



**Terms of Reference for an
Equity-focussed Mid-Term Evaluation of two
education programmes:**

***Leading and Teaching for Diversity, South Africa
Mitigating Barriers to Learning, Vietnam***

**Deadline proposals:
31 March 2019 23:59 PM Brussels time (UTC + 02:00)**

Feb 2019

Content

Summary of programmes under review	2
1. Organizational background	3
2. Programme background	4
2.1. Leading and Teaching for Diversity (LT4Diversity), South Africa	4
2.2. Mitigating Barriers to Learning (BaMi), Vietnam	4
3. Purpose, focus and objectives of the mid-term evaluation	5
4. Evaluation questions	6
5. Methodology and expected outputs	7
5.1. Inception Phase (May-June 2019)	7
5.2. Field Phase (September-October 2019)	7
5.3. Synthesis Phase (November-December 2019)	8
5.4. Summary of deliverables	9
6. Timeline of key activities and deliverables	9
7. Profile of the Evaluator / Evaluation Team	9
8. Awarding criteria and procedure	10
9. How to apply	10
10. Monitoring, acceptance and payment of services	11

Summary of programmes under review

Country	South Africa	Vietnam
Title	Leading and Teaching for Diversity (LT4Diversity)	Mitigating Preschool Children's Barriers to Learning in Disadvantaged and Ethnically Diverse Districts (BaMi)
Location	Pretoria and provinces of Free State and KwaZulu-Natal	Provinces of Kon Tum, Quang Nam and Quang Ngai
Programme period	01/01/2017 . 31/12/2021	01/01/2017 . 31/12/2021
Budget	" 4,560,000	" 4,142,000
Subsector	Primary Education	Early Childhood Education
Focus	Professional development of teachers (INSET) and school leaders; equity	
Donor	Belgian Federal Government, Directorate General for Development Cooperation (DGD)	
Evaluation Type	Mid-Term Evaluation . Thematic Focus	
Evaluation timeframe	2019 May (kick-off) . Sep.-Oct. (field missions) . Dec. (final report)	
Deadline proposals	31 March 2019 23:59 PM Brussels time (UTC + 02:00)	

1. Organizational 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 Flanders. Its annual budget is approximately 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.”*

As a fundamental principle, VVOB firmly believes that **quality education** can only be achieved if **equity is achieved in the education system**. Learning inequalities begin at young age and are primarily driven by socio-economic disparities. Socio-economically disadvantaged children have fewer opportunities to enjoy quality education as they are confronted with profound types of discrimination. However, socio-economic inequalities are only part of the story. They interact with other challenges like gender issues, disabilities and cultural, ethnic and language backgrounds. Disadvantaged children suffer exclusion in education systems. VVOB is committed to removing barriers to learning, also and especially for the most marginalised children and strives for **equitable and inclusive education**.

Equity in education requires securing all children's right to education and means that personal and social circumstances such as gender, ethnic, cultural and language backgrounds and socio-economic status are no obstacles to achieve educational potential. **Inclusion** requires responding to the diversity of needs among all learners, through increasing participation in learning and reducing exclusion from and within education. It involves changes in content, approaches, structures, and strategies, driven by a vision that covers all children and the conviction that it is the responsibility of the regular system to educate all of them.

Within the spectrum of promoting equity, VVOB focuses particularly on **gender equity**. As stated in VVOB's Gender Policy (version 2.b December 2015), gender equity refers to putting in place the social and institutional arrangements that would secure the freedoms of all individuals, irrespective of gender or other markers of discrimination, to choose actions, aspirations and attributes that they have reason to value.

In pursuit of quality education, VVOB works in two niches, **professional development of school teachers** and **professional development of school leaders** and following subsectors: in,

- **early education** to improve the quality of formal pre-primary education and assist the transition to primary school;
- **primary education** to improve literacy, numeracy and life skills;
- **secondary education** leading to relevant and effective learning outcomes; and in
- **secondary technical and vocational education and training** to improve quality, align knowledge and skills imparted with the labour market, and integrate entrepreneurship.

