education:** Vietnam, Zambia, South Africa
- **primary education:** Cambodia, Rwanda, South Africa
- **secondary technical & vocational education & training:** Ecuador, Suriname, RD Congo, Uganda

In Vietnam, VVOB is currently implementing the following programmes/projects:

- Mitigating Preschool Children's Barriers to Learning in Disadvantaged and Ethnically Diverse Districts (BaMi), funded by the Belgian Federal Government, Directorate General for Development Cooperation (DGD).
- Gender-responsive teaching and learning in the early years (GENTLE) (2018-2021), funded by the European Union and Belgium (DGD).
- Communities of practice Inspiring Teaching Innovations in the early Education System (CITIES) (2019-2020), funded by Porticus.

- Integrating Play-based Learning Activities for Young learners (iPLAY) (2019-2023), funded by The LEGO Foundation.
- COVID response to overcome the learning gaps after prolonged school-closure (2020), funded by the LEGO foundation.

This call focusses on the DGD-funded programme BaMi that started in 2017 and will be completed in 2021.

2. Technical Provisions

2.1. Programme background

Although Vietnam's enrolment rates for early childhood education (ECE) are high, the country is facing challenges to provide quality preschool education. This is particularly true for the provinces of Kon Tum, Quang Nam, and Quang Ngai in Central Vietnam, where there are large concentrations of people from poor backgrounds and ethnic minorities. These areas are also prone to natural disasters. Due to a policy and donor focus on accessibility for primary and secondary school children, insufficient attention is being given to ECE in these vulnerable areas.

A major concern in the ECE classroom in Vietnam, is the lack of well-being and involvement of young children. This hampers their full development and learning process. Although many ECE teachers have completed pre-service trainings and have a teacher-degree, few can demonstrate the much-needed practical skills and ECE specific pedagogies. This deficit is reinforced by school leaders that are not equipped with the knowledge or skills to organise effective professional development trajectories for teachers in those areas.

The programme centres on strengthening the professional development of teachers and school leaders in early childhood education (ECE) in three provinces with disadvantaged and ethnically diverse districts in Central Vietnam, with the following specific objective (outcome):

Preschool teachers in disadvantaged and ethnically diverse districts of Kon Tum, Quang Nam, and Quang Ngai provinces in Central Vietnam have the competences to improve the quality of learning for all 3- to 5-year old children in preschools.

The programme is built around three pillars:

- Improving preschool teachers' and school leaders' practice of process-oriented child monitoring.
- Strengthening preschool teachers' and school leaders' practice of addressing barriers to learning and participation and ensuring deep level learning among all children.
- Enhancing needs-based/school-based teacher professional development (TPD) for preschool teachers on process-oriented child monitoring and addressing barriers to learning and participation.

The programme contributes to the implementation of a sustainable strategy on process-oriented child monitoring and addressing barriers to learning and participation in ECE, particularly in disadvantaged and ethnically diverse regions.

By the end of the 2021, the programme aims at following capacities with its partners:

- The provincial Departments of Education and Training of Kon Tum, Quang Nam, and Quang Ngai:
 - provide TPD on process-oriented child monitoring;
 - support school leaders in the implementation of TPD and in process-oriented child monitoring;
 - strengthen the capacity of teachers and school leaders to address barriers to learning (related to gender, environment, language, socio-cultural backgrounds, or other factors) and to establish rich learning environments;
 - assist teachers and school leaders to establish school communities of reflective practitioners;
 - plan, communicate, document, adjust, and advocate for TPD on process-oriented child monitoring and addressing barriers to learning and participation.
- The Ministry of Education and Training (Department of Teachers and Educational Administrators and Early Childhood Education Department) actively disseminates the approach of the BaMi programme nationwide so other provinces can build on them.

See also website of VVOB Vietnam: <https://vietnam.vvob.be/en/early-education-programme-17-21>

2.2. Purpose, use and objectives of the evaluation

Through this final evaluation, VVOB aims to get an external appreciation of its programme in relation to the five DAC criteria, efficiency, effectiveness, relevance, sustainability, impact, as well as the transversal themes gender and environment.

