Call for Quotations on Research Assignments

Strengthening Early-Grade Mathematics Through Inclusive, Level-appropriate Education (SMILE) in Cambodia: Three research studies

Deadline for proposals: 1 April 2022
Summary
This call for quotations focuses on research evaluating the SMILE programme in Cambodia, comprising three different research assignments or 'lots':

- **Lot 1:** a longitudinal study targeting pre-service teachers studying at teacher training colleges, and in their first two years of teaching post-graduation.
- **Lot 2:** a quasi-experimental study targeting in-service teachers of Grade 1-3 mathematics and their students.
- **Lot 3:** a qualitative process tracing study targeting stakeholders involved in the SMILE programme.

While different criteria shall be posed to the research or consultancy team per lot, teams can apply for one or more lots. It should be clear from the proposal submitted to VVOB which lot(s) are applied for. In the case research or consultancy teams apply to all three lots, applicants should prove their expertise on all criteria suggested per lot. An intention to submit and any questions related to this call can be directed to Mr. Leap Van (MEAL Advisor; leap.van@vvob.org) and Ms. Merel Luichies (Country Programmes manager; merel.luichies@vvob.org)

Annexed to the presentation of these assignments, please find:

- **Annex A:** The procedures and conditions of this assignment, including the submission process, selection criteria, and terms and conditions.
- **Annex B:** Price list(s) to be completed and included in the proposal.
- **Annex C:** The service contract, which will be signed upon award of the contract.
- **Annex D:** Declaration of honour to be signed and included in the proposal.

**Important notification:** Interested service providers are encouraged to inform VVOB of their intention to submit a proposal by contacting Mr. Leap Van (MEAL Advisor; leap.van@vvob.org) and Ms. Merel Luichies (Country Programmes manager; merel.luichies@vvob.org) before 17 March 2022. This is also the deadline to send questions about the call for quotations, by email only, to Leap Van. All answers will be sent by 24 March 2022 to anyone who has expressed interest. Full proposals should be submitted no later than 1 April 2022.
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Description of the research assignments

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<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOE</td>
<td>District Office of Education</td>
</tr>
<tr>
<td>EGM</td>
<td>Early-Grade Mathematics</td>
</tr>
<tr>
<td>INSET</td>
<td>In-service teacher training</td>
</tr>
<tr>
<td>POE</td>
<td>Provincial Office of Education</td>
</tr>
<tr>
<td>PRESET</td>
<td>Pre-service teacher training</td>
</tr>
<tr>
<td>PTTC</td>
<td>Provincial Teacher Training College</td>
</tr>
<tr>
<td>SMILE</td>
<td>Strengthening Early-Grade Mathematics through Inclusive, Level-appropriate Education</td>
</tr>
<tr>
<td>ToC</td>
<td>Theory of Change</td>
</tr>
</tbody>
</table>

2. Context of the consultancy

About VVOB

Founded in 1982, VVOB is a non-profit organization with 40 years of experience in improving quality education systems from a rights-based perspective. VVOB currently has long-term partnerships with education actors in nine countries in the Global South (Cambodia, DR Congo, Ecuador, Rwanda, South Africa, Vietnam, Zambia, Uganda, Kenya) and in Belgium.

In Cambodia VVOB is committed to quality education. In close partnership with the Ministry of Education, Youth and Sport, VVOB supports teachers and school leaders to create environments where all learners can develop their full potential. Together, we ensure opportunities for learners to become happy and resourceful citizens, so they can thrive in the 21st century alongside their communities.

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 aligns its interventions with local education policy and developing education expertise based on strong partnerships.

Background on education in Cambodia

In current day Cambodia, 59 percent of children are not proficient in reading, writing and calculating by the end of primary education (World Bank, 2020). Poor, rural primary school students have particularly low learning outcomes. Notably, despite persisting gender norms and expectations disadvantaging girls, girls perform better than boys (SEA-PLM, 2020). Learning deficits are built up in the early grades of primary education – that is grades 1, 2 and 3 – and increase year-on-year. By the end of grade 3, the average learner can only answer correctly 40% of the grade-3 level test questions. Outcomes are particularly worrisome in mathematics: except for geometry (57%), scores remain well below 50% across all math content areas (National Assessment for grade 3 performance, 2020). In the absence of remedial teaching, learners’ lack of foundational skills (i.e., the skills learners are expected to develop in the early grades) is a cause for concern. Indeed, global research demonstrates that early literacy and numeracy skills predict (Evans et. al. 2019):

- the likelihood they will repeat a grade;
- their later achievement in numeracy and reading;

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children’s overall academic success in higher grades.

If it wants to meet Sustainable Development Goal 4 (SDG 4), the Cambodian Ministry of Education, Youth and Sports (MoEYS) urgently needs to invest in high-quality, effective early grade teaching and ensure all primary school learners, boys and girls, gain relevant and effective learning outcomes.

About VVOB in Cambodia

In 2022, The Ministry of Education, Youth and Sports and VVOB started a 5-year programme called Strengthening early grade Maths through Inclusive, Level-appropriate Education (SMILE).

This programme aims to holistically improve early grade math (EGM) teaching and learning in Cambodia by simultaneously strengthening pre-service and in-service teacher training on EGM pedagogical content knowledge, level appropriate gender responsive teaching, and classroom management in three provinces – Kampot, Kep and Kampong Thom. More particularly, teachers will acquire the knowledge, attitudes and skills to regularly and informally assess learners’ needs and adapt their teaching accordingly. The blended trajectories will consist of a combination of training, mentoring and peer learning. By strengthening teachers’ EGM pedagogical content knowledge and level appropriate gender responsive teaching and classroom management skills, the programme will contribute to ensuring early grade primary school learners (Grades 1 to 3), boys and girls, gain relevant and effective learning outcomes in mathematics and prepare them for future learning.

SMILE will support MoEYS to roll out the maths component in the Early Grade Learning programme. Research evidence on the effectiveness and cost efficiency of the intervention will enable sustainable and evidence-informed scaling of EGM nationwide.

Adopting new practices requires an enabling, supportive environment. School leaders in particular have a vital role in creating the conditions for effective teaching and learning. Next to school leaders, school-based mentors play an important role. As part of its revised teacher support system, the MoEYS is appointing school-based mentors – usually experienced teachers – to support school leaders in the provision of school-based continuing professional development (CPD) for early grade teachers (MoEYS, 2020). VVOB will therefore build the capacity of school leaders and school-based mentors to support teachers to participate in CPD for EGM.

3. Presentation of the research studies (lots)

There are three research assignments or ‘lots’:

Lot 1 focuses on PRESET. The proposed research design in lot 1 is a longitudinal study in which we track student teachers at various moments in their training and after graduation.

Lot 2 focuses on INSET. The proposed research design is a quasi-experimental study using a treatment group, a control group, and pre- and post-intervention data collection of in-service teachers and their learners.

Lot 3 focuses on the implementation of the SMILE programme for the PRESET and INSET studies. The qualitative research design of process tracing will be used to collect the perspectives of key informants, to test and verify the assumptions made in the ToC.

Further details on objectives, methods, deliverables, timeline, and budget regarding these three lots are provided below. While different criteria shall be posed to the research or consultancy team per lot, teams can apply to all three lots together. This should then be clear from the proposal submitted to VVOB. In the case research or consultancy teams apply to all three lots, applicants should prove their expertise on all criteria suggested per lot.
Lot 1: Longitudinal PRESET study

a. Objectives

The study aims to estimate the impact of the level-appropriate, gender-responsive quality maths professional development package on student teachers (PRESET); over the two years of teacher training and their two year as newly qualified Grade 1 to 3 teachers. In this study we will look at student teachers’ and newly qualified teachers’ changes in (i) teaching behaviours (aspirational or self-reported) in terms of effective, level-appropriate and gender responsive early grade maths teaching and (ii) changes in teachers’ attitudes and beliefs about learning and teaching.

The research question we wish to answer is: Does teacher professional development impact teacher efficacy regarding effective, level-appropriate and gender-responsive early grade maths teaching?

1. Inception phase: Structuring the research and developing data collection tools

This phase includes:

- Literature review and review of relevant documents provided by VVOB.
- Development, translation and validation (pilot) of the survey tool(s).
- Development of a clear methodology for the data collection and data analysis supported with a clear theoretical framework and focusing on log frame indicators and research questions.
- A detailed project timeline of the activities that will take place.
- An inception report.

2. Collecting evidence at five moments:

The consultant will collect data of the student teachers and newly qualified teachers, to assess the impact of the pre-service professional development package. The process of collecting data will be undertaken at five moments: Each data collection phase ends with a cleaned dataset, a presentation of findings in a report and, if deemed necessary, a revision of the structured questionnaires.

This phase includes:

- Data collection at 5 moments: at baseline (T1) during participants’ first year of teacher training, T2 at the end of their first year of training; T3 at the end of their second year of teacher training; T4 at the end of their first year of teaching, and at endline at the end of their second year of teaching.
- Data analysis.
- A revision of data collection tools, if necessary.
- Intermediate reports after T1 (baseline), T2, T3, T4 and T5

3. Presentation of findings

This phase includes:

- Endline report.
- Presentation and discussion of findings with VVOB and project partners after each data collection.
- Presentation of research findings and recommendations at a 2-hour seminar for VVOB and partners.

b. Methodology and approaches

The first deliverable (D1) (inception report) is the selection or development of a structured questionnaire to measure teacher efficacy regarding effective, level-appropriate and gender responsive early grade maths teaching. Teaching efficacy in this context refers to teaching behaviour in terms of teachers’ effective, level-appropriate and gender responsive early grade maths teaching, and teachers’ beliefs or affective goals about their capacity/ability to teach early grade maths. As this will be measured through a questionnaire, we will look at self-reported teaching behaviour and teachers’ affective goals.

The questionnaire should be developed in close collaboration with VVOB. It should be accompanied by technical notes, and the questionnaire should contain at least the following:

- Measure of personal mathematics teaching efficacy (beliefs).
- Scale of effective, level-appropriate teaching.
- Gender-responsive scale.
- Measures to assess changes in teachers’ affective goals.
- Be in English and Khmer.