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 ten programmes in the South (and one Belgium) which focusses on following subsectors:

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

This mid-term evaluation will focus on two south-programmes of the DGD multi-annual programme 2017-2021: *“Leadership and teaching for diversity”* in **South Africa** and the programme *“Mitigating preschool children's barriers to learning in disadvantaged and ethnically diverse districts”* in **Vietnam**.

2. Programme background

2.1. Leading and Teaching for Diversity (LT4Diversity), South Africa

Weak learning outcomes and high drop-out rates in South Africa are a result of low quality of education. Patterns of inequity are already set by Grade 4 in primary education, emphasising the urgency to change teaching practices in the early years of education. A culture and pedagogy of inclusivity is needed to allow vulnerable children to learn. School leaders and teachers therefore need relevant district- and school-based professional development in promoting inclusive education and addressing learner diversity.

This leads us to following programme goal: *school leaders and teachers in primary schools have the competences to respond to learner diversity by applying inclusive pedagogy for numeracy and literacy.*

The programme focuses on strengthening school- and district-based continuous professional development (CPD) opportunities of primary education teachers and school leaders, and is built around two pillars:

- Empowering school leaders to support the inclusion of all learners in their school.
- Strengthening teachers in the application of inclusive pedagogy in their classroom.

Each pillar contributes to the effective implementation of the inclusive education policy in primary education.

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

- The Department of Basic Education (and within DBE the Directorates of Inclusive Education; Initial Teacher Training; Continuing Professional Teacher Development; Education Management and Governance Development): guides and monitors CPD on inclusive education; and coordinates and disseminates resources on CPD on inclusive education (e.g. through Open Educational Resources).
- The South African Council of Educators (SACE) guides inclusive education in CPD and monitors and reports on individual CPD activities.
- Provincial and district officials of the Provincial Departments of Education of Free State and of KwaZulu-Natal, lead, monitor and evaluate CPD on the inclusion of all learners, including gender- and equity-related topics, for teachers and school leaders.

See also website of VVOB South Africa: <https://southafrica.vvob.be/leading-and-teaching-diversity>

2.2. Mitigating Barriers to Learning (BaMi), Vietnam

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 big 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 a 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 goal:

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>

3. Purpose, focus and objectives of the mid-term evaluation

Through the mid-term evaluation, VVOB aims to get an external assessment of programme progress and achievements, to identify good practices and seek lessons learned that can be used to improve the two programmes under review, for learning on a broader scale (all ongoing VVOB projects and programmes) as well as to inform the formulation of new programmes or projects.

The mid-term evaluation thus serves three **purposes**: accountability (through the independent assessment), for steering (through recommendations that will support decision-making for the remainder of the programme period) and for learning (through the formulation of lessons learned that will inform the organization and future formulations).

Furthermore, the mid-term evaluation will **focus** on a theme that is at the core of VVOB's vision and thus relevant at a broader scale: equity. For both programmes under review, equity is an overall focus as expressed in the specific objective of each programme. Besides, the programme in Vietnam also integrated equity from a geographical perspective through the choice of working in the most disadvantaged and ethnically diverse districts.

The **main objectives** of this mid-term evaluation are therefore:

- To assess programme design and implementation approach from an equity perspective;
- To assess programme progress and achievements and identify what works and what does not work in relation to equity; and from there
- Identify good practices, challenges, gaps and lessons learned and provide recommendations in view of promoting equity for the remainder programme period and in view of future formulations.

The main **users** of this mid-term evaluation are the programme implementers in South Africa and in Vietnam (the two VVOB Country teams and its operational partners), VVOB globally (staff at Head Office and Programme Managers and technical staff in other VVOB countries) and the donor agency DGD. In addition, it is envisaged that the evaluation will also yield insights and lessons learned that are useful for sharing with the partners of the Joint Strategic Framework of Vietnam and South Africa in particular.