The end evaluation primarily serves the purpose of accountability towards the donor, collaborating partners and programme beneficiaries.

Given its timing, the usefulness of the end evaluation for decision-making and learning in view of DGD's next multiyear programme is limited as the new programme must be submitted by August 2021. However, the results of the end evaluation can still inform the Operational Planning of the new DGD programme (starting from 2022) as well as other donor-funded interventions that will be formulated after 2021. In addition, the report of the end evaluation will be used to inform DGD's final programme report which is to be submitted by June 2022.

The end evaluation is also aimed at generating insights and recommendations that are useful for VVOB's partners in the country.

The **main objectives** of this end evaluation can be summarised as follows:

- To assess programme achievements in terms of efficiency, effectiveness, relevance, potential sustainability, impact and mainstreaming of gender and environmental aspects envisaged by the programme.
- To identify Key Areas of Success as well as the critical factors that lead to or contributed to this success.
- To identify Critical Areas for Improvement in relation to the design, implementation or the M&E of the programme.
- To generate conclusions and recommendations for VVOB and its partners that can inform formulation and planning processes of future programs or projects.

2.3. Evaluation criteria and key questions

In view of the above purpose and objectives, the evaluation will address following criteria and related key questions.

Note:

- The criteria follow the definition and interpretation that is used in the Performance Scores, DGD's mandatory annual reporting format, except for "impact" which is not part of DGD's Performance Scores assessment. For impact, the revised definition of the OECD DAC evaluation criteria of December 2019 is used¹.
- Outcome refers to the programme's Specific Objective while outputs relate to the results and subresults as specified in the programme's logical framework.
- For the transversal theme gender, the interpretation used in the Performance Scores was broadened to "gender and other equity dimensions" as the programme may also address other barriers to equity in education such as socio-economic status, language, race, learning disorders or geographical barriers (urban/rural, climate change, natural disasters).

1. **Efficiency: the extent to which the resources of the intervention (funds, expertise, time, etc.) have been converted into outputs in an efficient manner and within the set timeframe**

- the input/output ratio: the means used provide the best "cost/benefit" ratio to achieve the predefined outputs. For the costs, reference is made to the budget as approved by the DGD.
- the timeliness of the outputs: the activities go according to plan and the outputs will be achieved within the intended timeframe.

¹ Better Criteria for Better Evaluation. Revised Evaluation Criteria definitions and Principles for Use. OECD/DAC Network on Development Evaluation. Dec.2019 (<https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>)

Key Questions:

- 1.1 To what extent are inputs managed in a cost-efficient way?
- 1.2 To what extent are the intended processes and all types of activities implemented within the time envisaged?

2. Effectiveness: the extent to which the specific objective (outcome) has been achieved as planned by the end of the programme

Effectiveness is about achieving the specific objective (i.e. outcome) and must be seen at the level of the beneficiaries. It assesses the achievement of the outputs (results) because it is considered a condition for achieving the outcome. It is about the completeness and quality of the outputs delivered. The quality refers to meeting the needs of the beneficiaries. This means for example that the beneficiaries have access to the outputs and that the outputs will likely be used by the beneficiaries.

Key Questions:

- 2.1 To what extent are the outputs (VVOB's results and subresults) achieved and of good quality?
- 2.2 What is the likelihood that the specific objective will be achieved given the progress made to date?

3. Relevance: the extent to which the intervention is in line with the priorities of the target group, partner organisation or donor

Relevance was initially assessed during the design phase. The interpretation of this criterion therefore focuses more on any changes that may have as consequence that relevance cannot be (fully) guaranteed anymore and therefore that adjustments are required. These adjustments may include for example an adjustment of the Theory of Change.

Key Questions:

- 3.1 What is the relevance of the outcome, taking into account any changes that have occurred over the past years in the external context (country/partner/etc.) or within the organisation (global and/or at country level, in terms of HR, institutional and/or financial)?
- 3.2 To what extent did these changes have an impact on the relevance of the intervention, and how was this handled?

