



TERMS OF REFERENCE

FINAL EXTERNAL EVALUATION

**Sowing the Seeds of Inclusive Education (SOS-IE) by
building the capacity of CSOs to increase their
presence and impact in Champasak & Huapanh
provinces of Lao PDR**

April 2020 to March 2025

1. General information

Humanity & Inclusion, the new name of Handicap International (HI), is an independent Non-Governmental Organisation working in situations of poverty and exclusion, conflict and disaster. HI was founded in 1982, and is a federation implementing projects in over 60 countries with eight national associations in Belgium, France, the UK, Germany, Luxembourg, Switzerland, the USA and Canada. HI has gained significant international recognition for its work alongside persons with disabilities and vulnerable populations, helping to meet their basic needs, improve living conditions, and promote respect for their dignity and fundamental rights.

HI's areas of action include disability rights, emergencies, explosive weapons, inclusive health, inclusion, and rehabilitation. HI has been working in the field of the inclusive education for more than 20 years. HI collaborates with education, social and health care partners to ensure quality inclusive education for children with disabilities primarily in the state formal education system. Each inclusive education project is based on the principle that children with disabilities have the right to access quality, inclusive education. HI believes that learning environments must respond to the physical, social, intellectual and emotional needs and personal aspirations of every child. Education policy and practice must reflect and respect the diversity of all learners, especially children with disabilities.

HI's work on inclusion education focuses on providing direct support to children with disabilities, children from ethnic communities and gender inclusion and their families, enhancing community involvement, improving services (including education, social services, health, and rehabilitation), and supporting the development of inclusive education strategy and action plan at the national level. This is achieved through a variety of cross-cutting and multi-sectoral approaches applied to all its inclusive education projects.

1.2 About Humanity & Inclusion in Lao PDR

HI has been active in Lao P.D.R since 1996 and in inclusive education since 2005. The organization's vision is of a Lao society where all adults and children live as equal individuals in a safe environment. In Lao PDR, HI has worked for over two decades to develop programs for the prevention of disability, functional rehabilitation, and socio-economic inclusion of persons with disabilities. This includes undertaking UXO surveys, clearance and risk education, road safety campaigns, livelihoods focusing on employment for persons with disabilities, and programs that strengthen emerging Lao Civil Society organizations and government authorities.

HI has been working in Laos almost 19 years or since 2005 to promote inclusive education. HI has focused on improving educational opportunities for children with disabilities, particularly in rural and underserved areas. HI has partnered with INGOs, local CSOs, education authorities at both the ministry and district levels, and schools to enhance accessibility and create more inclusive learning environments. HI's approach is holistic, focusing not only on physical access but also on fostering a culture of inclusion that ensures children with disabilities are welcomed, supported, and respected within the school community.

For SOS-IE, HI, who has a global footprint in providing inclusive education services, is partnering with two Lao CSOs, Association for Autism (AFA) and Intellectual Disability Association (IDA). AFA is a leader in providing education services for children within the autistic spectrum disorder. Meanwhile, IDA provides education and rehabilitation services for children and adults with intellectual disabilities.

Together, HI, AFA, and IDA are partnering to advocate, enable access and develop inclusive models of early primary education in Lao PDR's Champasak and Houaphan provinces. The three partners have developed this project in collaboration with the Inclusive Education Promotion Centre (IEPC), an MoES department with a mandate to advocate for the rights and access to quality inclusive education of persons with disabilities.

2. Context of the evaluation

2.1 Presentation of the project to be evaluated

The "Sowing the Seeds of Inclusive Education" (SOS-IE) project aims to enhance educational opportunities for children with developmental disabilities in Houaphan province in the North and Champasack province in the south, Lao PDR. This initiative is crucial as girls and boys with disabilities face significant barriers to education, exacerbated by cultural biases and gender-related challenges. Despite improvements in educational policies, including a national strategy for inclusive education, many children with disabilities remain out of school and if they are enrolled they usually drop out of school within a short period and do not complete primary education. The project, supported by HI in collaboration with local CSOs, addresses these disparities and promotes inclusive educational practices.