4. Evaluation questions

In view of the above purpose and objectives, the evaluation will cover following key areas and questions:

1. Evaluating the programme design:

- How is equity addressed in the design and set-up of the programme and more particularly in its Theory of Change?

2. Evaluating the effectiveness of the implementation approach and the capacity development approach in particular:

- What implementation approach/strategies are deployed to address the equity-objectives and to tackle the identified barriers to equity?
- Which approaches/strategies show evidence of effectiveness? Which approaches/strategies have been successful; which have not been successful and why? What factors have contributed to successes or can explain failures or shortcomings? What level of results can be expected with the current approaches/strategies within the given contexts?
- To what extent is the programme developing the capacity of its partners to address equity-issues? Has the right capacity been developed with partners in view of addressing equity? How effective is the capacity development approach?

3. Sustainability and scalability outlook:

- What level of sustainability of equity-achievements can be expected with the current implementation approach/strategies and within the given contexts?
- To what extent are these approaches/strategies aligned with local policies and embedded within local structures?
- How likely is it that these approaches/strategies will be more widely replicated or adapted? What is for instance the autonomy of government partners to adopt programme strategies and methodologies beyond the reach of the programme and integrate them into formal public practices?

4. Monitoring and research approach:

- To what extent are the monitoring systems equity-focussed (e.g. capturing equity information)?
- What efforts are made to follow-up and monitor equity aspects within the programme?
- Has relevant research been added to regular monitoring?

5. Relevance of working on 'equity' in education in MICs:

Through this evaluation and the case of South Africa and Vietnam, VVOB would also like to get an opinion and some insights on the relevance and importance of equity-focussed interventions in middle income countries.

The above evaluative questions are expected to provide a response to following concluding questions:

Conclusions:

- To what extent has the equity dimension been adequately considered and properly addressed during the design, implementation and monitoring of the interventions? Were contextual factors (political, social, economic, cultural, institutional) sufficiently taken into account?
- How effective were these efforts?
- How likely is it that these efforts and corresponding results will be sustained and upscaled by the programme partners at the end of the intervention?

Lessons and recommendations in view of promoting equity:

- What can be done to improve the implementation and monitoring of the programmes in South-Africa and Vietnam for the remainder period?
- What can we (VVOB) learn in terms of design, implementation and monitoring of programmes or projects to address equity more effectively and more efficiently?
- What can we learn in terms of capacities needed by partners to address equity and the programme approach and efforts needed to build this capacity with partners?
- What can we learn on the relevance and importance of equity-focussed interventions in middle-income countries such as South Africa and Vietnam?

5. Methodology and expected outputs

The evaluation will be undertaken through a combination of desk and field studies. The evaluation should involve a representation of all key stakeholders. VVOB encourage the use of innovative methods to involve stakeholders more actively and more widely in the evaluation process.

Candidates are invited to explicitly mention which approach and methods they intend to employ with a brief motivation of the choice.

Following phases and related deliverables are foreseen:

5.1. Inception Phase (May-June 2019)

The evaluator will review systematically relevant documents which will be provided by VVOB, such as educational strategies, policies and plans, programme documents, annual reports, surveys commissioned or carried out by the programme or relevant materials produced by the programme.

The evaluator is expected to conduct the following tasks:

- review the evaluation questions and when relevant, propose alternative and/or complementary questions justifying their relevance;
- conduct initial interviews (face-to-face or through skype or telephone) with in-country programme staff and staff at Head Office in Brussels;
- design and develop appropriate tools for data collection and analysis.

Relevant in-country programme staff for consultation in this phase: South Africa: Programme Manager, Programme Advisors, Programme Coordinators, Education Advisor, M&E and Capacity Development Advisor; Vietnam: Programme Manager, Education Advisors, Coordinators, M&E Advisor.