Preference is given to structured questionnaires that have already been validated in English and Khmer. A validation activity should take place (MS1), preferably before the baseline study. A report of the validation activity (D2) should include Cronbach’s alpha and recommendations, and should be submitted together with the finalised structured questionnaire.

The baseline study (MS2) should be conducted as soon as possible: student teachers began their studies in December 2021, and baseline data should be collected before the professional development package is implemented in July 2022. The structured questionnaire should be administered to all student teachers during their first year of teacher training. The total number of participants is 110 at two teachers’ training colleges in two provinces (Kampong Thom and Kampot). The cleaned dataset of the baseline study should be submitted in SPSS or Stata format, together with reporting on the baseline study (D3).

The structured questionnaire will be administered again to the same participants at four more time points: at the end of the first year of teacher training in November 2022 (MS3); at the end of the second year of teacher training in November 2023 (MS4); at the end of participants’ first year of teaching post-graduate in November 2024 (MS5); and at the end of participants’ second year of teaching post-graduate in November 2025 (MS6). Each data collection should be followed by the submission of cleaned datasets with reporting (D4, D5, D6 and D7).

The final report (D7) should include at least the following sections:

- Introduction (positioning of the topic)
- Theoretical framework
- Survey instruments and guidelines
• Data collection methods (longitudinal design, sample and target groups, technical assistance and the Gantt chart)
• Discussion of findings
• Conclusions and recommendations
• The structured questionnaires and EGM assessments with technical notes can be provided in the annex of the final report.

The **final deliverable (D8)** is a contribution to the SMILE closing event. Timing of this event and modalities can be discussed with the research institute or consultant(s). Other suggestions for dissemination are welcomed.

c. Deliverables and timeframe

*Table 1: Lot 1 deliverables and milestones*

<table>
<thead>
<tr>
<th>Deliverables and Milestones</th>
<th>Description</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Inception report, including development of questionnaires in Khmer and English for student teachers and newly graduated teachers to measure teaching efficacy.</td>
<td>May 2022</td>
</tr>
<tr>
<td>MS1</td>
<td>Validation of teaching efficacy questionnaire.</td>
<td>June 2022</td>
</tr>
<tr>
<td>D2</td>
<td>Finalised teaching efficacy structured questionnaire with technical report and report on validation.</td>
<td>June 2022</td>
</tr>
<tr>
<td>MS2</td>
<td>Baseline study: questionnaire with all first-year student teachers (middle of year 1, pre-SMILE intervention)</td>
<td>July 2022</td>
</tr>
<tr>
<td>D3</td>
<td>Cleaned dataset baseline study (SPSS, Stata format), with reporting.</td>
<td>September 2022</td>
</tr>
<tr>
<td>MS3</td>
<td>T2 evaluation: questionnaire with all first-year student teachers (end of year 1)</td>
<td>November 2022*</td>
</tr>
<tr>
<td>D4</td>
<td>Cleaned dataset T2 evaluation (SPSS, Stata format), with reporting.</td>
<td>December 2022</td>
</tr>
<tr>
<td>MS4</td>
<td>T3 evaluation: questionnaire with all second-year student teachers (end of year 2)</td>
<td>November 2023*</td>
</tr>
<tr>
<td>D5</td>
<td>Cleaned dataset T3 evaluation (SPSS, Stata format), with reporting.</td>
<td>December 2023</td>
</tr>
<tr>
<td>MS5</td>
<td>T4 evaluation: questionnaire with all second-year student teachers (end of year 3)</td>
<td>November 2024*</td>
</tr>
<tr>
<td>D6</td>
<td>Cleaned dataset T4 evaluation (SPSS, Stata format), with reporting.</td>
<td>December 2024</td>
</tr>
<tr>
<td>MS6</td>
<td>Endline evaluation: questionnaire with all newly-graduated teachers (post-graduation year 1)</td>
<td>November 2025*</td>
</tr>
<tr>
<td>D7</td>
<td>Cleaned dataset endline evaluation (SPSS, Stata format), with final report (word files).</td>
<td>December 2025</td>
</tr>
<tr>
<td>D8</td>
<td>Presentation of conclusions and recommendations.</td>
<td>Early 2026</td>
</tr>
</tbody>
</table>

* The dates of the academic year in Cambodia are subject to change due to Covid-related revisions. The T2, T2, T4 and endline evaluations should be conducted in the final month of each academic year.
d. Requirements for Technical Proposal

The technical proposal should contain the following:

- Consultant’s qualifications and experience (CV and list of past relevant assignments) including:
  - List of at least 3 quantitative empirical studies, including the development and implementation of data collection tools, carried out in the past 5 year with dates (from – to), titles and clients (references), where you were the lead researcher(s).
  - List of at least 3 relevant assignments demonstrating affinity with research in education, carried out in the past 10 year with dates (from – to), titles and clients (references).
  - List of relevant assignments in education or research in Cambodia carried out in the past 5 years. In case the consultant has no experience in Cambodia, a letter of intent from a Cambodian based institution or consultant to engage in a partnership with the consultant, that includes an overview of the relevant experience in educational research in Cambodia, is required.
  - Maximum 5 references to relevant examples demonstrating full written and oral professional proficiency in English (e.g. publications, conference or workshop presentations).
  - Maximum 5 references to relevant examples demonstrating full written and oral professional proficiency in Khmer (e.g. publications, conference or workshop presentations).
  - Experience in the following is advantageous and should be clearly indicated in the CV where possible:
    - Research experience in teaching mathematics in primary education.
    - Research experience with teacher professional development (in-service or pre-service teacher training).
    - Research experience in gender-responsive pedagogy and/or classroom management.
    - Experience working with education systems in the Global South.
    - Experience conducting research with the Education Quality Assurance Department (EQAD) of the Ministry of Education, Youth and Sports (MoEYS) in Cambodia.

- Proposed approach and research methods, including description of field work, sample size and target groups, a risk assessment, and alternative research methods in case of Covid-19 restrictions.
- Gantt chart.
- Details of the partnership with local institutes and/or consultants (division of roles, past experience with partners etc).

Lot 2: Quasi-experimental INSET study

a. Objectives

The quasi-experimental INSET study aims to estimate the impact of the level-appropriate, gender-responsive maths professional development package on in-service teachers (INSET) and their Grade 1 to 3 learners. In this study we will look at:

- teachers’ changes in (i) self-reported teaching behaviours in terms of effective, level-appropriate and gender responsive early grade maths teaching and (ii) changes in teachers’ attitudes and beliefs about learning and teaching.
- learners’ change in understanding of early grade mathematics.

The research questions we wish to answer are: *Does teacher professional development impact teacher efficacy regarding effective, level-appropriate and gender-responsive early grade maths teaching?* and *What is the impact of the PD on the necessary mathematics skills of early grade primary school learners?*

1. **Structuring the research and developing data collection tools:**

In the inception phase, the consultant will work with VVOB Cambodia to finalise the research plan, and develop the questionnaires.

2. **Collecting evidence at seven moments:**

The consultant will collect data of teachers and students, to assess the impact of the in-service professional development package in a quasi-experimental study. The process of collecting data will be undertaken at seven moments:

- Baseline with all Grade 1 teachers in 2022 before they receive the professional development package
- Baseline with all Grade 1 learners in their first month of school for the 2022-2023 school year
- Grade 1 evaluation with Grade 1 teachers and learners at the end of the school year in 2023
- Baseline with Grade 2 teachers in 2023 before they receive training
- Grade 2 evaluation with Grade 2 teachers and learners at the end of the school year in 2023
- Baseline with Grade 3 teachers in 2024 before they receive SMILE training
- Grade 3 evaluation with Grade 3 teachers and learners at the end of the school year in 2025.

Each data collection results in a cleaned dataset, a presentation of findings in a report and, if deemed necessary, a revision of the structured questionnaires.

3. **Reporting and presentation of findings**

The final report brings the baseline, mid-line and end-line findings together and reflects on overall conclusions and recommendations. A cost analysis is included by balancing the costs against the benefits based on the costs collected throughout implementation by VVOB.

b. **Methodology and approaches**

The quasi-experimental INSET study will look at improvement in in-service teachers’ teaching efficacy regarding effective, level-appropriate and gender-responsive EGM teaching, and learners’ improvement in EGM skills. This study will track change over time across two groups, by comparing the questionnaires and assessments of teachers and students from schools in a treatment group matched against schools in a control group. The sampling of 75 schools from the treatment and control group is preferably randomised. However, the treatment group is made up of schools in Kampong Thom province and the control group is made up of schools in Kep and Kampot provinces.

The **first deliverable (D1)** is an inception report discussing further elements of the research design, questionnaires, EGM assessments, etc. to measure teacher efficacy regarding effective, level-appropriate and gender-responsive early grade maths teaching, changes in teachers’ attitudes and beliefs about learning and teaching.
The second deliverable (D2) is the selection or development of a structured questionnaire to measure teacher efficacy regarding effective, level-appropriate and gender responsive early grade maths teaching. Next to the core mathematics skills, teachers need to have the skills to self- and peer- reflect on their teaching practice to continuously improve their instruction of early grade mathematics. Effective, level-appropriate instruction includes the following component skills of classroom management: positive discipline, flexible grouping and differentiation. Gender-responsive pedagogy refers to teaching that pays particular attention to the specific learning needs of girls and boys. It requires teachers and school leaders to be gender-responsive in all aspects of teaching: lesson planning, teaching and learning materials, language and interactions in the classroom, classroom set-up, positive discipline and assessment. Teaching efficacy in this context refers to teaching behaviour in terms of teachers’ effective, level-appropriate and gender responsive early grade maths teaching, and teachers’ beliefs or affective goals about their capacity/ability to teach early grade maths. As this will be measured through a questionnaire, we will look at self-reported teaching behaviour and teachers’ affective goals.

The questionnaire should be developed in close collaboration with VVOB and should contain at least the following:

- Measure of personal mathematics teaching efficacy.
- Scale of effective, level-appropriate teaching.
- Gender-responsive scale.
- Measures to assess changes in teachers’ affective goals.
- Technical notes.
- Be made available in both English and Khmer.

If both lot 1 and lot 2 are applied for, it is possible for there to be overlap between the questionnaires developed for the longitudinal PRESET study (lot 1) and the quasi-experimental INSET study (lot 2).

