



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

**Mathematics Achievements in
Rwandan Schools – Girls on
MARS
2017-2021
Rwanda**

Negotiation procedure with restricted notification

APPLICATIONS TO BE SENT TO:

Jacques.Ntezimana@vvob.org & kristine.smets@vvob.org

BY:

Friday 6th November 2020, 23:00 (UTC+1)

VVOB
www.vvob.org

SUMMARY OF CONSULTANCY

Programme Key Information

Country	Rwanda
Title	Mathematics Achievements in Rwandan Schools (Girls on MARS) Leading, Teaching and Learning Together – (LT)2
Location	Four districts in Eastern Province and two districts in Western Province
Period	01/01/2017 – 31/12/2021
Programme budget	€ 4,151,500 (original); € 4,694,996 (revised, 2020);
Donor	Belgian Government, Directorate General for Development Cooperation
Subsector	Primary 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 – 20.000 Euro (max.)
Profile	Evaluation expert or team with profound knowledge of the education sector and extensive proven experience in the country
Deadline Proposals	6th November 2020, 23:00 (UTC+1)

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1. General Provisions

1.1. Tendering Organization

This call is issued by VVOB Rwanda, represented by its Country Programme Manager, Dr. Jef Peeraer.

Address: KG 565 st, House N°6, Kacyiru, P.O. Box 3776, Kigali, Rwanda

The call will be followed up by Jacques Ntezimana, MEAL Advisor Rwanda 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 Jacques.Ntezimana@vvo.org and to kristine.smets@vvo.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 currently has 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 focusses on 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 Rwanda, VVOB is currently implementing the following programmes/projects:

- Mathematics Achievements in Rwandan Schools (Girls on MARS), funded by the Belgian Federal Government, Directorate General for Development Cooperation (DGD)
- Induction system for Newly Qualified Teachers (2017-2021), funded by ELMA foundation and Belgium (DGD)
- Leaders in Teaching (2018-2021), funded by Mastercard Foundation
- Building Resilience through Leading, Teaching and Learning Together (BR-LTLT) (2020-2021), funded by Mastercard Foundation (COVID-19 Recovery and Resilience Program)
- Supporting Coding among Rwandan Adolescents & Teachers through the Curriculum & Clubs Heading for Rwanda 2050 (2020-2022), Wehubit (implemented by Enabel; financed by Belgium)

This call focusses on the DGD-funded programme “Girls on MARS” that started in 2017 and will be completed in 2021.

2. Technical Provisions

2.1. Programme background

The large majority of pupils are in school in Rwanda. Going forward, the challenge is to target those children who are the hardest to reach and to make sure children in school are actually learning.

Learning outcomes are still very low in Rwanda: 37 per cent of primary school pupils do not achieve the learning objectives for reading, while 46 per cent of pupils in the fourth grade do not achieve the objectives for numeracy. In Eastern Province and Western Province, pass rates are considerably lower for girls than for boys.

Effective school leadership and induction of newly qualified teachers can help in addressing these challenges. Six districts (533 schools) were selected for the programme based on an analysis of dropout rates in primary education and the gap in mathematics examination results between boys and girls

The programme’s **specific objective** or **outcome** is therefore aimed at “*improving the competences of primary school principals, mentor teachers, and newly qualified teachers to improve the learning outcomes in mathematics of primary school pupils in a gender-responsive environment, especially for girls, through effective implementation of the competence-based curriculum*”.

The programme centres on strengthening the professional development opportunities for primary school leaders on the one hand, and on improving the mentorship system for newly qualified teachers (NQTs) on the other, and is based around three pillars:

- Enhancing the diploma course training on school leadership for head teachers;
- Improving the professional learning networks (PLNs) for head teachers;
- Strengthening NQTs through an effective mentorship system.

Each pillar contributes to the effective implementation of the Ministry of Education’s (MINEDUC) competence-based curriculum to improve learning outcomes in maths in a gender responsive environment, especially for girls.