4. Potential Sustainability: the degree of probability of sustaining the benefits of the intervention in the long term (after completion of the programme)

This criterion assesses the potential of continuation of the intervention (or key elements of the programme) beyond the current funding period. To this end, four aspects of sustainability are assessed, i.e. financial, social, technical and institutional sustainability.

Key Questions:

- 4.1 What is the potential financial viability of the intervention? (financial sustainability)
- 4.2 Have the conditions for local ownership been met and will they remain so after the intervention has ended? (social sustainability)
- 4.3 Do the partners have the required capacities to take control of the intervention and to continue the results? (knowledge transfer/capacity strengthening/technical sustainability)
- 4.4 To what extent are the programme results and approach embedded in the local structures, processes, procedures and budget (institutional sustainability)?

5. Transversal theme gender and other equity dimensions

The appreciation of this criteria must be seen in light of what was planned in terms of gender-related or other equity-related measures and whether these were consistently implemented. This can involve both specific results or outcomes that have a gender or other equity-dimension objective or the transversal integration within a specific objective.

Key Questions:

- 5.1 To what extent are gender-related or other equity-related measures implemented as planned?
- 5.2 To what extent do these measures have the desired effect?

6. Transversal theme environment

The evaluation of this criterion must be seen in the light of what is planned in terms of environmental measures and whether these were consistently implemented.

Key Questions:

- 6.1 To what extent are the environment-related measures implemented as planned?
- 6.2 To what extent these measures have the desired effect?

7. Impact: the extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects

Impact addresses the ultimate significance and potentially transformative effects of the intervention. It seeks to identify the effects of the intervention that are longer term or broader in scope than those already captured under the effectiveness criterion. Beyond the immediate results, this criterion seeks to capture the indirect, secondary and potential consequences of the intervention. It does so by examining the holistic and enduring changes in systems or norms, and potential effects on people's well-being, human rights, gender equality, and the environment.

Key Questions:

- 7.1 To what extent has the intervention generated or is likely to generate enduring changes in systems, norms, people's well-being, human rights, gender equality or the environment?

8. Key Success Areas and Critical Areas for Improvement

As a cross-cutting criterion, the evaluation is also expected to identify Key Areas of Success and Critical Areas for Improvement as well as factors that facilitated or inhibited the achievements of results.

Therefore, in addition to the key questions mentioned above, following **Key Questions** should also guide the assessment of each of the above criteria:

- 8.1 Which factors were crucial for the achievements?
- 8.2 Which factors were inhibiting to reach the expected results?

2.4. Methodology and expected outputs (deliverables)

The focus of the assignment is on providing an external view on the DAC criteria based on a thorough review of available data and the collection of qualitative data to complement secondary data and for triangulation.

Evidence gathered should thus be from both secondary (programme document, annual reports, studies commissioned by the programme etc.) and primary sources (interviews, focus groups, field observations etc.). The evaluation will therefore be undertaken through a combination of a desk review and a field study using qualitative data collection methods (observations, interviews and focus group discussions). The desk phase will be used by the consultant to inform the evaluation methodology and the development of data collection tools. The evaluation should involve a representation of key partners and beneficiaries at different levels. VVOB encourages the use of innovative methods of data collection and stakeholder consultation, which may include remote data collection methods.

Following phases, activities and deliverables are foreseen:

1. Inception-phase

The inception-phase involves a documentation review and consultations with VVOB staff and is aimed at the development and validation of a detailed evaluation methodology (evaluation matrix, program for the field study and data collection instruments).