Other tools to measure teaching efficacy, such as classroom observation, can be suggested by the consultant to complement the questionnaire. If such an offer is made, the technical proposal should also include the proposed sampling and budget allocation for these data collection methods.

The fourth deliverable (D4) is the selection or development of an assessment to measure early grade mathematics skills among learners. The questionnaire should contain at least the following:

- Questions to assess all necessary EGM skills.
- Scripted assessment with notes for administering the assessment.
- Be made available in both English and Khmer.

A validation activity should take place (MS1 and MS2). A report of these validation activities (D3) should include Cronbach’s alpha and recommendations, and should be submitted together with the finalised structured questionnaire and EGM assessment.

The structured questionnaire and EGM assessment should be administered at all 150 participating schools (75 treatment schools in Kampong Thom province and 75 control schools in Kampot and Kep provinces). The structured questionnaire should be administered all Grade 1 to 3 EGM teachers at the selected schools (approximately 200 teachers per grade, per treatment and control group). The EGM assessment should be administered to the cohort of learners who are in Grade 1 for the 2022-2023 school year; approximately 3,000 in the treatment group and 3,450 in the control group. The
sampling is described in the table below, after which details of each data collection moment are given:

<table>
<thead>
<tr>
<th></th>
<th>Total number</th>
<th>Treatment sample: Kampong Thom</th>
<th>Control sample: Kampot and Kep</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># of schools</strong></td>
<td>823</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td><strong># of EGM teachers</strong></td>
<td>2,444</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>- Grade 1</td>
<td>835</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>- Grade 2</td>
<td>835</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>- Grade 3</td>
<td>835</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td><strong># of learners</strong></td>
<td>97,960</td>
<td>2,753 to 3,000</td>
<td>3,374 to 3,450</td>
</tr>
<tr>
<td>- Grade 1</td>
<td>35,125</td>
<td>3,000</td>
<td>3,450</td>
</tr>
<tr>
<td>- Grade 2</td>
<td>32,422</td>
<td>2,865**</td>
<td>3,391**</td>
</tr>
<tr>
<td>- Grade 3</td>
<td>30,413</td>
<td>2,753**</td>
<td>3,374**</td>
</tr>
</tbody>
</table>

* Approximate numbers.
** These sample sizes are calculated by estimated dropouts from the previous year.

Note 1: Sampled teachers from Grade 1 to 3 can be combined into a big dataset to increase the sample size of final estimations of effectiveness and meet conventions of power analysis.

The **baseline study of Grade 1 teachers (MS3)** should be conducted in 2022, before the training on EGM which begins in November and before teachers receive the SMILE training. The **baseline study of Grade 1 learners (MS4)** should be conducted in November 2022, the first month of the 2022-2023 school year. After the baseline study has been conducted with all teachers and learners, **treatment and control schools should be matched (MS5)**. The cleaned dataset of the baseline study should be submitted, together with reporting on the baseline study and details of the matched schools and matching algorithm (DS).

The **structured questionnaire and EGM assessments will each be administered again at five and three more time points respectively**: the structured questionnaire and EGM assessments will be administered at the end of the Grade 1 year in September 2023 with all Grade 1 mathematics teachers and all Grade 1 students (MS6); the structured questionnaire will be administered as a baseline assessment for Grade 2 teachers in October 2023, before they receive SMILE training (MS7); the structured questionnaire and EGM assessments will be administered at the end of the Grade 2 year in September 2024 with all Grade 2 mathematics teachers and all Grade 2 students (MS8); and similarly with Grade 3 teachers in October 2024 (MS9) and Grade 3 learners and teachers in September 2025 (MS10). Each data collection should be followed by the submission of cleaned datasets with reporting (D6, D7, D8, D9, D10, and D11).

The **final report (D11)** should include **at least** the following sections:

- Introduction (positioning of the topic)
- Survey instruments and guidelines
- Data collection methods (quasi-experimental design, sample and target groups, technical assistance and the Gantt chart)
- Discussion of findings (from the structured questionnaires and EGM assessments)
- Cost-effectiveness analysis showing the cost effectiveness of each part of the intervention relative to improvement in teaching efficacy.
- Conclusions and avenues for way forward
• The structured questionnaires and EGM assessments with technical notes can be provided in the annex of the final report.

The final deliverable (D12) is a contribution to the SMILE closing event, through a presentation or recorded video of the research findings. Timing of this event and modalities can be discussed with the research institute or consultant(s). Other opportunities for dissemination are welcomed.

c. Deliverables and timeframe

Table 3: Lot 2 deliverables and milestones

<table>
<thead>
<tr>
<th>Deliverables and Milestones</th>
<th>Description</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Inception report, including development or adaptation teaching efficacy and EGM assessment in both Khmer and English</td>
<td>May 2022</td>
</tr>
<tr>
<td>D2</td>
<td>Develop or adapt teaching efficacy structured questionnaire in Khmer and English.</td>
<td>May 2022</td>
</tr>
<tr>
<td>MS1</td>
<td>Validation of teaching efficacy questionnaire.</td>
<td>June 2022</td>
</tr>
<tr>
<td>D3</td>
<td>Finalised teaching efficacy structured questionnaire with technical report and report on validation.</td>
<td>July 2022</td>
</tr>
<tr>
<td>D4</td>
<td>Develop or adapt EGM assessment in Khmer and English.</td>
<td>August 2022</td>
</tr>
<tr>
<td>MS2</td>
<td>Validation of EGM assessment.</td>
<td>September 2022</td>
</tr>
<tr>
<td>D5</td>
<td>Finalised EGM assessment with technical report and report on validation.</td>
<td>September 2022</td>
</tr>
<tr>
<td>MS3</td>
<td>Grade 1 baseline study: structured questionnaire with Grade 1 teachers.</td>
<td>October 2022 (before SMILE training)</td>
</tr>
<tr>
<td>MS4</td>
<td>Grade 1 baseline study: EGM assessment with all Grade 1 learners.</td>
<td>November 2022 (or first month of school year)</td>
</tr>
<tr>
<td>MS5</td>
<td>Matching of treatment and control schools.</td>
<td>December 2022</td>
</tr>
<tr>
<td>D6</td>
<td>Cleaned dataset Grade 1 baseline study (SPSS, Stata format), with reporting on baseline study and matching, including matching algorithm.</td>
<td>December 2022</td>
</tr>
<tr>
<td>MS6</td>
<td>Grade 1 evaluation: structured questionnaire with all Grade 1 teachers and EGM assessment with all Grade 1 learners.</td>
<td>September 2023 (or final month of school year)</td>
</tr>
<tr>
<td>D7</td>
<td>Cleaned dataset Grade 1 evaluation (SPSS, Stata format), with reporting.</td>
<td>October 2023</td>
</tr>
<tr>
<td>MS7</td>
<td>Grade 2 baseline study: structured questionnaire with Grade 2 teachers.</td>
<td>October 2023 (before SMILE training)</td>
</tr>
<tr>
<td>D8</td>
<td>Cleaned dataset Grade 2 baseline (SPSS, Stata format).</td>
<td>November 2023</td>
</tr>
<tr>
<td>MS8</td>
<td>Grade 2 evaluation: structured questionnaire with all Grade 2 teachers and EGM assessment with all Grade 2 learners.</td>
<td>September 2024 (or final month of school year)</td>
</tr>
<tr>
<td>D9</td>
<td>Cleaned dataset Grade 2 evaluation (SPSS, Stata format), with reporting.</td>
<td>October 2024</td>
</tr>
<tr>
<td>MS9</td>
<td>Grade 3 baseline study: structured questionnaire with Grade 3 teachers.</td>
<td>October 2024 (before SMILE training)</td>
</tr>
<tr>
<td>D10</td>
<td>Cleaned dataset Grade 3 baseline (SPSS, Stata format).</td>
<td>November 2024</td>
</tr>
</tbody>
</table>
d. Requirements for Technical Proposal

The technical proposal should contain the following:

- Consultant's qualifications and experience (CV and list of past relevant assignments) including:
  - List of at least 3 quantitative empirical studies, including the development and
    implementation of data collection tools, carried out in the past 5 years with dates (from -
    to), titles and clients (references), where you were the lead researcher(s). At least one of
    these studies must have had a quasi-experimental or experimental research design.
  - List of at least 3 relevant assignments demonstrating affinity with research in education,
    carried out in the past 10 years with dates (from - to), titles and clients (references).
  - List of relevant assignments in education or research in Cambodia carried out in the past
    5 years. In case the consultant has no experience in Cambodia, a letter of intent from a
    Cambodian based institution or consultant to engage in a partnership with the
    consultant, that includes an overview of the relevant experience in educational research
    in Cambodia, is required.
  - Maximum 5 references to relevant examples demonstrating full written and oral
    professional proficiency in English (e.g. publications, conference or workshop
    presentations).
  - Maximum 5 references to relevant examples demonstrating full written and oral
    professional proficiency in Khmer (e.g. publications, conference or workshop
    presentations)
  - Experience in the following is advantageous and should be clearly indicated in the CV
    where possible:
    - Research experience in teaching mathematics in primary education.
    - Research experience with teacher professional development (in-service or pre-
      service teacher training).
    - Research experience in gender-responsive pedagogy and/or classroom
      management.
    - Experience working with education systems in the Global South.
    - Experience conducting research with the Education Quality Assurance
      Department (EQAD) of the Ministry of Education, Youth and Sports (MOeYS) in
      Cambodia.
- Proposed approach and research methods, including description of sample, target groups, a risk
  assessment, and alternative research methods in case of Covid-19 restrictions.
- Gantt chart
- Details of the partnership with local institutes and/or consultants (division of roles, past
  experience with partners etc).

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<table>
<thead>
<tr>
<th>MS10</th>
<th>Grade 3 evaluation: structured questionnaire with all Grade 3 teachers and EGM assessment with all Grade 3 learners.</th>
<th>September 2025 (or final month of school year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D11</td>
<td>Cleaned dataset Grade 3 evaluation (SPSS, Stata format) with final report (word file) including cost-effectiveness.</td>
<td>November 2025</td>
</tr>
<tr>
<td>D12</td>
<td>Presentation of conclusions and recommendations.</td>
<td>2026, to be discussed.</td>
</tr>
</tbody>
</table>

* Draft versions of deliverables should be sent to VVOB two weeks before the deadline in order to provide feedback.