Project title	Sowing the Seeds of Inclusive Education (SOS-IE) for children with developmental disabilities in Houaphan and Champasack province, Lao PDR.
Implementation dates	July 2021 to 30 Sept 2024 (with No cost Extension until 31 st March 2025)
Location/Areas of intervention	<ul style="list-style-type: none"> - Champasack Province; Pakse Municipality and Bachiengchaleunsouk district - Houaphan Province; Xamneau and Viengxay district
Operating Partners	<p>Government partner: Ministry of Educations and Sports (MoES), Department of International Cooperation, Inclusive Education and Promotion Center</p> <p>Provincial Education and Sports Services (PESS) of Champasack and Houaphan.</p>

	<p>Operating partner:</p> <ul style="list-style-type: none"> - Association for Autism (AFA) - Intellectual Disability Association (IDA)
Target Groups	<ul style="list-style-type: none"> - 2 CSOs Association for Autism (AFA) and Intellectual Disability Association (IDA), - Children with developmental disabilities, - 15 Self-Help Groups (SHG) for parents of target children, - 20 schools, 4 District Education and Sports Bureaus (DESB), - 2 Provincial Education and Sports Sector (PESS), - Inclusive Education Centre (IEC), - 4 Local Health Centres.
Project Budget	Total: the project budget is USD 1,488,000 (One million four hundred and eighty-eight thousand)

Objectives of the Project	<p>Overall objective: To contribute to improving access to quality inclusive education for the most marginalized children in Laos PDR.</p> <p>Specific objectives:</p> <p>To reinforce the capacity of Civil Society Organizations (CSOs), educators and relevant Provincial Education and Sports Service (PESS) to enable access to quality inclusive primary education in Champasak and Houaphan provinces for the most marginalized children in Lao PDR through the support of communities and parents,</p>
Expected results and indicators	<p>Expected results:</p> <p>Result 1: Two Civil Society Organisations (CSOs) Association for Autism (AFA) and Intellectual Disability Association (IDA) through grassroots movement have the capacity to increase access to education for children with developmental disabilities.</p> <p>Indicators:</p> <ul style="list-style-type: none"> - 10 AfA and IDA staff (including 50% women) trained on (1) using the Washington Group Child Functioning Module, (2) increasing their knowledge on Early Childhood Development (3) developing local pathways for multi-disciplinary health assessments and diagnosis of children with autism and children with intellectual disabilities.

	<ul style="list-style-type: none"> - 15 Parents' SHGs created, trained on leadership and monitored. - 20 principals from target schools and 20 students from the Teacher Training Colleges (TTCs) trained on the use of CFM. - 40 parents (including 50% women) have awareness and understanding of the CFM. - 200 children screened for any functional limitations using the Washington Group of Child Functioning Module (CFM). - 30 local medical staff trained on diagnostic assessments (screening). - 4 diagnostics conducted. - 150 persons (including 75 parents, 35 children, 20 students from TTCs and 20 principals) trained on using assistive devices. <p>Result 2: Targeted communities and parents are able to advocate for the right to education of children with developmental disabilities to increase their access to primary education</p> <p>Indicators:</p> <ul style="list-style-type: none"> - 1 rapid field assessment on the community support and cultural norms organized. - 2 workshops conducted for developing a strategy and an action plan. - 1 Awareness Raising Toolkit specifically for children with developmental disabilities developed. - 75 parents trained on the use of the Awareness Raising toolkit. - 12 awareness raising campaigns conducted by SHGs. - 2 world autism awareness day organized. - 2 special Olympic events organized. <p>Result 3: Teachers, school principals and PESS have the capacity to ensure children with developmental disabilities have access to inclusive teaching and learning</p> <p>Indicators:</p> <ul style="list-style-type: none"> - 20 school principals and 20 Village Education Development Committees (VEDC) trained on the right to education for children with developmental disabilities - 3 meetings organized with MoES and IEC for elaborating an action plan for implementing transitory classes - 2 workshops organized with PESS, DESB, school principals and VEDC for developing a strategy and action
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	<p>plan for enrolling children with developmental disabilities at school</p> <ul style="list-style-type: none"> - 1 workshop organized for identifying the needs of adapted Teaching and Learning Materials (TLMs) - 20 students from the Teacher Training Colleges (at least 50% of woman) trained by AfA and IDA on inclusive education pedagogy - 20 school principals trained by AfA and IDA on inclusive pedagogy - 8 officials from DESB and PESS trained by AfA and IDA on inclusive pedagogy - 22 monitoring and coaching sessions provided
Main activities implemented	<p>R1:</p> <ul style="list-style-type: none"> • Developing the capacity of AFA and IDA to increase their reach in Champasak and Huaphan provinces. • AFA and IDA to develop parents SHGs in the target districts that follow good governance and have operational policies that clarify purpose, rules, roles and financial management of the SHG. • Screening children for any functional limitations using the Washington Group of Child Functioning Module (CFM). • Providing diagnostic assessments for children who have been identified with functional limitations. • Developing pathways to health (assessment and rehabilitation) and social welfare services. • Providing communication aids and assistive devices where required to the target group of children. <p>R2:</p> <ul style="list-style-type: none"> • Raising awareness of the right to education for children with developmental disabilities and girls in communities and schools. • Advocating for the right to education at the District Education and Sports Bureau (DESB) and Provincial Education and Sports Sector (PESS) levels. • AFA and IDA to empower local parents' self-help groups (SHGs) to advocate for the right to access to quality inclusive education for their children with developmental disability. <p>R 3:</p> <ul style="list-style-type: none"> • Working with School Principals and Village Education Development Committee (VEDC) to support access to education for target group of children.