Relevant staff at Head Office (Brussels) for consultation in this phase: VVOB Programme Director; Education Advisor Primary & Secondary Education; Education Advisor Early Childhood Education and Gender; Education Advisor Partnerships, Professional Development and Internships; M&E and Research Advisor.

Deliverables:

At the end of this phase, the evaluator is expected to prepare one Inception Report per programme in English, containing:

- a visual presentation and description of the programme's Theory of Change, in particular from the perspective of the programme's equity objectives, as understood from reviewing the programme documents and from the initial interviews with VVOB staff;
- an outline of the field-mission: detailed programme for the field-mission, evaluation grid or questions developed; evaluation tools/instruments.

The Inception Reports are expected before the end of June (see timeline further) and are a prerequisite for the payment of the first instalment. The Inception Reports will be validated by VVOB's Evaluation Steering Group, comprised of VVOB's Programme Director, the Country Programme Managers of Vietnam and South Africa and the M&E and Research Advisor at Head Office.

5.2. Field Phase (September-October 2019)

Field visits will be made to each country.

The field phase will include meetings and interviews with different stakeholders and beneficiary groups covering the different levels.

VVOB will assist with the development of the field workplan and liaison with partners in the country.

Deliverables:

Preliminary findings, conclusions and recommendations will be shared and discussed in a debriefing meeting with programme staff, and in a learning/restitution workshop with the key stakeholders of the programme. The learning/restitution workshops with key stakeholders will be co-organised with the local

VVOB Teams; however, the consultant is expected to take the lead in the development and facilitation of the workshop.

Note: the cost of debriefing meetings and learning/restitution workshops will be covered by VVOB . see also further (Chapter 9: How to apply)

5.3. Synthesis Phase (November-December 2019)

The evaluator develops and submits a draft final report to VVOB, which will be reviewed by VVOB's Evaluation Steering Group for comments and feedback on the basis of which a final report should be prepared.

Deliverables:

The draft and the final report should comprise following reports:

- One evaluation report per country programme
- One synthesis report

VVOB will provide a template for the programme evaluation and the synthesis reports.

Each programme evaluation report will not exceed 30 pages including an executive summary. Details will be annexed to the report. The report shall be written in English with following structure:

Abbreviations

Executive Summary (max. 3 pages that can be used as a stand-alone document)

Introduction

- Purpose and objectives of the evaluation
- Scope of the evaluation, short statement on the evaluation methods used

Description of the programme

- Context of intervention, including policy, institutional, socio-economic context relevant for equity
- Description of the programme's intervention logic (Theory of Change) and how the programme's equity objectives/approach relates to this.
- Implementation approach and arrangements

Findings & Analysis

- Presentation and interpretation of the factual evidence in relation to the key evaluation areas and questions (Note: evidence reported in the report should clearly mention the source(s) on which the reported findings are based)

Conclusions

- Assessment by the evaluator(s) of the intervention results against the expected results (see concluding questions page 6)

Lessons Learned

- Lessons that may have implications for the future of this programme or may be relevant for wider application (see concluding questions page 6)

Recommendations

- Concrete and feasible proposals for improvements directed to VVOB and to its programme partners and (if relevant) to other users of the evaluation. (see concluding questions page 6)

Annexes

- TORs
- List of stakeholders consulted
- Detailed description of the evaluation process and methodology: description of the evaluation process, the methodology used (including any limitations of the methods), information sources (including any data issues), stakeholders participation and consultation

The synthesis report should not exceed 15 pages and shall be written in English. This report should stand on its own and not merely repeat the findings and conclusions of the programme evaluation reports; it should also reflect a cross-country analysis and come-up with recommendations that go beyond the evaluated programmes, so that include insights and recommendations that are valuable for the organisation at a broader scale and in view of formulating new projects/programmes.