* The school year is subject to change due to Covid revisions. Currently the school year will start in October or November and run until September or October.
Lot 3: Process tracing PRESET and INSET study

a. Objectives

The process tracing PRESET and INSET study aims to research the implementation process among stakeholders. This study will start from a comprehensive literature study to use theory-testing process tracing in order to verify the causal links between the theory of change (ToC) and the outcomes of the SMILE programme.

The SMILE programme will have been implemented since 2022 at PTTCs in Kampong Thom and Kampot provinces, and at primary schools (early grades only) in Kampong Thom, with primary schools (early grades only) in Kampot and Kep provinces as a control group. The programme will have been continuously evaluated at the student teacher, newly-qualified teacher, in-service teacher and the learner level as outlined in lots 1 and 2.

The research question we wish to answer is: What are implementation issues regarding the delivery of the programme at scale?

1. Inception phase: Structuring the research, reviewing the literature in a systematic way, and developing a theory-driven Theory of Change (ToC)

To begin, the consultant(s) or researcher(s) will review the recent and relevant literature using systematic approaches. This leads to first draft for a systematic literature review. Based on the systematic review, and in close cooperation with the VVOB Cambodia team, the consultant(s) or researcher(s) create a theory-driven ToC based on VVOB Cambodia’s existing ToC (Figure 1 below), and finalise the research plan using a theory-testing process tracing methodology. Initial stakeholders should then be mapped and interviewed, after which the ToC should be updated accordingly.

2. Publication of systematic literature review

The consultant(s) or researcher(s) should aim to publish at least one paper from the inception phase, namely the systematic literature review. This can also inform the final report on the theory-driven ToC and the interview guidelines used for the process tracing.

3. Collecting, analysing and presenting evidence

The consultant will collect interview data from the various stakeholders, including school-based mentors, school leaders, POE, DOE, teacher educators, and PTTC management. We suggest the qualitative data collection is undertaken in the final year of implementation of the SMILE programme (November 2024 – November 2025). Alternative timelines and data collection moments can also be considered. Each data collection phase ends with transcripts of the interviews and reporting on the evidence in line with the theory-driven ToC. The final report contains findings about the causal mechanisms that contributed to or detracted from the successful implementation of the SMILE programme, aligned with the theory-driven ToC, to inform the implementation of the programme at scale. The report reflects on overall conclusions and recommendations.
b. Methodology and approaches

The process tracing PRESET and INSET study will look at mechanisms that contribute to or detract from the successful implementation of the SMILE programme by testing hypotheses drawn from the ToC.

The **first deliverable (D1)** is an inception report that includes a review of the recent and relevant literature, and develops a theory-driven Theory of Change (ToC) based on the literature and VVOB Cambodia’s Theory of Change (see Figure 1).

The inception report can then be used to inform the **mapping of initial stakeholders and interview guidelines (D2)**.

The **first milestone (MS1)** is initial stakeholder interviews, which should be conducted to further develop the theory-driven ToC. **Transcripts of the interviews should be submitted as the third deliverable (D3)**.

The theory-driven ToC should be updated to reflect insights gained from the MS1 interviews, and to form a **preparatory report for the process-tracing study (D4)**, which could detail hypothesised causal mechanisms with specified empirical evidence to be collected for each mechanism.

**Interview guidelines (D5)** for the process tracing study should be developed to observe the hypothesised mechanisms, and should be available in English and Khmer.

A final draft of the **systematic literature review (D6)** should be submitted to VVOB in December 2023, with the intention to have it published. The consultant(s) or researcher(s) should then pursue the publication of at least one paper during the period from December 2023 until November 2024, before data collection resumes.

**Data should be collected** from a sampled selection of stakeholders, possibly including school-based mentors, school leaders, POE, DOE, teacher educators, and PTTC management (MS2), and **transcripts of the interviews with reporting should be submitted (D7)**. The data will be collected in the final year of the SMILE programme’s implementation: the school year from November 2024 until November 2025. Note that MS2 can be split across a period of time to collect data from different groups of participants; in this case the accompanying transcripts and reporting (D7) should be submitted within one month of data collection for each group.

The number of participants available for inclusion is described in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Kampong Thom</th>
<th>Kampot</th>
<th>Kep</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based mentors</td>
<td>201</td>
<td>142</td>
<td>12</td>
</tr>
<tr>
<td>School leaders</td>
<td>1,470</td>
<td>933</td>
<td>66</td>
</tr>
<tr>
<td>POE</td>
<td>7</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>DOE</td>
<td>115</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>Teacher educators</td>
<td>19</td>
<td>28</td>
<td>n/a</td>
</tr>
<tr>
<td>PTTC management</td>
<td>3</td>
<td>3</td>
<td>n/a</td>
</tr>
</tbody>
</table>

The final deliverable (D8) is a contribution to the SMILE closing event.
Figure 1: Diagram of the ToC associated with the outcome in Cambodia
c. Deliverables and timeframe

<table>
<thead>
<tr>
<th>Deliverables and Milestones</th>
<th>Description</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Inception report, including systematic review of the literature and a theory-driven Theory of Change (ToC)</td>
<td>December 2022</td>
</tr>
<tr>
<td>D2</td>
<td>Map initial stakeholders and prepare interview guidelines (in English and Khmer).</td>
<td>February 2023</td>
</tr>
<tr>
<td>MS1</td>
<td>Stakeholder interviews</td>
<td>March 2023</td>
</tr>
<tr>
<td>D3</td>
<td>Transcripts of interviews (word file)</td>
<td>April 2023</td>
</tr>
<tr>
<td>D4</td>
<td>Theory-driven ToC updated from MS1 interviews (preparatory report for process-tracing study).</td>
<td>June 2023</td>
</tr>
<tr>
<td>D5</td>
<td>Interview guidelines (in English and Khmer).</td>
<td>July 2023</td>
</tr>
<tr>
<td>D6</td>
<td>Finalised systematic literature review.</td>
<td>December 2023</td>
</tr>
<tr>
<td>MS2</td>
<td>Data collection: testing the theory-driven ToC on identified assumptions and hypotheses (including validation of interview guidelines in the field).</td>
<td>November 2024 – November 2025</td>
</tr>
<tr>
<td>D7</td>
<td>Transcripts of the interviews, with reporting on the evidence deduced through the process-tracing study (word file).</td>
<td>December 2025</td>
</tr>
<tr>
<td>D8</td>
<td>Presentation of conclusions and recommendations.</td>
<td>2026, to be discussed.</td>
</tr>
</tbody>
</table>

* Draft versions of deliverables should be sent to VVOB two weeks before the deadline in order to provide feedback.

d. Requirements for Technical Proposal

The technical proposal should contain the following:

- Consultant's qualifications and experience (CV and list of past relevant assignments) including:
  - List of at least 3 qualitative or mixed-methods empirical studies, including the development and implementation of data collection tools, carried out in the past 5 years with dates (from - to), titles and clients (references), where you were the lead researcher(s). At least one of these studies must have had a process tracing or similar research design.
  - List of at least 3 relevant assignments demonstrating affinity with research in education, carried out in the past 10 years with dates (from - to), titles and clients (references).
  - List of relevant assignments in education or research in Cambodia carried out in the past 5 years. In case the consultant has no experience in Cambodia, a letter of intent from a Cambodian based institution or consultant to engage in a partnership with the consultant, that includes an overview of the relevant experience in educational research in Cambodia, is required.
  - Maximum 5 references to relevant examples demonstrating full written and oral professional proficiency in English (e.g. publications, conference or workshop presentations).
  - Maximum 5 references to relevant examples demonstrating full written and oral professional proficiency in Khmer (e.g. publications, conference or workshop presentations).
  - Experience in the following is advantageous and should be clearly indicated in the CV where possible:
- Research experience in teaching mathematics in primary education.
- Research experience with teacher professional development (in-service or pre-service teacher training).
- Research experience in gender-responsive pedagogy and/or classroom management.
- Experience working with education systems in the Global South.
- Experience conducting research with the Education Quality Assurance Department (EQAD) of the Ministry of Education, Youth and Sports (MOeYS) in Cambodia.

- Proposed approach and research methods, including description of field work, sample size and target groups, a risk assessment, and alternative research methods in case of Covid-19 restrictions.
- Gantt chart.

Details of the partnership with local institutes and/or consultants (division of roles, past experience with partners etc).
ANNEX A: CALL FOR QUOTATIONS

PUBLIC PROCUREMENT
Reference VVOB 2022-01
Object: Call for research assignment for VVOB Cambodia Services

PROCEDURE
Negotiated procedure without publication but with announcement

1. Contracting authority and contact
This call is issued by VVOB – education for development, represented by Merel Luichies, Country Programmes Manager VVOB in Cambodia.

VVOB – Cambodia Office
Phnom Penh Centre
Corner of Sihanouk and Sotheares Street, Building F, Room 273 (2nd floor)
Phnom Penh, Cambodia
T +855 (0)23 890 690 / 691
Cambodia.vvob.org

This call will be followed up by Mr. Leap Van (MEAL Advisor in Cambodia), Merel Luichies (Country Programmes Manager in Cambodia), and Sofie Cabus (Research Lead at Head Office, Belgium). All correspondence with regard to the content and procedure of this call, including an intention to submit (recommended) and any questions, should be sent to Mr. Leap Van (MEAL advisor; leap.van@vvob.org) and Ms. Merel Luichies (Country Programmes manager; merel.luichies@vvob.org)

Any questions can be sent by email, by mentioning the reference of the call for quotations in the subject of the mail. Spoken communication is only permitted to communicate other messages than those referring to the documents of the call or to the quotation, on the condition that sufficient proof is kept of the verbal communication (e.g. a written note, recording, transcript, summary, etc.).

2. Subject-matter of the procurement
This procurement is divided into three lots. The contract is not reserved to specific economic operators such as sheltered workplaces, people with disabilities, disadvantaged people and protected professions.