	<ul style="list-style-type: none"> • Developing supplementary teaching and learning materials (TLMs) that improve the learning outcomes for the target children. • Training teachers in inclusive pedagogy and the use of TLMs so that they can teach students with diverse needs in their classrooms. • Refresher training of teachers in transitory classroom, teachers of Pre-primary classroom, AFA and IDA staff on IEP.
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2.2 Justification of the evaluation

As the SOS-IE project draws to a close effectively in March 2025, HI looks to conduct a final evaluation to assess the extent to which the project objectives were met and identify the facilitating and hindering factors surrounding the project implementation. Primarily, the project seeks to learn its contributions in promoting school participation of children with disabilities and in building the capacity of stakeholders to realize inclusive education in their school communities.

This final evaluation will also help promote accountability and learning, wherein the findings will be used to mobilize project stakeholders to take action and create sustainability efforts towards inclusive education goals. The evaluation results will be shared with the project donor, the entire HI network, and the project stakeholders, including and especially the project participants and their families.

3. Objectives of the evaluation

3.1 Overall objectives and expectations of the evaluation

The general objective of this final evaluation is to assess the overall results and level of achievement of the SOS-IE project. It will also assess the quality of project approaches, strategies, and interventions using evaluation criteria based on HI's Project Quality Framework.

Furthermore, the final evaluation will take into account constraints, challenges, and adaptations considering the project contexts and evolutions in strategy to learn about good practices and areas for improvement that will inform future programming and sustainability efforts.

3.2 Specific objectives

- Assess the project achievements vis-à-vis the target outcomes and objectively verifiable indicators, considering evolutions in the project contexts and strategy
- Analyze the extent to which the project contributed to bringing about short and long-term positive changes to the operations and service delivery of partners and school actors, including teachers and school administrators, and the lives of children with disabilities and their families in the target school communities
- Examine the quality of project approaches, strategies, and interventions using the HI Project Quality Framework
- Analyze the quality of partnerships and accountability of the project, including the level of acceptance and involvement of key stakeholders, especially the CSOs, school community stakeholders, and children with disabilities and their families
- Examine what worked well, what to improve, and what to continue or sustain in implementing inclusive education and provide recommendations to inform the sustainability strategy and future programming.

3.3 Evaluation criteria and evaluative questions

3.3.1 Evaluation Criteria

To measure the project achievement, the Evaluator should analyze the evaluation criteria related to Changes, Relevance, Effectiveness, Partnership, and Accountability to Affected Populations.

3.3.2. Evaluative Questions

Relevance (Needs): To what extent did the SOS-IE Project address the learning needs and rights of children with disabilities and their families? In what ways did the SOS-IE Project support the inclusive education strategy of the Lao PDR government?

Changes:

Effects: How has the SOS-IE Project contributed to children with disabilities overcoming barriers hindering them from attending mainstream schools and ensuring their effective transition to mainstream schools?