By the end of 2021, the following objectives and capacities are addressed with the programme partners:

University of Rwanda – College of Education (URCE) will have:

- redeveloped the content of the diploma course for school leaders, with attention for equity topics and the competence-based curriculum;
- implemented and evaluated the revised diploma course for school leaders;
- developed and implemented a coaching certification course for Section Education Officers to lead and coach PLNs for head teachers;
- developed, implemented, and evaluated a mentorship certification course for NQT mentor teachers.

Rwanda Education Board (REB) will have:

- designed a decentralised approach to build school leadership capacity, and will have implemented and evaluated continuous professional development of head teachers in PLNs;
- evaluated the mentorship system of NQTs developed by URCE.

To reach its goals, VVOB Rwanda develops the capacity of its partners. VVOB uses capacity development trajectories that give partners maximal responsibility in the execution and management of their own change processes. This is done through technical assistance provided by the VVOB Rwanda team, which includes both local and international educational and change management experts

See also website VVOB: <https://www.vvob.org/en/programmes/rwanda-girls-mars> and website VVOB Rwanda: <https://rwanda.vvob.org/>

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 future formulation and planning processes.

2.3. Evaluation criteria and key questions

In view of the above purpose and objectives, the evaluation will address the 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 sub-results 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 – see higher) 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 sub-results) 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 as part of the appreciation of the programmes. 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 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 appreciation 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, 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. The selection of target group/respondents will also take into account gender distribution.
- 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 plan 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.
- Carry out interviews, focus groups and/or observations with different target groups.

² Note that the Programme Document already contains a VVOB generic Theory of Change (see Annex 1) and that VVOB Rwanda also developed an overall Theory of Change "Leading, Teaching and Learning Together – LTLT) covering three interventions including the programme under review (see Annex 2) . 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 of the DGD-funded programme Girls on MARS.

- 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:

- Full 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. Copies of original and cleaned data sets including field notes and transcribed material
9. 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	X	X		
5. Prepare and submit draft report								X	X	
6. Validation workshop/meeting (presentation & discussion draft report)									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 remains restricted in 2021. Therefore, any proposal by an evaluation expert who is not based in Rwanda, must include one in-country expert (as co-evaluator) to conduct (as a minimum) the field-phase. Evaluation experts based in Rwanda can also decide to include one or more co-evaluators/assistants in their proposal. In any case, the evaluation expert or team, should be able to work independently in the sense that VVOB cannot assist with translations during interviews or with the translations of relevant documents.

In case a team is proposed, a lead-evaluator should be appointed. Note that international flights can only be covered for the lead-evaluator (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:

- 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 Kinyarwanda needed to carry out the field study independently

2.7. Budget

We expect proposals to be in a range of 15.000 Euro – 20.000 Euro. Proposals above 20.000 Euro will not be accepted.

The proposed budget should cover all possible expenses – including 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:

- that have permission to work in Rwanda
- 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 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
- CV of proposed consultant(s)
- At least two evaluation reports of previous relevant work (or link to website from where the report can be downloaded – see also submission form)

Deadline for submission: 30th October 2020, 23:00 (UTC+1)

Proposals need to be send by email to: Jacques.Ntezimana@vvob.org and to 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 (maximum 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 (maximum 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 (maximum 20 points)

Only proposals that have at least 70% on the technical part (i.e. minimum 49 points), will be retained for the evaluation of the financial part.

Financial part:

4. Price (maximum 30 points): calculated as: $30 \times (\text{price lowest proposal} / \text{price proposal})$

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.