Activities/Tasks:

- Review of relevant documents that will be provided by VVOB such as: Programme Document, Annual Reports 2017-2020 (i.e. Performance Scores, Indicator Progress Table and Risk Management, Lessons Learned), Operational Planning incl. Capacity Development-Trajectories for 2017-2021, Report of the equity-focussed Mid-term evaluation carried out in 2019, research reports, key programme outputs and materials (manuals, guidelines...), educational strategies, policies and plans...
- Virtual or face-to-face interviews with key programme staff in country and staff at Head Office to get a better understanding of the programme's Theory of Change, implementation - including capacity development - approach, achievements and challenges encountered.
- Identify target groups/people to meet/interview and liaise with the Country Programme Team (Country Programme Manager and/or in-country M&E Focal Point) to establish a detailed program for the field study. Consultations should cover target groups at different levels: strategic partners, operational partners, teachers, school leaders and a number of on-site visits for better understanding of the context.
- Develop guide/checklist for interviews, focus groups and/or observations.
- Presentation of first phase deliverables (see below) to Country Programme Team (and a representation of strategic/operational partners) in the form of a workshop (+ share deliverables with staff of Head Office). Alternative: presentation to Country Programme and Head Office staff through videoconference.
- Adjust deliverables based on input from the presentation workshop and/or written feedback from Country Programme Team and staff of Head Office.

Deliverables:

1. Schematic and narrative presentation of the programme's Theory of Change²
2. Strength/Weakness analysis per evaluation criteria based on documentation review and initial interviews
3. Evaluation Matrix: detailed evaluation questions for each evaluation criteria and related key questions specified under chapter 2.3 (**see template below**)
4. Detailed program for the field study: date and place of field visits, who will be interviewed, what will be observed etc.
5. Data collection instruments: interview, focus group and/or observation guides or checklists for each target group

Template Evaluation Matrix:

<i>As defined in the Terms of Reference</i>		<i>To be developed by the evaluator as part of the Inception Phase</i>		
Criteria interpretation	& Key questions	Evaluation questions	Source (who or what)	Data Collection Method
1. Efficiency	1.1 / 1.2 / 8.1 / 8.2			
2. Effectiveness	2.1 / 2.2 / 8.1 / 8.2			
3. Relevance	3.1 / 3.2 / 8.1 / 8.2			
4. Potential Sustainability	4.1 / 4.2 / 4.3 / 4.4 / 8.1 / 8.2			
5. Gender & Equity	5.1 / 5.2 / 8.1 / 8.2			
6. Environment	6.1 / 6.2 / 8.1 / 8.2			
7. Impact	7.1 / 8.1 / 8.2			

2. Field phase

Activities/Tasks:

- Briefing meeting with key programme staff to review the final (adjusted) deliverables of the inception phase, in particular the data collection instruments and the program for the field study and to agree on practical arrangements for the field study.

² Note that the Programme Document already contains a VVOB generic Theory of Change (in Annex). The ToC that is to be elaborated as part of the Inception Phase, needs to focus on the specific programme objective and results, target groups and implementation approach.

- Carry out interviews, focus groups and/or observations with different target groups.
- Debriefing meeting with key programme staff to share first impressions and insights on evaluation findings, key areas of success and key areas for improvement.

Around 10 working days should be foreseen to carry out the field study.

Deliverables:

6. Presentation (PowerPoint) of the debriefing meeting

3. Reporting and Validation

Activities/Tasks:

- Data analysis, including triangulation of primary data with secondary sources and preparation of draft report.
- Share draft report with Country Programme staff and staff of Head Office.
- Presentation and discussion of findings and conclusions to, and validation and/or co-creation of recommendations with Country Programme staff and a representation of strategic and/or operational partners of the programme in the form of a workshop (+ option for Head Office to join through videoconference). Alternative: presentation and discussion with Country Programme staff, programme partners and Head Office through videoconference.
- Prepare final evaluation report based on input from country-level validation workshop or videoconference and written feedback provided by Country Programme and Head Office staff.