Empowerment: How has the SOS-IE project assisted transitory and mainstream teachers in overcoming barriers hindering them from supporting children with disabilities to transition to mainstream classrooms?

Continuity: To what extent is the Lao education system supportive of children with disabilities attending regular schools, through approaches such as transitory classrooms, household identification of children with disabilities, and working with transitory teachers, even after the closure of the SOS-IE Project?

Effectiveness (Results): How does the bridging approach (mainly through transitory classrooms) employed by the SOS-IE Project contribute to children with disabilities attending regular schools?

Partnership (Collaboration): How functional and value-adding was the partnership between HI, AfA, and IDA under the SOS-IE Project to achieve the project objectives? How did the SOS-IE Project contribute to strengthening the capacity of the member agencies to promote inclusive education?

Accountability to Affected Populations (Participation): To what extent are the partners and affected populations (such as the children with disabilities and their families, teachers, and education stakeholders) consulted, engaged, and participating in the SOS-IE project?

4. Evaluation methodology and organization of the mission (1 Page maximum)

4.1 Collection methodology

The final evaluation methodology should be done in a child-friendly, participatory, accessible, and inclusive approach through a combination of quantitative and qualitative methods aligned with general data protection laws and guidelines. It is preferred that an external individual consultant or a team conducts the final evaluation since the SOS-IE project is implemented across various communities and to ensure the objectiveness of the evaluation.

4.2 Actors involved in the evaluation

HI and representatives of partners form the project evaluation steering committee, supporting the project evaluator. A wide range of civil society and government partners as well as school community stakeholders, such as teachers, school administrators, and parents, will be consulted and engaged during the final evaluation as well.

The main interlocutor of the final evaluation consultant is the Project Manager, who is responsible for the completion of the project evaluation, with guidance from the Senior MEAL Officer and Regional MEAL Manager as the authority of the project evaluation.

EXTERNAL DOCUMENT

Name	Designation/Organization	Roles & Responsibilities
<i>Khomvanh Sayarath</i>	<i>Project Manager (HI)</i>	<ul style="list-style-type: none"> • Lead the Evaluation Process • Draft the TOR • Provide secondary documents to Evaluator • Carry out inception with the evaluator and steering committee • Support coordination of the evaluation methods in the field • Monitor and implement corrective actions as needed, for final evaluation activities and quality • Review and recommend approval final evaluation report • Ensure completion of end-of-evaluation questionnaire • Guide use of evaluation findings through an evaluation action plan and dissemination of report.
<i>Reinier Carabain</i>	<i>Country Manager (HI)</i>	<ul style="list-style-type: none"> • Guide the evaluation process • Review and validate TOR • Participate in the selection and interview of the evaluator • Review and recommend approval of the evaluator methodology • Review and recommend approval final evaluation report • Ensure completion of end-of-evaluation questionnaire • Guide use of evaluation findings through an evaluation action plan • Guide use of evaluation findings through an evaluation action plan and dissemination of report. • Signing of Contract for the Evaluator • Approval of the budget for evaluation
<i>Aemiro Tadesse Mergia</i>	<i>Regional Inclusive Education Specialist (HI)</i>	<ul style="list-style-type: none"> • <i>Participate in the selection of the final evaluator and the formation and involvement of the steering committee throughout the process</i> • <i>Help draft and/or review the evaluation TOR</i>

EXTERNAL DOCUMENT

		<ul style="list-style-type: none"> • Review and recommend approval of the Evaluator Methodology • Support the evaluator in understanding the project strategies, provide technical documents, and explain the institutional know-how in the implementation of inclusive education activities • Review and recommend approval of inception and draft and final evaluation reports • Guide the use of evaluation findings through an evaluation action plan
Mesa Singhavong	Logistics Manager (HI)	<ul style="list-style-type: none"> • Guide the PM and steering committee on the procurement processes and requirements • Launch Evaluator Call for Proposal • Signing of Contract for evaluator services to be signed by CM
Nhungtip Seukpanya (Saovady)	Finance Manager (HI)	<ul style="list-style-type: none"> • Guide the PM and steering committee on the evaluation budget and finance processes and requirements • Identifying and organizing the documents, budget, and other finance resources needed for the final evaluation.
Khemphone Thongsythavong	Senior MEAL Officer (HI)	<ul style="list-style-type: none"> • Check the quality of program evaluation based on HI's quality framework • Participate in the selection of the final evaluator and the formation and involvement of the steering committee throughout the process • Help draft and/or review the evaluation TOR • Review and recommend approval of the Evaluator Methodology • Review and recommend approval of inception and evaluation report. • Ensure completion of end-of-evaluation questionnaire • Guide use of evaluation findings through an evaluation action plan