The contract is described in description of the assignment and in the following annexes:
- Annex A: Procedures and conditions.
- Annex B: Detailed pricelist to complete per lot
- Annex C: The service contract
- Annex D: Declaration of honour

3. Implicit declaration of honour, compliance and integrity of bidders
In accordance with Article 39 of the Royal Decree, the fact of submitting an offer constitutes an implicit declaration on honour that the bidder is not in one of the situations of exclusion referred to
in Articles 67 to 69 of the Law (Belgian Law of 17 June 2016) on public contracts (Official Gazette of 14 July 2016) and the Royal Decree of 18 April 2017 on public contracts in the conventional sectors (Belgian Official Gazette of 9 March 2017).

a. Compulsory grounds for exclusion
The contracting authority shall, at any stage of the procedure, exclude the bidder from participation in the award procedure if it is established that the bidder has been convicted through a final judgment on the merits for one of the following offences:

i. participation in a criminal organisation,
ii. corruption
iii. fraud
iv. terrorist activities, offences connected with terrorist activities or inciting, aiding or attempting to commit such an offence
v. money laundering or terrorist financing,
vi. child labour and other forms of trafficking in human beings
vii. employment of illegally staying third-country nationals.

Evidence to be submitted by the bidder:
- declaration on honour in ANNEX D

b. Exclusion ground relating to tax and social security debts
At any stage of the award procedure, the contracting authority shall exclude the participation of a bidder who does not fulfil their obligations relating to the payment of taxes or social security contributions.

Evidence to be submitted by the bidder:
- declaration on honour in ANNEX D

c. Compliance with VVOB’s Codes of Conduct
Compliance with VVOB’s Codes of Conduct is extremely important to the contracting authority. Any bidder found to be in default on this point will be automatically excluded from the procedure.

The bidder will conduct itself at all times in accordance with (i) VVOB’s General Code of Conduct, (ii) VVOB’s Child protection policy and (iii) VVOB’s Youth protection policy (hereinafter the Codes of Conduct). The Codes of Conduct form part of VVOB’s Integrity Policy, which can be consulted at www.vvob.org.

The bidder will further ensure that all personnel and (sub)contractors involved in the execution of this contract, as well as all affiliated companies, comply with the Codes of Conduct.

In case of credible accusations that the bidder or one of its staff members, branches or (sub)contractors has violated the Codes of Conduct, VVOB may terminate the contract with immediate effect and without compensation through written notification.

VVOB may decide to suspend the agreement temporarily in anticipation of the investigation into an alleged breach of the Codes of Conduct by means of a written notification sent to the bidder.

Evidence to be submitted by the bidder: declaration on honour in ANNEX D

d. Compliance with Sanctions Laws
The bidder represents and warrants by submitting an offer that neither it nor any personnel, affiliates or (sub)contractors:

- is the subject or the target of any sanctions as laid down in (1) the UN Security Council consolidated list, (2) the Special Economic Measures Act (SEMA – Canada), (3) the EU restrictive Measures, (4) the Treasury’s Office of Foreign Assets Control (OFAC) List, (5) the HM Treasury’s
Office for Financial Sanctions Implementation Consolidated list, or (6) the List of Subjects of Sanctions of the State Secretariat for Economic Affairs (SECO – Switzerland) (hereafter the “Sanctions”)

- is the target of Sanctions pursuant to the country or territory where it is located, organized or resident.
- will directly or indirectly use the proceeds of the envisaged contract, or lend, contribute or otherwise make available such proceeds to any person or entity in violation of any Sanctions laws.
- has knowingly engaged in or are knowingly engaged in any dealings or transactions with any person that at the time of the dealing or transaction is or was the subject or the target of Sanctions or with any sanctioned country.

Evidence to be submitted by the tenderer: declaration on honour in ANNEX D. By submitting their offer, the bidder and the head of organization of the bidder give their express consent to a vetting of the person or legal entity and head of the organization and any other individual named in the proposal by VVOB by subjecting them to a sanctions list screening using cloud-based software.

e. Compliance with United Nations regulations
The bidder declares by submitting an offer that he complies with all applicable laws, rules and regulations; industry standards; ILO and UN conventions, including but not limited to the UN Universal Declaration of Human Rights; the UN Convention on the Rights of the Child; the UN convention on Elimination of Discrimination against Women; the UN Global Compact; the UN Convention against Corruption and the OECD Guidelines for Multinational Enterprises.

Evidence to be submitted by the tenderer: declaration on honour in ANNEX D.

4. Qualitative selection criteria
Expertise in the Cambodian education or research context, OR a letter of intent, is required for each lot. The consultant(s) or researcher(s) should have or should establish a partnership with a local team in Cambodia for purposes of quantitative data collection, English-Khmer translations, and understanding of the local context.

Evidence to be submitted: Please submit either

- proof of previous collaboration (from within the last 5 years) with a Cambodian organisation or consultant in the past 5 years, with dates (from - to), titles and clients (references), and proof of the local organisation/consultant’s registration in Cambodia, OR
- a letter of intent from a Cambodian consulting team or research organisation, including proof of business registration in Cambodia.

Bidders who do not meet the selection criterion will be rejected and their offer will not be admitted to the technical and financial evaluations.

5. Submission and content of the quotation
The signed quotations must be submitted in English by e-mail to Mr. Leap Van (MEAL advisor; leap.van@vvob.org) and Ms. Merel Luichies (Country Programmes manager; merel.luichies@vvob.org) before 1 April 2022 16h00 Indochina time (GMT +7), and mention in object: ‘ quotation ref VVOB 2022-01’. The application should clearly state for which lot or lots you are applying. Please make sure that the digital format is one PDF document signed by a representative of your institution.

Quotations submitted late (after this deadline) will be retained but will not be counted towards the award of the contract. In the case of submission of a BAFO (best and final offer), the same provisions apply. See below "Negotiations".

23
The bidder may submit only one quotation for this contract.
The estimated date for the awarding of the contract is 17 April 2022.
The quotation must consist of the following documents and information:

a. Administrative section of the quotation, including at least
   
   • identity of the bidder: business name, legal form, nationality, address, telephone number, e-mail address, contact person and Tax Identification Number, Social Security Number.
   • proof regarding compulsory grounds for exclusion (see requested documents in point 3.a)
   • proof of compliance with the tenderer's obligations regarding the payment of taxes and social security contributions (see requested documents in point 3.b)
   • declaration on honour concerning compliance with VVOB’s Codes of Conduct (see point 3.c) and compliance with Sanctions Laws (see point 3.d)
   • proof regarding the first qualitative selection criterion:
     o for lots 1 and 2: 3-5 references illustrating expertise in quantitative empirical studies.
     o For lot 3: 3-5 references illustrating expertise in qualitative empirical studies.
   • proof regarding the second qualitative selection criterion for lots 1, 2 and 3: 3-5 references illustrating experience in teacher professional development.
   • proof regarding the third qualitative selection criterion for lots 1, 2 and 3: 3-5 references proving expertise in the Cambodian education or research context, or a letter of intent.
   • proof regarding the fourth qualitative selection criterion for lots 1, 2 and 3: max. 5 references as evidence of English proficiency.
   • account number with denomination on which the payments must be made, stating the name and address of the bank and the BIC/SWIFT code

b. Technical section of the quotation

Technical offer with the description of the proposed services

The applicants should deliver a proposal in English that contains at least these sections:

   • Technical proposal (+ specify deliverables)
   • Gantt chart (timeline)
   • Proven expertise
   • The researcher(s) or consultant(s) biography, references (see Profile of the researcher(s)/consultant(s))
   • Short CVs (max 5 pages) should be given in annex, if applicable, for each member of the team.

c. Financial section of the quotation, consisting of

   • Number of days and price per day (if applicable, per member of the team), excl. and incl. overhead, VAT, and other specific costs, to be included as the completed pricelist of Annex B.

- VVOB does not allow the submission of free variants.
- VVOB does not allow the submission of options.
- Recourse to subcontractors:

   The use of subcontracting is allowed and the bidder indicates in their quotation the part of the contract they may intend to subcontract and the subcontractors proposed.
6. Validity of the quotations
Submitted quotations shall be valid for 90 calendar days from the final date for submission of offers. The same deadline shall apply to the BAFO from the final date of submission.

7. General conditions of sale
By participating in this procurement, the bidder waives its sales conditions and endorses the purchase conditions of VVOB.
See service contract in Annex C, to be completed after the award.

8. Negotiations
VVOB reserves the right to negotiate on the conditions of the quotations.
In case of negotiations, VVOB will conclude the negotiations by proposing to submit a BAFO (best and final offer). No changes/adjustments/regularisations whatsoever can be made to the BAFO submitted.
The award criteria and the minimum requirements certainly do not qualify for negotiations.
VVOB may or may not conduct negotiations in stages, whereby the number of offers to be negotiated is limited by applying the award criteria.

9. Award procedure and applicable legislation
This public contract is a negotiated procedure without prior publication in accordance with Belgian public procurement law.
Documents, to the exclusion of all others, applicable to the agreement
The applicable legislation and in particular those concerning public procurement:
• Law of 17 June 2016 on Public Procurement
• Royal Decree of 18 April 2017 on public procurement procedures
• Royal Decree of 14 January 2013 on execution of public contracts
• Law of 17/06/2013 on motivation, information and legal protection
The documents referred to above are available on the internet at www.publicprocurement.be.
This agreement is also subject to:
• The specifications in this call and in its appendices, and any notes, standards or documents referred to. The tenderer is deemed to have taken note of this and to have taken it into account when preparing his
• All laws and regulations concerning requested products and materials (eg CE conformity etc.)
• The General Data Protection Regulation: Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC.
Also apply:
• The additions, amendments and replacements to the aforementioned laws, and other documents on the date of their entry into force with due observance of any transitional provisions”

10. Notification of the contract
The service provider is invited by e-mail to sign the completed service contract in Annex C.
11. Place of delivery and duration of the contract
See service contract in Annex C.

12. Site visit and information session

Site visit:
- Without object: no site visit provided.

Information session:
- Without object: no information session provided.

13. Conformity of the quotation

In order to be compliant,
- the quotation must be signed,
- the quotation must contain all the information and documents requested in this call for quotations,
- the quotation must propose services that conform to what is expected and described by VVOB,
- the provider must meet the minimal selection criteria referred to in points 3 and 4 of this call

If any information or documents provided by the bidder appear to be incomplete or incorrect, or if certain documents are missing, VVOB may request the bidder in question to submit, supplement, clarify or explain the information or documents concerned within an appropriate time period. This option in no way obliges VVOB to give bidders this opportunity.