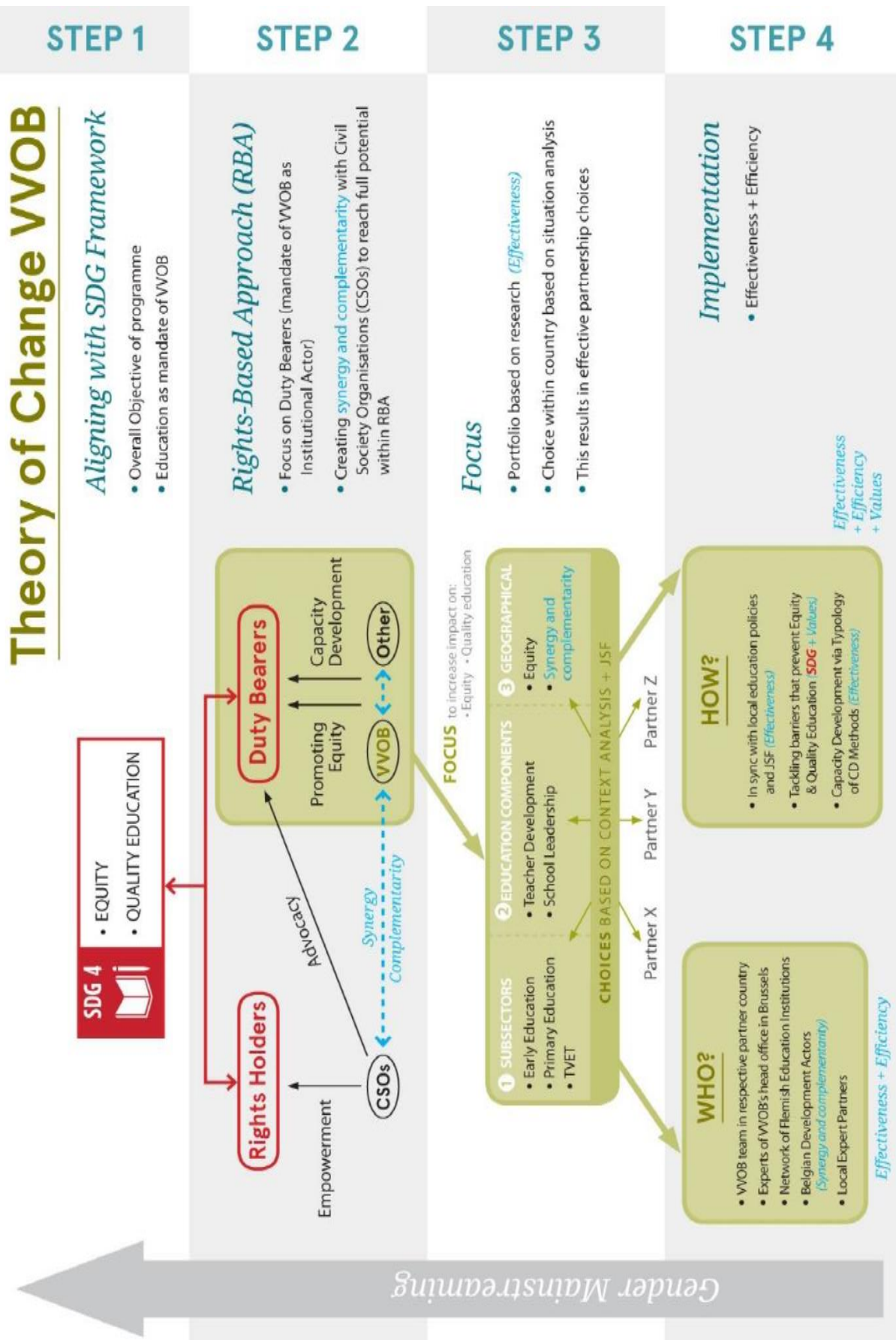
All qualified respondents will be notified about the final decision. The consultant with the winning proposal shall be offered a contract stipulating standard VVOB contract terms and the Terms of Reference.