EXTERNAL DOCUMENT

<p><i>Phouanemaly sihanath</i></p>	<p><i>IDA Representative</i></p>	<ul style="list-style-type: none"> • <i>Providing input to the draft TOR</i> • <i>Coordinating for field work visit in project target in Houaphanh Province</i> • <i>Review and recommend to the final evaluation report</i>
<p><i>Souliyar Vongsay</i></p>	<p><i>AFA Representative</i></p>	<ul style="list-style-type: none"> • <i>Providing input to the draft TOR</i> • <i>Coordinating the field work visit in project target in Champasack Province</i> • <i>Review and recommend to the final evaluation report</i>
<p><i>Olady Chomlasy</i></p>	<p><i>IEPC Representative (under MoES)</i></p>	<ul style="list-style-type: none"> • <i>Providing input to the draft TOR</i> • <i>Support the evaluation process for evaluation approval on the government side</i> • <i>Facilitating process for the evaluator to carry out the data collection in the field in both provinces</i> • <i>Review and recommend to the final evaluation report</i>
<p><i>Vongsine Sayyavong</i></p>	<p><i>Representative of International Cooperation Department</i></p>	<ul style="list-style-type: none"> • <i>Providing input to the draft TOR</i> • <i>Support the evaluation process for evaluation approval on the government side</i> • <i>Facilitating process for the evaluator to carry out the data collection in the field in both provinces</i> • <i>Review and recommend to the final evaluation report</i>
<p><i>Karmela Indoyon</i></p>	<p><i>Regional MEAL Manager (HI)</i></p>	<ul style="list-style-type: none"> • <i>Guide the evaluation process</i> • <i>Review and validate TOR</i> • <i>Participate in the selection and interview of the evaluator</i> • <i>Review and recommend approval of the evaluator methodology</i> • <i>Review and recommend approval final evaluation report</i> • <i>Ensure completion of end-of-evaluation questionnaire</i> • <i>Guide use of evaluation findings through an evaluation action plan</i>

5. Principles and values

5.1. Protection and Anti-Corruption Policy

<u>Code of Conduct</u>	<u>Protection of beneficiaries from sexual exploitation, abuse and harassment</u>	<u>Child Protection Policy</u>	<u>Anti-fraud and anti-corruption policy</u>
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5.2. Ethical measures*

As part of each evaluation, HI is committed to upholding certain ethical measures. It is imperative that these measures are taken into account in the technical offer:

- **Guarantee the safety of participants, partners and teams:** the technical offer must specify the risk mitigation measures.
- **Ensuring a person/community-centred approach:** the technical offer must propose methods adapted to the needs of the target population (e.g. tools adapted for illiterate audiences / sign language / child-friendly materials, etc.).
- **Obtain the free and informed consent of the participants:** the technical proposal must explain how the evaluator will obtain the free and informed consent and/or assent of the participants.
- **Ensure the security of personal and sensitive data throughout the activity:** the technical offer must propose measures for the protection of personal data.

5.3. Participation of stakeholders and beneficiaries

Key stakeholders of the SOS-IE project were involved in the development of the terms of reference and the selection of the evaluation criteria and keywords using HI's Project Quality Framework. Specifically, the project emphasized the involvement of representatives of civil society and government partners. A wider array of stakeholders, such as those recommended below, will be consulted throughout the implementation of the final evaluation and will be considered in the evaluation design with the Evaluator.