Quotations that are not conform will be rejected and will not be admitted to the technical and financial evaluations.

If the bidder does not use the documents (forms, pricelist, etc if any) attached to this call for quotations, he shall bear full responsibility for ensuring that the documents used correspond exactly to those provided for.

14. Awarding criteria

VVOB will award the contract to the provider who has submitted the most economically advantageous offer as determined on the basis of the following awarding criteria:

a. Technical criteria

Technical exclusion criteria without allocation of points
- Lot 1: At least 3 quantitative empirical studies, including the development and implementation of data collection tools, carried out in the past 5 years by the lead researcher(s), or by one of the senior researchers if a team is proposed.
- Lot 2: At least 3 quantitative empirical studies, including the development and implementation of data collection tools, carried out in the past 5 years by the lead researcher, or by one of the senior researchers if a team is proposed. At least one of these studies must have had a quasi-experimental or experimental research design.
- Lot 3: At least 3 qualitative or mixed-methods empirical studies, including the development and implementation of data collection tools, carried out in the past 5 years by the lead researcher.
researcher, or by one of the senior researchers if a team is proposed. At least one of these studies must have had a process tracing or similar research design.

- Lot 1-3: Clear affinity with research in education, as demonstrated by at least 3 relevant assignments carried out in the past 10 years.
- Lot 1-3: Written and oral full professional proficiency in English.
- Lot 1-3: Written and oral full professional proficiency in Khmer.
- Lot 1-3: At least 1/3 of budget is allocated to fieldwork components.

**Technical criteria with allocation of points (weight 60/100 points)**

Indicative work plan, with timeline (Gantt chart) and number of working days and brief description of the proposed approach to the deliverables listed in the technical specifications (45 points)

The following scoring scale will be applied to assess the quality of the technical proposal:

| The work plan and proposed approach is complete, clear and comprehensible. | Very good = 10  
| | Good = 5  
| | Satisfactory = 0  
| The work plan and proposed approach is adapted to the context and nature of project activities in Cambodia. | Very good = 10  
| | Good = 7  
| | Satisfactory = 0  
| The proposed approach is relevant to the outlined methodology, and includes original ideas and concrete suggestions regarding the formulation of the research, the development of data collection tools, the collection and analysis of the data, and the presentation of the findings. | Very good = 20  
| | Good = 14  
| | Satisfactory = 0  
| The work plan and timeline is realistic in terms of timing and working days and in line with the proposed delivery of dates (deadlines listed in deliverables and timeframe for each lot). | Very good = 5  
| | Good = 2.5  
| | Satisfactory = 0  

Proposals from consultancy teams scoring below 60% of the 45 points are rejected.

**Relevant professional experience (15 points)**

The following scoring scale will be applied to assess the relevance of the professional experience:

| The expert or team has expertise carrying out a longitudinal study (lot 1), a quasi-experimental study (lot 2) or a process tracing study (lot 3) in the education sector. | Yes = 5 points  
| | No = 0 points  
| The expert or team has research experience in teaching mathematics in primary education. | Yes = 5 points  
| | No = 0 points  
| The expert or team has research experience with teacher professional development (in-service or pre-service teacher training). | Yes = 2 points  
| | No = 0 points  
| The expert or team has research experience in gender-responsive pedagogy and/or classroom management. | Yes = 1 points  
| | No = 0 points  
| The expert or team has working experience with education systems in three or more countries the Global South. | Yes = 1 point  
| | No = 0 points  


The expert or team has experience conducting research with the Education Quality Assurance Department (EQAD) of the Ministry of Education Youth and Sports (MoEYS) in Cambodia.

A minimum overall score of 60% on all scored award criteria is required.

a. Price criterion (weight 40/100 points)
Evaluated on the basis of the proportionality rule whereby the cheapest offer receives 40 points. Proposals that are rejected on the basis of the technical criteria are not taken into account for the price evaluation.

15. Pricing and price components

PRICING:
All prices are mentioned in euros. The budget range will be defined based on the suggested number of working days per activity (see Annex B below). Of this amount we suggest that at least 1/3 should be allocated to the fieldwork components. Financial proposals that do not allocate 1/3 to the fieldwork will be rejected. The proposed budget should cover all possible expenses - including taxes (e.g. VAT) - attached to the delivery of the services/deliverables. Please clearly indicate in the proposal the number of days covered with the budget, and, if applicable, for each member of the team. Please see detailed pricelist to complete in Annex B.

ELEMENTS CONCLUDED IN THE PRICE:
The proposed price is all-inclusive and includes all administrative, transport, delivery, customs clearance and all other possible costs related to the delivery and execution of the contract. Price are provided without VAT and VAT included.
The bidder establishes the amount of his quotation according to his own calculations and estimates, taking into account the content and scope of the contract.
The unit prices and global prices of each item of the pricelist, if any, shall be determined by respecting the relative value of these items with respect to the total amount of the tender. All general and financial costs, as well as the proceeds, are divided proportionally between the various items according to their importance. The contract does not allow refundable costs.
Prices are fixed for the duration of the contract (no price revision allowed).

VERIFICATION OF THE PRICE
The bidder shall provide all indications permitting the comparison of prices or costs as requested by the contracting authority. The correction of errors is carried out by VVOB.

16. Terms of payment
The invoices are addressed at the completion of each milestone or deliverable, or combination thereof.
The invoices are sent by email to the following addresses: Mr. Leap Van (MEAL Advisor; leap.van@vvob.org) and Mr. Chanveasna Chin (Operation Manager; chanveasna.chin@vvob.org)
The payment will be made within 30 calendar days from the moment the regular invoice is in the possession of VVOB and the correct execution of the contract is checked by VVOB. Advance payments can be discussed if necessary.
17. Possibility of not awarding or concluding the contract
The conclusion of the procedure does not imply an obligation to award or conclude the contract. The contracting authority may refrain from awarding or concluding the contract, or may reopen the procedure in another way, if necessary.

18. Bidders’ responsibilities during the execution of the contract
The bidder commits him(her)self to have the assignment carried out by the persons stated in the quotation, except in the event of force majeure. The persons mentioned or their replacements are all deemed to effectively participate in the execution of the contract.

The bidders personnel must be sufficient in number and must, each in her(his) field, possess the requisite competence to perform the contract regularly and correctly. The bidder must immediately replace all members of staff whom VVOB vzw has designated as an objection to the proper execution of the contract due to their incompetence, bad will or generally known misconduct.

The bidder shall assume full responsibility for errors or defects in the services performed, in particular in the examinations, calculations, plans and all other documents drawn up by him for the execution of the contract.

The services that do not correspond to the terms and conditions of the contract or that were not provided in accordance with the rules of the art must be restarted by the bidder. If not, VVOB will take ex officio measures at the bidders’ expense and risk through one of the means of intervention mentioned in the applicable law. In addition, the bidder is exposed to fines and penalties for non-compliance with the terms and conditions of the contract.

Consequently, the bidder must indemnify VVOB against any damages that it may owe to third parties on account of its delay in performing the contract, insofar as the bidder is responsible for such delay.

19. Delay penalties
The imposition of delay penalties for failure to comply with the execution period is done in accordance with Article 154 of the Belgian Royal Decree of 14 January 2013.

20. Bail
No bail is required for this contract.

21. Disputes
Only Belgian law is applicable for the interpretation of the contractual clauses and the determination of the rights and obligations that would NOT be mentioned in these clauses.

The parties are forbidden to sue each other without prior notice of default.

Any dispute between the parties which cannot be settled amicably by voluntary mediation will be brought before the Dutch speaking courts of Brussels.

22. Confidentiality clause (personal data)
The bidder should be aware that the contracting authority attaches importance to the protection of personal data for the processing for which it assumes the role of data controller in accordance with Article 4, paragraph 7 of the Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of individuals with regard to the processing of personal data and on the free movement of such data (hereinafter “GDPR”).
The bidder undertakes to comply strictly with the obligations provided for by the GDPR and Belgian law on the protection of personal data, regarding the processing of data entrusted to it by the Contracting Authority or collected by the bidder on behalf of and at the request of the Contracting Authority.

If the bidder reasonably considers that other agreements should be concluded in order to comply with the applicable legislation, the bidder will proactively inform the contracting authority. In any case, the bidder must cooperate in good faith with the contracting authority in order to comply with the applicable legal provisions at all times.

For all questions regarding the protection of personal data, the bidder may contact the Contracting Authority’s Data Protection Officer or his designate.

For more information about the confidentiality policy within VVOB VZW, the way to exercise one of the rights provided by the GDPR or to report a personal data leak, the bidder can visit the website of the Contracting Authority (www.VVOB.org).
Lot 1: Longitudinal PRESET study

<table>
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<tr>
<th>Description expert fee</th>
<th>Unit</th>
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<td>Milestone 1: Validation of questionnaire.</td>
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<td>Deliverable 2: Finalised questionnaire with technical report and validation report.</td>
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<td>Deliverable 3: Cleaned dataset with reporting.</td>
<td># working days</td>
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<td>Milestone 3: T2 evaluation.</td>
<td># working days</td>
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<td>Deliverable 4: Cleaned dataset with reporting.</td>
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<td>Milestone 4: T3 evaluation.</td>
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<td>Deliverable 5: Cleaned dataset with reporting.</td>
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<td>Milestone 5: T4 evaluation.</td>
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<td>Deliverable 6: Cleaned dataset with reporting.</td>
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<td>Milestone 6: Endline evaluation.</td>
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<td>Deliverable 7: Cleaned dataset with final report.</td>
<td># working days</td>
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<td>Deliverable 8: Presentation of conclusions and recommendations.</td>
<td># working days</td>
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TOTAL PRICE EXCLUSIVE VAT