Deliverables:

7. Draft report following template
8. Final report following template

Structure of the Evaluation Report to be completed in a template that will be provided by VVOB:

1. Executive summary – usable as a stand-alone document of max. 3 pages
2. Programme Background
 - Programme Context
 - Programme Summary
 - Theory of Change
3. Evaluation Background
 - Purpose and objectives of the end-evaluation
 - Evaluation methodology
 - Limitations and challenges encountered
4. Findings
 - Efficiency
 - Effectiveness
 - Relevance
 - Potential Sustainability
 - Gender & Equity
 - Environment
 - Impact
5. Analysis
 - Key Areas of Success
 - Critical Areas for Improvement
6. Conclusions
7. Recommendations
8. Annexes
 - Programme Logical Framework
 - Evaluation Matrix
 - Program Field Visit
 - People interviewed
 - Consulted documents, reports and data
 - Overview of data collection instruments

Max. 35 pages (executive summary and annexes excluded)

2.5. Timeline of key activities and deliverables

It is anticipated that the assignment will commence in March 2021 to be concluded before the end of December 2021. Time bound activities and deliverables will be included in the contract that will be offered to the consultant with the winning proposal. An indicative timeframe is presented below:

Activity / Deliverable	2021									
	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1. Kick-off meeting & handing-over documentation	X	X								
2. Desk study including interviews with country programme staff and staff of Head Office (Brussels)		X	X	X						
3. Present and finalise deliverables of the Inception phase (ToC, S/W analysis, evaluation matrix, program field study, data collection instruments)					X	X				
4. Field phase (field missions including briefing and debriefing meetings)								X		
5. Prepare and submit draft report								X	X	
6. Validation workshop/meeting (presentation & discussion draft report)								X	X	
7. Comments from VVOB on draft report									X	
8. Submission of final report										10
9. Acceptance of final report										17

2.6. Profile of the consultant(s)

It is envisaged that the assignment is carried out by an evaluation expert or team with profound knowledge of the education sector and extensive proven experience in the country.

It is to be expected that international travel to and from Vietnam remains heavily restricted in 2021. Therefore any proposal by an evaluator who is not based in Vietnam must include one in-country expert to conduct (as a minimum) the field-phase. In case the in-country evaluator is not a native Vietnamese speaker, the project team must also include an experienced translator.

In case a team is proposed, a lead-evaluator should be appointed. Note that international flights can only be covered for the lead-evaluator³ (See also **Submission Form** for details regarding the financial offer/proposal).

The proposed consultant or team of consultants should meet following requirements:

Essential requirements for the evaluation expert or the lead evaluator in case a team is proposed:

- At least 7 years of experience with the evaluation of international development/donor-funded projects, both midterm and final evaluations
- Team leader of minimum 3 evaluations or other relevant studies in the past 5 years, preferably in the country
- Experience with the evaluation of capacity development interventions in the education sector in the Global South
- Excellent written and spoken command of English

Requirements to be fulfilled by at least one evaluator/team-member:

³ Considering travel restrictions into Vietnam (very restricted and subject to complex and long procedures of visa and quarantining upon arrival) it is discouraged to submit proposals that are dependent on an international evaluator to travel from abroad to Vietnam.

- Proven knowledge and understanding of capacity development issues within the country's education sector
- Experience with governmental institutions/agencies in the education sector at national, provincial and/or district level, in the country
- Good command of Vietnamese is needed to carry out the field study independently. The proposal must therefore include an in-country evaluator and/or an experienced translator

2.7. Budget

The maximum budget for the evaluation is 15.000 Euro. **Proposals above 15.000 Euro will not be accepted.**

The proposed budget should cover all possible expenses – including all applicable taxes - attached to the delivery of the services, with the exception of:

- Travel costs related to carry out the agreed field study (except for the international flights for which a cost estimate has to be included in the budget)
- Costs incurred for organising and holding meetings, interviews etc. with stakeholders and respondents (e.g. hiring meeting-venue, per diem and travel costs of participants)

See also **Submission Form** for details regarding the financial offer/proposal.

3. Administrative provisions

3.1. Eligibility criteria

This call is open to consultants:

- who meet the required experience and expertise as specified higher;
- who comply with all administrative requirements and legal obligations such as travel documents, visa, tax, fiscal and social obligations, work permits etc. needed to perform the assignment as described in this terms of reference.