At the central level, Ministry of Education and Sport (MoES)

1. Representatives of International Cooperation Department (Director)
2. Representatives of Inclusive Education Promotion Centre (IEPC)- IEPC Director and Core technical staff assigned for SOS IE technical support person

Provincial and District

3. One representative of each Provincial Education and Sport Services (PESS) in Houaphanh and Champasak

4. One representative of District Education and Sport Bureau (DESB) in each Xamneua, Viengsay, Pakse and Bachieng district
5. Representatives of Provincial Public Health one in Champasak and one in Houaphanh – total 2 people

At the school and Community level:

6. **In Houaphanh 4 schools:** 1. Viengsay District one school in town and one in remote area, 2. Samneua district in town and one in remote area,
In Champasak 4 schools: 1. Pakse Municipality one school in town and one in remote area, 2. Bachiengchaleunsouk District one school in town and one in remote area.
7. 12 Parents or caregivers of children with disabilities
8. 12 Teachers in transitory classroom 2-4 teachers in each school
9. 7 Teachers and principals in mainstream schools
10. 8 Self Help Group (SHG), one group of each village where school is situated and target visit.
11. 24 children in mainstream school

	Pakse	Bachieng	Samneua	Viengsay	Total
School 1	Huayangkham	Kengkia	Phansay	Ban man	4 schools
School 2	Keo Oudom (Sanamsay)	Nongnamkaho	Pachanoiy	Nangnua	4 schools
Transitory Teachers	4 pax (Snamxay - 2 Huayangkham - 2)	4 pax (Nongnamkaho - 2; Kengkia - 2)	2 pax (Phansay-1 Pachanoiy-1)	2 pax (Ban man - 1 Nangnua - 1)	12 teachers
Grade 1-2 Teachers and Principals	1 pax 1 teacher - Huayangkham	2 pax (Nongnamkaho-1; Kengkia - 1)	2 pax (Phansay - 1 Pachanoiy - 1)	2 pax (Ban man - 1 Nangnua - 1)	7 teachers
Parents	5 pax (Snamxay-2, Huayangkham- 3)	3 pax (Nongnamkaho 1, Kengkai 2)	2 pax (Phansay - 2)	2 pax (Ban man - 1 Nangnua - 1)	12 parents
Grade 1 – 2 Children	12 pax (Snamxay -7, Huayangkham -5)	6 Pax (Nongnamkaho 4, Kengkai 2)	Phansay – 2 Pachanoiy - 2	4 pax 2-Banman 2-Nangua)	24 children

Self-help Group (SHG) Representatives	2 SHG groups (Sanamxay 1, Huayangkham 1)	2 SHG groups (Nongnamk ao 1, Kengkai 1)	2 SHG groups 1 Phansay - Pachanoiy - 1	2 SHG (Ban Man - 1) (Nangua - 1)	8 SHG groups
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HI Partners – Organisations for Persons with Disabilities / Beneficiaries

AFA director, AFA staff including project manager and admin staff in target province

IDA director, AFA staff including project manager and admin staff in target province

5.4. Others

- The Evaluation Methodology must comply with HI's General Data Protection Policy.
- The evaluation process must follow the Lao government policy, including approval of field travel to project areas.
- The Evaluation Methodology must consider the school calendar, such as exam and semester's break in designing the data collection methods and timeline.
- The Evaluation Methodology must also consider safety, security, and health protocols to guarantee the well-being of all participants involved in the evaluation activities.

6. Expected deliverables and proposed schedule

6.1. Deliverables

- Inception report refining/ specifying the proposed methodology, including tools, sampling, and detailed work plan, including validation meetings. This inception report will be validated by the Steering Committee.
- Presentation document presenting the first results, conclusions, and recommendations, to be presented to the Steering Committee.
- Final Report, ideally 25-30 pages, using the report template provided by HI
 - Executive summary of 4 pages maximum
 - Infographic of project achievements, impact, and inclusion services in 2 pages maximum.
- Final Presentation to HI and key stakeholders, ideally on or before March 31, 2025
- All documents produced must be written in English and data reported must be disaggregated by school community or location, disability, gender, and age.

6.2. End-of-Evaluation Questionnaire

An end-of-evaluation questionnaire will be given to the evaluator and must be completed by him/her, a member of the Steering Committee and the person in charge of the evaluation.