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

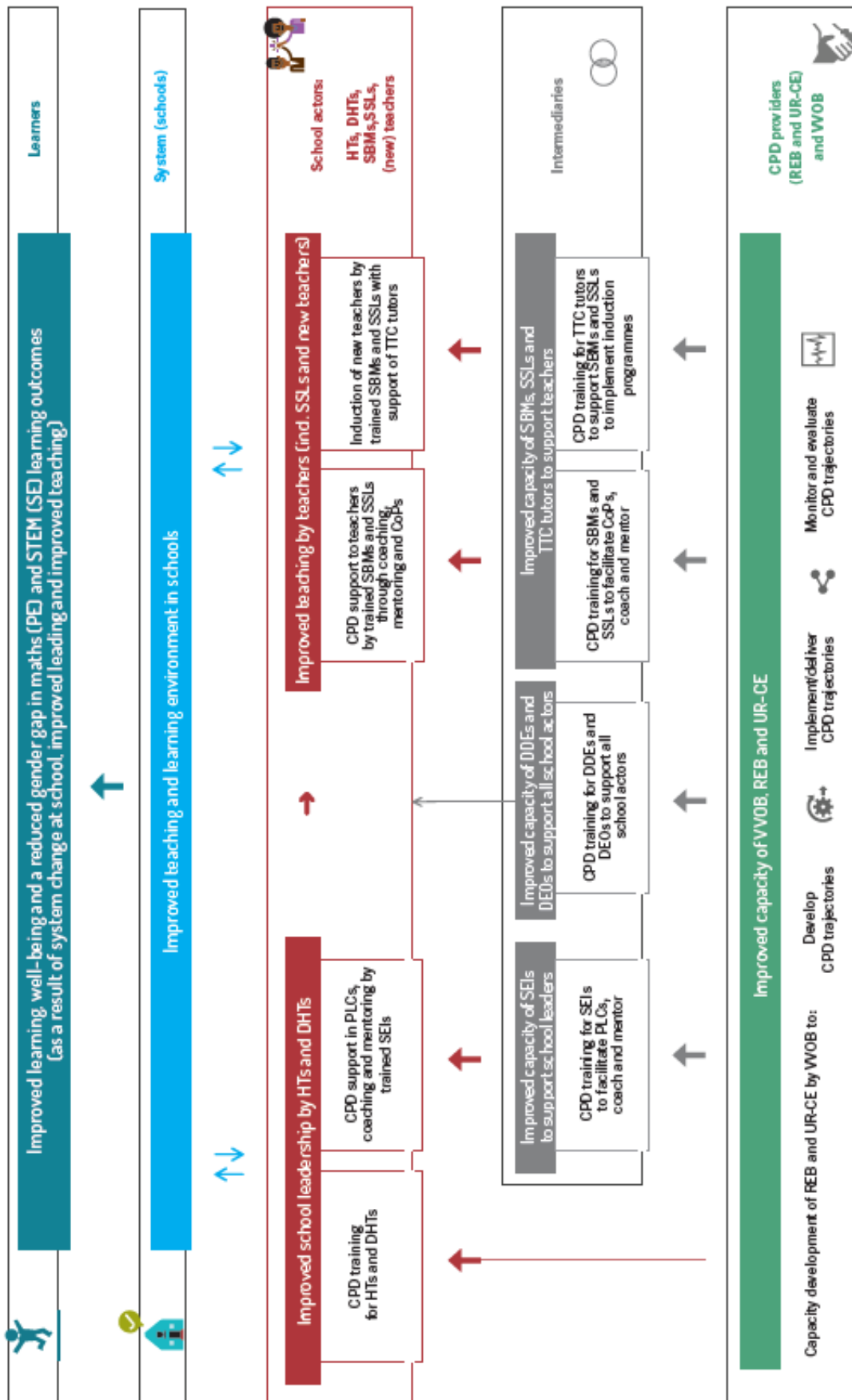
3.4. Questions

Questions related to this call can be sent via email only to both Jacques.Ntezimana@vjob.org and to kristine.smets@vjob.org before 30th October 2020.

Annex 1: VVOB's Generic Theory of Change



Annex 2: VVOB Rwanda's overall ToC Leading, Teaching and Learning Together





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