5.4. Summary of deliverables

- **Inception report:** one per programme
- **Debriefing meeting** with VVOB Programme staff (per programme, after field mission)
- **Learning/Restitution workshop** with key stakeholders of programme (per programme, after field mission)
- **Programme evaluation report:** one per programme
- **Synthesis report:** cross-analysis and synthesis of findings and conclusions from 2 programme evaluations + recommendations & lessons learned for the overall (organisational) level in view of future formulations and programmes/projects

6. Timeline of key activities and deliverables

It is anticipated that the assignment will take in total approximately 35 man-days to complete spread over the period May until December 2019. The field missions preferably take place in the period September/October 2019.

	2019											
	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
1. Publication of call	X	X										
2. Deadline submission proposals		31										
3. Awarding the winning proposal			X									
4. Kick-off meeting				X								
5. Inception phase including interviews with staff of VVOB South Africa, Vietnam and Head Office (Brussels)				X	X							
6. Deadline submission Inception reports					20							
7. Preparing logistics of field mission (tickets, accommodation)						X	X					
8. Field phase (field missions including debriefing and restitution meetings)								X	X			
9. Synthesis phase (drafting reports)										X		
10. Deadline submission draft reports (2 country reports, 1 synthesis report)											25	
11. Comments from VVOB on draft reports												6
12. Submission of final reports												13
13. Acceptance of final reports												20

7. Profile of the Evaluator / Evaluation Team

It is envisaged that the assignment is carried out by an international expert in equity+ preferably in education, with experience in evaluating capacity development interventions in at least one of the two countries. In case the expert has evaluation experience in only one of the two countries, it is expected that the international expert will include a local expert to work with him/her. In any case, the international expert should be able to work independently in the sense that VVOB cannot assist with translations during interviews or with the translations of relevant documents.

Summarised, the proposed consultant or team of consultants should have following qualifications:

- Solid experience with and expertise in equity, preferably in relation to education
- Proven track record in undertaking evaluations of capacity development interventions in South Africa and in Vietnam (concretely: at least 3 evaluations in each country in the past 5 years)
- Country expertise: knowledge of and experience in the local context
- Strong analytical and reporting skills
- Excellent command of English
- Good command of Vietnamese

For purposes of conflict of interest, ex-employees of VVOB who were in duty with VVOB in 2015 or later, are excluded from this call.

Service providers who have been engaged for VVOB in the formulation or in the implementation of the current programme (2017-2021) in one of the concerned countries, or who have contractual relationships with any of the operational partners of the programmes under review, will 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 for whom the CV is an intrinsic part of the proposal.

8. Awarding criteria and procedure

Proposals will be evaluated by VVOB's Evaluation Steering Group and ranked on the following criteria:

Technical Proposal: (70 points)

- Experience and expertise of the consultant(s) (40 points)
 - Expertise in equity (in education) (15 points)
 - Proven experience with evaluation of capacity development projects in South Africa and Vietnam (10 points)
 - Country expertise (10 points)
 - Communication and reporting skills (5)
- Technical feasibility (30 points)
 - Evaluation approach and methods (20 points)
 - Work plan: coherence with timing requirements and preferences. Realistic planning. (10 points)

Only proposals that have at least 49 points (70%) on the Technical part are considered for the evaluation of the financial part.

Financial proposal: (30 points)

- Price (30 x (price lowest proposal / price proposal))

If deemed necessary, VVOB may decide to further negotiate the proposal with one or more service provider. These negotiations may result in an adapted proposal by the consultant and subsequent modifications in evaluation and ranking of the proposals. All qualified respondents will be notified about the final decision. VVOB reserves the right to re-advertise the Terms of Reference in case no suitable proposal was received.

9. How to apply

Applicants should submit their proposal by email to Kristine Smets, M&E and Research Advisor at Head Office in Brussels by March 31st 23:59 PM Brussels time (UTC + 01:00). Requests for information can also be addressed at the same: kristine.smets@vvoob.be. VVOB reserves the right to extend the deadline if deemed in VVOB's interest to do so.