6.3. Evaluation dates and schedule

Activities	Period
First Meeting with Evaluator and Steering Committee to refine the technical offer	6 th Jan, 2025
Target Date of Inception Report	7-9 th Jan, 2025
Preparations/coordination of evaluator for the data collection	13 th – 24 th Jan, 2025
Data collection c/o evaluator	Feb 2025
Presentation of Initial Findings to HI and Steering Committee	Mon, Feb 3 rd ,2025
Target Date of draft Final Evaluation Report	Fri, Feb 28 th ,2025
The Steering Committee provides feedback on the draft report	Fri, Mar 14 th ,2025
Start initial preparations for dissemination/workshop (venue, identified pax, etc.)	Tue, Mar 18 th ,2025
Target Date of Final Evaluation Report	Fri, Mar 21 st ,2025

7. Means

7.1 Expertise sought from the consultant(s)

HI encourages both companies and individual evaluator to apply for this evaluation service. The main requirement are:

- Preferably based in the Laos, with experience and network in Champasak and Houaphan Provinces;
- Educational background in education, public policy, statistics, social development, or similar areas;
- At least 2 years of experience in designing and conducting project evaluations on projects implemented in Laos and Southeast Asia;
- With technical expertise in inclusive education;
- Experience in using innovative and mixed methods approaches, including the considerations for remote modality due to COVID-19;
- Languages: Lao and English;
- Sound analysis, synthesis, writing, and presentation skills; and
- Experience working with children or family members with disabilities, vulnerable groups, and school community stakeholders are advantages

7.2 Budget allocated to the evaluation

The consultant must submit a financial proposal, and provide the detailed cost of the evaluation; including the breakdown of the professional fee, transport costs, meals, reasonable accommodation, translation, materials, etc. The proposal must include any applicable tax in the country (usually 10% VAT or withholding tax). The proposal for payment modalities and terms must also be included. Any cost related to the evaluation is the responsibility of the evaluator and is included in the proposal. The evaluator may not charge HI extra for it.

Please note that no travel allowance (per diem) will be paid to the consultant, and the consultant will be responsible for their own security in all countries. HI will not cover any insurance fee during the consultancy period.

Caution: Please note that the final payment is conditional on the **approval** of the final report and not solely on the sending or submission of the final report. Validation means ensuring that the evaluator meets the expected service stated in the TOR and the signed contract. Specifically, we mean validation of the quality based on HI's quality checklist and under no circumstances of the appreciation of the project evaluated.

7.3. Available resources made available to the evaluation team

All documents of the project, including the proposal and reports from different levels, will be made available either in English or Lao language.

8. Submission of proposals

Interested candidates should submit their proposals by 5:00 PM Lao time, on December 31, 2024, to procurement@laos.hi.org. The interested candidates shall provide:

1. Letter of interest
2. Technical proposal, including methodology, analysis framework, tools, and work plan considering the school calendar, including exam and school breaks, and travel time to the target area, especially in the northern province.
3. Financial proposal should include tax and should be in USD.
4. Organization profile with CV of the lead evaluator and assistants along with a list of previous similar experiences; and
5. A sample of previous evaluation or research reports or publications.

Evaluation of proposals will be made by a Selection Committee in two phases:

1. **Administrative selection:** The committee will first check for completeness of the application and verify that all compulsory items listed above are included. Incomplete applications will not be considered for technical selection.

2. **Technical and commercial selection:** The best application will be selected based on the quality of the technical proposal, the competitiveness of the financial proposal, the skills and previous experiences of the consultant, the delivery lead time, the payment terms, and the demonstrated expertise of the applicant to successfully undertake the assignment.

Only candidates who pass the administrative selection will be considered for the technical assessment. Shortlisted applicants may be invited for an online interview (or offline interview).

HI reserves the right to contact the applicants for additional information or clarification before the final selection by the selection committee. After interview only selected candidate will be contacted.

9. Appendices

- [*HI's Quality Framework*](#), on which all evaluators must base their evaluation.
- [*The Disability - Gender - Age Policy*](#), which must guide the approach and the construction of evaluation tools in the technical offer.
- [*Code of Conduct*](#)
- [*Protection of beneficiaries from sexual exploitation, abuse and harassment*](#)
- [*Child Protection Policy*](#)
- [*Anti-fraud and anti-corruption policy*](#)

Prepared by:



Project Manager

Approved by:



Country Manager