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TOTAL PRICE INCLUSIVE VAT

Lot 2: Quasi-experimental INSET study

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<td>Deliverable 2: Development of teaching questionnaires.</td>
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<td>Deliverable 4: Develop or adapt EGM assessment</td>
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<td>Milestone 2: Validation of EGM assessment.</td>
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<td>Deliverable 3: Finalised structured questionnaire and EGM assessments with technical report and report on validation activities/results.</td>
<td># working days</td>
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<td>Milestone 3: Grade 1 baseline study (teachers).</td>
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<td>Milestone 5: Matching treatment and control schools.</td>
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<td>Deliverable 5: Cleaned dataset with reporting and matching algorithm.</td>
<td># working days</td>
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<td>Milestone 6: Grade 1 evaluation (teachers and learners).</td>
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<td>Deliverable 6: Cleaned dataset with reporting.</td>
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<td>Milestone 7: Grade 2 baseline study (teachers).</td>
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<td>Milestone 8: Grade 2 evaluation (teachers and learners).</td>
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<td>Deliverable 8: Cleaned dataset with reporting.</td>
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<td>Milestone 9: Grade 3 baseline study (teachers).</td>
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<td>Milestone 10: Grade 3 evaluation (teachers and learners).</td>
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<td>Deliverable 11: Cleaned dataset with final report (including cost-effectiveness).</td>
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<td>Deliverable 12: Presentation of conclusions and recommendations.</td>
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<table>
<thead>
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<th>TOTAL PRICE EXCLUSIVE VAT</th>
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<tr>
<td>VAT</td>
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| TOTAL PRICE INCLUSIVE VAT |
Lot 3: Process tracing INSET and PRESET study

| Deliverable 1: Inception report. | # working days | 4 |
| Deliverable 2: Interview guidelines and mapping of initial stakeholders. | # working days | 4 |
| Milestone 1: Stakeholder interviews | # working days | 5 |
| Deliverable 3: Transcripts of interviews. | # working days | 1 |
| Deliverable 4: Preparatory report including updated theory-driven ToC. | # working days | 2 |
| Deliverable 5: Interview guidelines process tracing study. | # working days | 3 |
| Deliverable 6: Finalised systematic literature review. | # working days | 12 |
| Milestone 2: Data collection. | # working days | 10 |
| Deliverable 7: Transcripts with reporting. | # working days | 5 |
| Deliverable 8: Presentation of conclusions and recommendations. | # working days | 2 |

**Total Price Excluding VAT**

**Total Price Including VAT**
ANNEX C: Independent services contract

Between:

VVOB, non-profit association, located at Julien Dillensplein 1, 2A, 1060 Brussels (Belgium), acting through its Cambodia office, located at Phnom Penh Centre, Corner of Sihanouk Blvd and Sothearas Street, Building F, Room 273 (2nd floor) Phnom Penh with VAT number K002-100126499 thereby validly represented by Ms. Merel Luichies, Country Programmes Manager;

hereafter called VVOB;

and:

Name, Legal form with VAT/registration/TIN number (insert a space if you want to leave this open), with registered office located at Street Address, Postal code, City (Country), hereby validly represented by Mr./Mrs. Name, Function title;

hereafter the Service Provider;

together the Parties;

IT IS AGREED AS FOLLOWS:

VVOB is a non-governmental organization aiming to improve the quality of education in the Global South and in Belgium.

The Service Provider has a particular expertise relating to Description of the activities and expertise.

The Parties wish to cooperate for the purpose of Project/Assignment.

Article 1. Subject-matter of the Contract

The Service Provider agrees to provide the Services defined in Article 2 to VVOB on the terms and subject to the conditions provided in this contract (hereafter the Contract).

Article 2. Services

2.1 The Service Provider shall perform the following services (hereafter the Services): The Service Provider shall assume the tasks described in ANNEX A: Detailed description of the services.

2.2 The Service Provider shall start performing the Services on May 01 2022 and undertakes to complete the Services by the dates mentioned in the column “Complete by”.

Any postponement of a completion date is only possible with the prior written agreement of VVOB.

Article 3: Fee

3.1 In exchange for the performance of the Services, VVOB shall pay the following fee (hereafter the Fee) to the Service Provider: A lump sum Fee of for each working day (8 hours) of actual performance of Amount + currency. For travelling time no Fee shall be paid.
No Fee shall be due for additional working time, unless the Parties have agreed upon an increase in advance and in writing.

3.2 The Fee is inclusive of VAT. The Service Provider must mention the amount of VAT on the invoice. If the Services are exempted from VAT, the Service Provider must state this on the invoice.

3.3 The Fees shall be inclusive of any and all costs and expenses incurred by the Service Provider in rendering Services and performing its duties under this Contract, save for the expenses mentioned in Article 4.

Article 4. Expenses
The Service Provider is not entitled to any allowances or other benefits from VVOB. All costs relating to the Services performed under this Contract are deemed to be covered by the Fee set out above. Costs and expenses can only be reimbursed by VVOB if they are reasonable, if they were approved in advance in writing and upon presentation of supporting documents.

The Service Provider shall perform the main part of the Services from its own place of work, using its own office infrastructure, computers, hardware and office equipment, mobile phones, etc.

Article 5. Invoices
5.1 The Service Provider will draw up an invoice for the Fee (as described in Article 3) and expenses (if applicable and as described in Article 4) and hand it over or send it to VVOB. Invoices must be made in accordance with this Contract, and are issued after each deliverable. Payments will be subsequent to approval of deliverables, as stipulated in the contract with the Service Provider.

The invoices properly issued by the Service Provider will be payable within thirty (30) calendar days after the date the invoice is received by VVOB. If the invoice states a shorter term, the date mentioned in this Contract is the only binding date.

5.2 Supporting documents for all expenses and allowances (if any) must be attached to the invoice. Supporting documents include the original invoice or bill, a statement of expenditures and a claim form. If the appropriate documentary evidence is not timely presented, allowances are not due and expenses are not reimbursable by VVOB. If any advance payments were already made, VVOB is entitled to deduct the amount of the advance payment from future payments or to claim back the amount paid.

5.3 Payment is made by means of a bank transfer into the bank account opened in the name of the Service Provider with bank account details:
IBAN/Account number: Click or tap here to enter number.
BIC/SWIFT Code: Click or tap here to enter number.
Currency: Click or tap here to enter text.
Bank name: Click or tap here to enter text.

5.4 Where advance payments are made, the Service Provider must attach the supporting evidence to the next invoice.

Article 6 Term and termination
6.1 This Contract enters into the force on the date of signing and is concluded for a limited duration until: 31 July 2026.
6.2 Either Party can terminate this Contract with immediate effect, and without any amount or notice period being due upon written notice by registered letter to the other Party in the event that:
(i) the other Party is in material breach of the Contract; or
(ii) the other Party ceases to do business or perform its activities, transfers its business or a substantial part of its activities (including through a merger, demerger or similar proceedings) or otherwise terminates its operations;
(iii) the other Party becomes insolvent, is the subject of bankruptcy, insolvency, reorganization, liquidation or similar proceedings, is being wound-up or dissolved or makes an assignment for the benefit of creditors.

The following breaches shall in any case be considered as material breaches of the Contract by the Service Provider:
• non-compliance with the obligation to take out insurance (Article 8.2)
• non-compliance with the confidentiality obligations (Article 9)
• any representation or warranty made in this Contract in relation to Sanctions (Article 12) is breached or is determined to be false or misleading in any material respect at any time during the duration of the Contract
• Services have repeatedly been delivered late or have repeatedly not been rendered in compliance with the requirements of the Contract
• If the name of a specific individual for the performance of the Services is mentioned in Article 2 and VVOB does not accept the replacement proposed by the Service Provider.

6.3 If the Services provided do not comply with Article 2 or if Services are delivered late, VVOB can reject the Services and refuse payment. In such cases payments shall be effected pro rata the Services that are compliant and timely and that are also recognized as such by VVOB.

If any advance payments were already made, VVOB is entitled to deduct the amount of the advance payment from future payments or to claim back the amount paid. VVOB can in these situations grant a grace period to the Service Provider so as to allow for the necessary adjustments or corrections to be made.

6.4 VVOB can terminate this Contract with immediate effect, and without any amount or notice period being due upon written notice by registered letter to the Service Provider in the case of credible allegations that the Service Provider or any of its Personnel, affiliates or (sub)contractors has violated the Codes of Conduct (as defined in Article 7). At its own discretion, VVOB can unilaterally decide to temporarily suspend the Contract pending the investigation of any alleged violation of the Codes of Conduct by sending a written notice by registered letter to the Service Provider.

6.5 VVOB can terminate this Contract with immediate effect and without giving prior notice, in the event that VVOB’s agreement with its donor is terminated or curtailed. The Service Provider will take immediate steps to bring the performance of the Services to a close in a prompt and orderly manner and in doing so reduce expenses to a minimum. The Service Provider will not undertake any further commitments as from the date of the termination notice. VVOB’s liability is limited to payment of the Fee due for Services duly delivered.

6.6 In the event that the Service Provider is temporarily or permanently unable to perform the Services due to force majeure, the Service Provider shall notify VVOB thereof immediately. The performance of this Contract shall be entirely suspended for the time of such temporary inability. In case of permanent inability, VVOB shall be entitled to terminate this Contract immediately, without giving prior notice and without compensation being due.
6.7 Upon termination of this Contract, the Service Providers shall immediately and on his own initiative return to VVOB any documents, in written, printed, electronic, or magnetic form, in his possession, that contain proprietary information or Confidential Information (as defined in Article 9) about VVOB or its donors or that are the property of VVOB or its donors.

Article 7 Terms of execution and relationship between the Parties
7.1 The Service Provider shall faithfully and loyally provide the Services to VVOB. The Service Provider shall act in the best interest of VVOB and any persons or organizations related to VVOB or VVOB’s activities.

7.2 The Service Provider shall act with the expertise, independence and diligence as may be expected from a professional service provider in the same circumstances. It will also devote all the necessary means, time and effort to its tasks.

7.3 The Service Provider shall carry out this Contract in full compliance with all applicable laws. This includes all applicable international standards and labour law, rules and regulations relating to the employment of national and international staff in connection with the Services. The Service Provider must comply with all tax and social security obligations relevant to the performance of this Contract, directly and/or through its personnel (employees, volunteers, directors, officers, etc.; hereafter the Personnel) and (sub)contractors (if any). The Service Provider must further ensure compliance with all applicable laws by its Personnel and (sub)contractors.