Exclusion criteria:

For purposes of conflict of interest, ex-employees of VVOB who were in duty with VVOB in 2016 or later or any of their first-degree relatives (parent, sibling or child), are excluded from this call.

Service providers who have been engaged for VVOB in the formulation or in the implementation of the programme under review, or who have contractual relationships with any of the operational partners of the programme under review, will also not be accepted as eligible to conduct this evaluation.

Sub-contracting is not allowed, except for contracts between the applicant and the individual (local) consultants and/or translator for whom the CV is an intrinsic part of the proposal.

3.2. Application requirements (How to apply)

VVOB invites consultants that meet the eligibility criteria to submit a proposal using the attached **Submission Form**. Other forms will not be accepted.

Other documents to be submitted as also indicated in the Submission Form:

- Company's profile - if applicable
- Company's/consultant's registration document, banking details confirmed by bank, – if applicable
- CV of proposed consultant(s)
- At least two evaluation report of previous relevant work (or link to website from where the report can be downloaded – see also submission form)

Deadline for submission: 30th November 2020, 23:00 UTC+1

Proposals need to be send by email to: [phuong.nh@vvo**b**.org](mailto:phuong.nh@vvob.org) and to [kristine.smets@vvo**b**.org](mailto:kristine.smets@vvob.org)

3.3. Awarding criteria and procedure

Proposals that meet the eligibility criteria and application requirements will be reviewed by the Steering Group set-up for this evaluation and ranked on the following criteria:

Technical part:

1. Consultants' qualifications on the basis of previous relevant/similar work, CV's, illustrative report of previous relevant work (max. 40 points)
 - Proven experience with evaluation, education sector, capacity development interventions
 - Proven experience with and knowledge of the country
 - Reporting and communication skills
2. Consultants' motivation highlighting its suitability and strengths to carry out the assignment following the methodology set out in the terms of reference (max. 10 points)
3. Proposed Approach and workplan, highlighting possible methods and tools to carry out the assignment following the methodology set out in the terms of reference (max. 30 points)

Only proposals that have at least 70% on the technical part (i.e. minimum 56 points), will be retained for the evaluation of the financial part.

Financial part:

4. Price (maximum 20 points): calculated as: 20 x (price lowest proposal / price proposal)

VVOB will establish an internal committee (Steering Group) to evaluate and rank the received proposals based on the above criteria. If deemed necessary or advisable, VVOB may decide to further negotiate the proposal with one or more service provider in one or more rounds. These negotiations may result in an adapted proposal by the consultant and subsequent modifications in evaluation and ranking of the proposals by the committee.

All qualified respondents will be notified about the final decision. The consultant with the winning proposal shall be offered a contract stipulating standard VVOB contract terms and the Terms of Reference.