The proposal should be in English and include:

Technical proposal:

- Curriculum Vitae of the international consultant and if applicable any local consultant
- For each country a list of at least 3 evaluations of capacity development projects carried out in the past 5 years (2014-2018) in South Africa and in Vietnam by the proposed consultant(s). To the possible extent, candidates are also invited to share one of the listed evaluation reports and/or provide contact details of the client/commissioners of the evaluations.
- Proposed evaluation approach and methodology and a workplan

Financial proposal:

- Detailing the number of person-days for each phase (Inception phase, Field phase, Synthesis phase) x daily fee (for each consultant separate) and the total cost per phase and for the three phases/parts together.

-
- Remuneration (fee) expenses of the consultant(s) should be exclusive of all applicable taxes and desired insurances (such as accident insurance, luggage insurance, repatriation insurance, social security insurance etc.); applicable taxes (such as VAT) and desired insurances should be listed separately.
 - Please note that the payment will be done by VVOB, Julien Dillensplein 1/2A, 1060 Brussels, Belgium. VVOB has no VAT number. Candidates therefore need to include VAT as due in the country where the service provider is established.
 - No fee will be paid for international travel days
 - Costs for international flights, local transport, accommodation and per diem during the field mission, will be covered by VVOB, following VVOB regulations:
 - o Air tickets: VVOB avails air tickets (go & return) from the home country of the consultant to the country of the programme that will be evaluated. These tickets are in economy class. The boarding passes (go & return) must be submitted to VVOB along with other travel costs incurred and submitted to VVOB for reimbursement.
 - o The per diem allowance will be applicable starting the day mentioned on the air ticket (independent of the hour of departure), until the end, except that the day of return to the home country (as mentioned on the return-ticket) is not eligible for receiving a per diem. For local consultants, a per diem can only be paid for the days the consultant requires to stay overnight outside his home-town.
 - o For consultants (international and local) receiving a daily professional fee, we apply Category 2. According to the Moniteur Belge of 06.07.2018 the rates are: South-Africa: 30 euro; Vietnam: 31 euro
 - o The costs for hotel accommodation will be booked and paid by VVOB in the country.
 - Costs for acquiring a visa can be refunded on the basis of supporting documents.
 - Costs to cover for mandatory vaccinations, shall not be reimbursed
 - All prices submitted in the quotation package must be mentioned in Euro.
- Proposals should also include for each consultant an overview of (i) the expected international and/or local flights needed to carry out the field missions and (ii) the expected number of days of out of duty station for which a per diem and accommodation is entitled.

10. Monitoring, acceptance and payment of services

The evaluation assignment will be formalised by means of a contract. The contracting authority is VVOB represented by its General Director, Mr Sven Rooms. Belgian Law is applicable for the tender regulations.

The contracting authority is the sole authority competent for the contract surveillance and control. The managing officer is Ms Kristine Smets, M&E and Research Advisor at Head Office, Belgium.

The managing execution of the services shall be closely monitored by the managing officer and the Programme Director. VVOB's Evaluation Steering Group, composed of the Programme Director, M&E and Research Advisor and the two Country Programme Managers of Vietnam and South Africa, is in charge of final approval of the services rendered.

Payment of the consultancy fee and reimbursable costs will be made after approval of the deliverables by the Evaluation Steering Group and on the basis of signed and submitted invoices and expenses, boarding passes included.

Prices will be paid as follows on presentation of invoices:

- First instalment: 40% - on approval of the 2 Inception Reports
- Second instalment: 60% - on approval of the final reports (2 country reports, 1 synthesis report)

The service provider must send invoices to the managing officer: kristine.smets@vvoob.be

Invoices must be in Euro. Cost incurred for money transfers will be charged to the service provider.