7.4 The Service Provider must at all times conduct himself in a manner consistent with (i) VVOB’s General Code of Conduct, (ii) Code of conduct VVOB’s Child protection policy and (iii) Code of conduct VVOB’s Youth protection policy (hereafter the Codes of Conduct). The Codes of Conduct are part of VVOB’s Integrity Policy which can be found at www.vvob.org. The Service Provider must further ensure that all Personnel and (sub)contractors involved in the performance of this Contract, as well as any of its affiliates, adhere to the Codes of Conduct.

7.5 The Service Provider will carry out the Services independently and autonomously as an independent service provider and without being subordinated to VVOB. This Contract does not create any relationship of agency, distributorship, partnership or employment between the Parties or between VVOB and any member of the Personnel of the Service Provider.

7.6 The Service Provider is free to organise its work and to determine how the Services will be performed. The Service Provider shall, however, comply with the general guidelines determined by VVOB for the necessities of the co-operation between the Parties and it will regularly consult with and report to VVOB in order to assure the coherence of the Services. Within these guidelines and provided that the Contract is complied with, the Service Provider shall have the sole and autonomous right to determine and direct the manner, method and time schedule in which the Services are performed.

7.7 The Service Provider will use its own Personnel to perform the Services. Subcontracting is not allowed without the prior authorisation in writing from VVOB. The Service Provider ensures that the Personnel and any (sub)contractors are bound by the Service Provider’s obligations under this Contract. The Service Provider must ensure that the Personnel and subcontractors performing the Services have the necessary training, knowledge and relevant experience. However, the Service Provider remains liable towards VVOB for the proper performance of the Services.
7.8 The Service Provider will hire, on its own behalf and for its own account, such Personnel that it deems necessary and capable of assisting it in the performance of the Services. The Service Provider, in its capacity as the employer or contractor of such persons, will be solely responsible for the management of these persons and will not involve VVOB in such matters.

7.9 If the name of one or more specific individual(s) for the performance of the Services is mentioned in Article 2, the Service Provider will supply its Services through such individual(s). If a specific individual becomes temporarily or permanently unable to perform the Services on behalf of the Service Provider, then the Service Provider will immediately inform VVOB. The Service Provider has the right to propose to VVOB in writing another person who will provide the Services. VVOB has the right to refuse such a proposal, and to suspend or terminate the Contract. VVOB does not have to justify its refusal.

7.10 The Service Provider is not granted the power to represent VVOB towards any third party, except if authorized thereto by special power of attorney in writing.

**Article 8. Insurance**

8.1 The Service Provider will pay and indemnify VVOB promptly for all loss, destruction or damage caused by the Service Provider, its Personnel or (sub)contractors in the performance of this Contract.

8.2 The Service Provider must have and maintain in effect, with reputable insurers and in sufficient amounts, insurance against all of the Service Provider’s risks under the Contract (Including, but not limited to, the risk of claims arising out of or related to the Service Provider’s performance of the Contract). This will in any case include general liability insurance, workers’ compensation and employer’s liability insurance and insurance against all risks in respect of its property and any equipment used for the performance of the Contract.

8.3 The Service Provider agrees to refrain from any form of claims against VVOB in case of accidents, theft or attempted theft, baggage loss (incl. laptops or any other valuable objects) and any other events that may occur during the performance of the Services.

**Article 9. Confidentiality**

9.1 For the purposes of this Contract, **Confidential Information** means any and all confidential, proprietary and other non-public information (whether recorded or not and, if recorded, in whatever form) relating to the activities, assets, properties, services, financial affairs, work methods, participants or contracting parties of VVOB or any donor.

9.2 The Service Provider may not during the Contract (except in the proper performance thereof) and during a period of 10 years after its termination:

- make use or take advantage of, reveal, divulge or otherwise disclose to any person, any of the Confidential Information in its possession;
- copy or reproduce in any form or by or on any media or device (or allow others to copy or reproduce) any documents, disks, tapes or other materials containing or referring to Confidential Information.

9.3 The Service Provider shall not publish nor make any statement to a press representative or publish any content on any websites or social media account about any matter relating to the Services, VVOB or its donor(s), without prior authorization in writing. VVOB and VVOB’s donor(s) will be acknowledged as per VVOB’s instructions.
Article 10. Ownership of work product and intellectual property rights

10.1 All intellectual property rights created during the performance of this Contract and within the limits of this Contract will vest in VVOB unconditionally and immediately upon their creation. Accordingly, the Service Provider assigns to VVOB with full title guarantee (including, without limitation, by way of an assignment of future intellectual property rights) all intellectual property rights, worldwide and for their entire legal duration. Only VVOB is entitled to fulfill the necessary formalities in order to obtain actual legal and factual protection with respect to the work product, works, performances, or any other creations or inventions achieved under this Contract. The Fees received by the Service Provider are also intended to fully compensate the Service Provider for the assignment set out in this article and for all methods of exploitation of the works and work product, known or unknown at the signing of this Contract.

10.2 The Service Provider will not oppose modifications that VVOB deems fit to bring to the work product, works, performances, or any other creations or inventions achieved under this Contract, except for modifications that would be liable to prejudice the Service Provider’s honour or reputation. VVOB grants to the Service Provider a royalty-free, non-exclusive, non-transferable licence to use the intellectual property rights on the work product during the term of this Contract solely to provide the Services. The Service Provider grants to VVOB a royalty free, non-exclusive, non-transferable licence to access any other documents and information used by it in the performance of the Services.

Article 11. Data Protection

The Service Provider shall not process any personal data on behalf of VVOB. If VVOB should in the future directly or indirectly transfer personal data to the Service Provider, the Service Provider shall promptly enter into a data processing agreement with VVOB. With regard to these personal data, the Service Provider will act as data processor and VVOB will act as data controller.

Article 12. Compliance with Sanction laws and other obligations

12.1 The Service Provider represents and warrants that neither it nor any Personnel, affiliates or (sub)contractors:

- are the subject or the target of any sanctions administered by the Office of Foreign Assets Control of the U.S. Department of the Treasury ("OFAC") or the U.S. Department of State, the United Nations Security Council, the European Union, Her Majesty’s Treasury of the United Kingdom, or other relevant sanctions authority (hereafter the Sanctions)
- is located, organized or resident in a country or territory that is the subject or the target of Sanctions.
- will directly or indirectly use the proceeds of this Contract, or lend, contribute or otherwise make available such proceeds to any person or entity in violation of any Sanctions laws.
- have knowingly engaged in or are knowingly engaged in any dealings or transactions with any person that at the time of the dealing or transaction is or was the subject or the target of Sanctions or with any sanctioned country.

Article 13. Due diligence

VVOB shall have the right, from time to time as VVOB may reasonably deem appropriate, to perform reasonable due diligence on the Service Provider and any (sub)contractors for the purpose of verifying compliance with this Contract and any donor requirements. The Service Provider, its Personnel and (sub)contractors shall provide information and cooperate with VVOB in connection with any reasonable request related to VVOB’s due diligence of the Company.
**Article 14. Salvatory clause**
The provisions of this Contract are independent from each other and the invalidity of one clause does not affect the validity of the others. In the event that one of the provisions of this Contract is held to be invalid, this provision shall be deemed to be substituted by operation of law by a new one which makes it possible to achieve the same result, at least a similar result.

**Article 15. Applicable laws and settlement of disputes**
This Contract is subject to Belgian law. Any dispute regarding the validity, interpretation or performance of this Contract shall fall within the exclusive jurisdiction of the Dutch speaking Courts of Brussels. The Parties undertake to use their best endeavours to reach on an amicable settlement before going to court.

**Article 16. Annexes**

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Drawn up in Phnom Penh, on [Click or tap to enter a date.] in 2 copies as there are signing parties, each Party recognizing having received one copy thereof.

For VVOB For the Service Provider
Merel Luichies
Country Programmes Manager
VVOB Cambodia
ANNEX D: Declaration on honour concerning the grounds for exclusion

Reference of the procurement:

I, the undersigned [insert name of the person signing this form]:

☐ declares it its own name (if the economic operator is a natural person or in the case of a declaration by a director or a person with powers of representation, decision-making or control over the economic operator)

or

☐ declares as representative of (if the economic operator is a legal person)

full legal name (for legal persons only)

Full legal form (for legal persons only):

full official address:

company registration number:

that the company or organisation that he (or she) represents / he (or she):

a) has not been the subject of a final judgment on the merits for one of the following offences:
   i. participation in a criminal organisation
   ii. corruption
   iii. fraud
   iv. terrorist activities, offences connected with terrorist activities or inciting, aiding or attempting to commit such an offence
   v. money laundering or terrorist financing
   vi. child labour and other forms of trafficking in human beings
   vii. employment of illegally staying third-country nationals

b) is not bankrupt or in receivership, has not ceased or suspended trading, is not subject to a court settlement or other arrangement with creditors and is not involved in any similar proceedings under national laws and regulations;

c) has not been guilty of grave professional misconduct proven by any means which the contracting authority can justify;

d) that (s)he will conduct (her)(him)self at all times in compliance with VVOB’s Codes of Conduct referred to in the call for quotations. The bidder will further ensure that all personnel and (sub)contractors involved in the execution of this contract, as well as all affiliated companies, comply with the Codes of Conduct.

e) that neither it nor any personnel, affiliates or (sub)contractors:
   • is the subject or the target of any sanctions as laid down in (1) the UN Security Council consolidated list, (2) the Special Economic Measures Act (SEMA – Canada), (3) the EU restrictive Measures, (4) the Treasury’s Office of Foreign Assets Control (OFAC) List, (5) the HM Treasury’s Office for Financial Sanctions Implementation Consolidated list, or (6) the List of Subjects of Sanctions of the State Secretariat for Economic Affairs (SECO – Switzerland) (hereafter the “Sanctions”)
   • is the target of Sanctions pursuant to the country or territory where it is located, organized or resident.
   • will directly or indirectly use the proceeds of the envisaged contract, or lend, contribute or otherwise make available such proceeds to any person or entity in violation of any Sanctions laws.
   • has knowingly engaged in or are knowingly engaged in any dealings or transactions with any person that at the time of the dealing or transaction is or was the subject or the target of Sanctions or with any sanctioned country.

f) that, should the contract be awarded, he (she) will provide on request proof for one or more of the above mentioned situations.

Full Name, Date and Signature