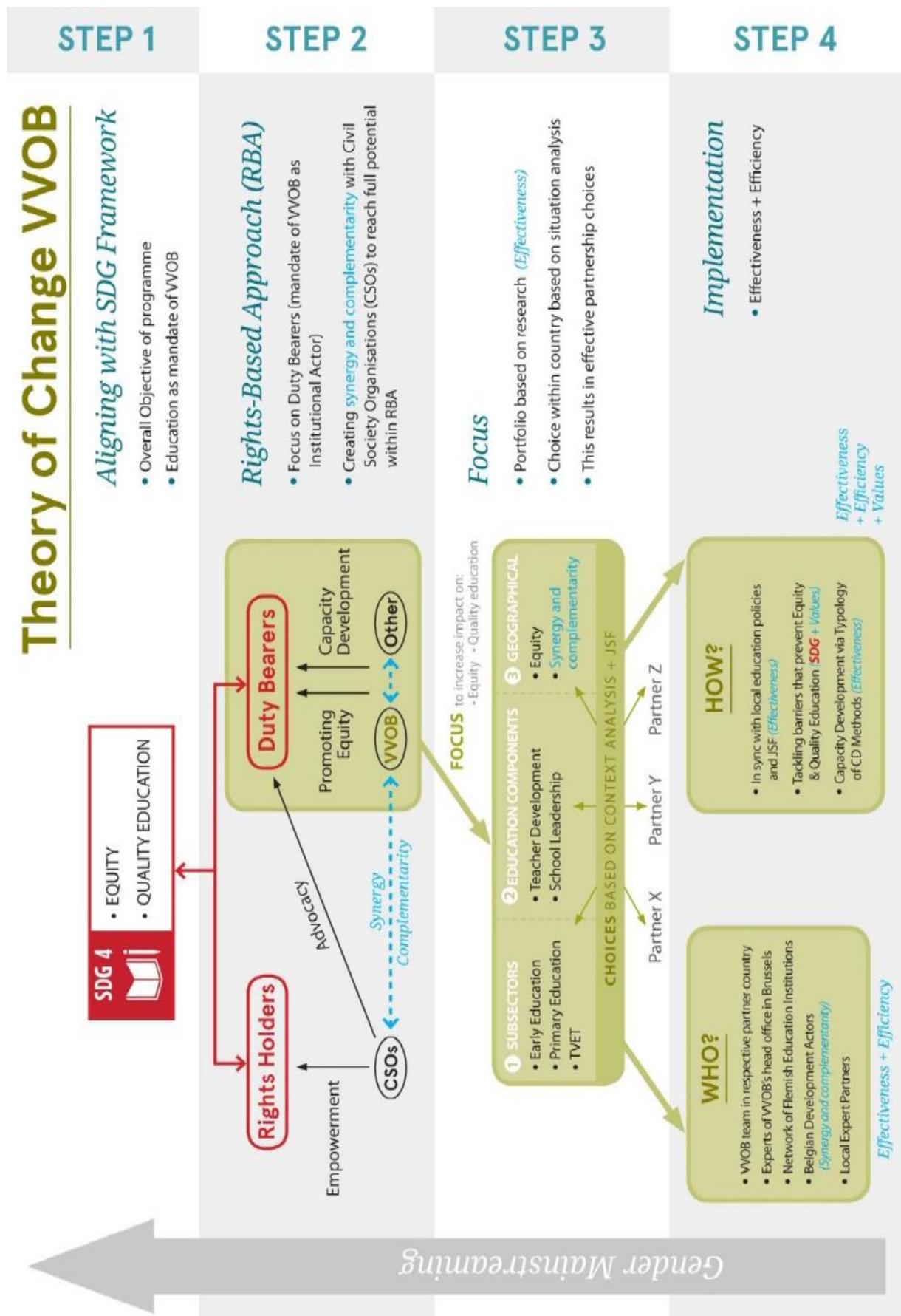
If the lead-applicant is based in the European Union, the contract will be signed by the VVOB Head-Office, represented by the Global Director of Programmes. If the lead-applicant is based in Vietnam, the contract will be signed by the VVOB in Vietnam country office, represented by the Country Programmes Manager.

VVOB reserves the right to re-advertise the Terms of Reference in case no suitable proposal was received.

3.4. Questions

Questions related to this call can be sent via email only to both [phuong.nh@vvo**b**.org](mailto:phuong.nh@vvob.org) and to [kristine.smets@vvo**b**.org](mailto:kristine.smets@vvob.org) before 30th November 2020.

Annex: VVOB's Generic Theory of Change





VVOB in Vietnam

3-5 Nguyễn Bình Street, Hòa Cường
Nam ward, Hải Châu District, Đà Nẵng,
Vietnam

T +84-236 3923332

E ° info@vvoob.be

VVOB

Julien Dillensplein 1 bus 2A
1060 Brussels
Belgium

T ° +32 (0)2 209 07 99

E ° info@vvoob.org



www.facebook.com/vvobvzw



[@VVOBvzw](https://twitter.com/VVOBvzw)



www.youtube.com/VVOBTube



www.linkedin.com/company/vvob

www.vvob.be | www.vvob.org