

VI. TERMS OF REFERENCE

FINAL EVALUATION FOR THE “EMPOWERED CITIZENS ENHANCING ACCOUNTABILITY OF THE EDUCATION REFORM AND QUALITY OF EDUCATION IN MOLDOVA” PROJECT

A. BACKGROUND

On June 12, 2012, the World Bank’s Board of Directors approved the Global Partnership for Social Accountability (GPSA). According to GPSA Theory of Change, it seeks to contribute to addressing development challenges by (1) increasing constructive engagement between civil society actors and government decision makers in the executive responsible for improved service delivery; and (2) facilitating collaboration between the social accountability initiatives of civil society actors and state institutions of accountability for overseeing actors in the executive responsible for service delivery.

In 2013, Expert-Grup – an independent think-tank based in Moldova – has been selected as a finalist of the first round of project proposals of the World Bank’s GPSA, to implement the “Empowered Citizens Enhancing Accountability of the Education Reform and Quality of Education in Moldova” project (hereafter, short title of the project is “Scoala Mea”). The Scoala Mea project is implemented until the end of 2018 and has the objective to empower the Moldova’s civil society to: (i) engage local, regional and national authorities in evidence-based policy and budget dialogue in Moldova’s education sector; and (ii) to promote an enabling environment for social accountability.

This project is in line with the Government’s ongoing reforms in the educational sector. Namely, the Government of Moldova’s primary objective in education is to improve the quality, efficiency, and relevance of the education system to meet the needs of the labor market and the broader economy. However, the economic, demographic and social realities are constantly challenging the implementation of this mandate. While the country’s spending for education is relatively high (7.5% of GDP in 2016 according to World Bank’s Education Statistics database), the system’s outcomes are rather modest: despite the registered progress against the previous PISA, the results for 2015 remained among the lowest in the Central and Eastern European countries (according to World Bank’s Education Statistics database). Also, the poor outcomes of the educational sector are confirmed by increasing mismatch between the its supply and the demand from the private sector. Thus, in 2016, the share of employed population who works in jobs that do not correspond to their educational background was around 71% - up from 50% in 2010, according to the National Bureau of Statistics.

In order to address the challenges on the educational sector, the Government of Moldova initiated a series of reforms, including piloting and subsequent implementation of per-student financing mechanism under which resources follow the student (it was rolled out nationwide in 2013), provision of greater autonomy to schools in managing financial and human resources, school network reorganization, as well as development of quality assurance standards for schools. The World Bank is one of the key development partners of Moldova in implementing these reforms. Namely, one of its focus areas in the Country Partnership Framework for 2018-2021 is related to enhancing the quality and relevance of education and training to enable the acquisition of job-related skills¹

While initial strides have been made in the education sector, much still remains to be done. The education is going to be further impacted by the decentralization reform that is currently unfolding in Moldova, increased autonomy of the schools and quality enhancing interventions.

¹ „Country Partnership Framework for the Republic of Moldova for the period 2018-2021”, Report no. 115716-MD, June, 2017, <http://documents.worldbank.org/curated/en/604221499282920085/pdf/MOLDOVA-CPF-FY18-21-20170629-final-07052017.pdf>

The Scoala Mea project is supporting the Government's endeavors to increase the efficiency of spending in the educational sector and enhance its outcomes, by empowering local communities to hold the local schools and local public administration accountable for their activity in this sector. Namely, the strategic goal of this initiative is to empower Moldova's citizens to engage local, regional and national authorities in evidence-based policy and budget dialogue regarding educational reform, quality of services, and development priorities of primary, secondary general and upper secondary schools; and to enable an environment in which Social Accountability (SAcc) initiatives thrive and develop. Relationships of accountability are the key levers that make a system work, and in this context it is important for the stakeholders (first of all parents, students and communities) to have ability and information to hold schools and teacher accountable for quality of education services and use of resources. This is particularly important in the context of the ongoing education reform and wider autonomy of schools in managing resources granted under the new per-student financing mechanism (see next section for more details about the project objectives and activities).

Given the fact that the project is in its final (5th) year of implementation, Expert-Grup initiated the process of identification of a consulting company for conducting the final evaluation of the project's contribution towards its development objectives.

B. ABOUT SCOALA MEA PROJECT

a. Project description

Scoala Mea project was designed in order to empower education stakeholders at the central and local levels to play a more active role in the life and development of schools, in particular, and educational sector reforms, in general, and increase the accountability of decision makers at the school and policy levels. In this regard, Expert-Grup implements a series of social accountability tools that allow the educational stakeholders (pupils, parents, teachers, schools' management, local and central public authorities) to engage in constructive dialogue about the quality of services provided by schools, the budgets at the schools' and central levels, as well as the policies and reforms in the educational sector. By promoting this stakeholder engagement, the project seeks to enhance the accountability of schools' managers, as well as of local and central public authorities, and, in this way, contribute to higher transparency and efficiency of spending in the educational sector, better services provided by schools and a more effective educational reform. This strategy is adaptive to the political economic context and lessons learned through the implementation and efficacy of intervention and sustainability of results. This concept is rooted into the theory of change of GPSA at the global level. Thus, it envisages the support to organizations (grantees) in their application of political economy approach to their social accountability strategies, provides knowledge and learning opportunities and supports the outreach and collaboration with the GPSA Global partners, in order to ensure a constructive engagement with decision makers (especially, policy makers) and strong collaboration between CSOs and State Accountability Institutions².

Scoala Mea is a five-year project, which is implemented during the period 2014-2018 (December). The main project beneficiaries are 100 schools (20 schools per year) and their pupils, staff and local public administration. The Project is led and coordinated by the Expert-Grup, which provides strategic guidance, training and support to the regional CSOs and to the local communities directly. The organization is also responsible for operational activities, Project monitoring, internal evaluation, and conducting research activities included in the Project (e.g. Educational Budget Independent Analysis, Open Data Readiness Reports, macroeconomic and policy research incorporated in the MEGA). Expert-Grup is responsible for ensuring close collaboration and coordination of activities with the Ministry of Education, Culture and Research, Ministry of Finance, municipal and regional governments, other CSOs. In particular, Project

² GPSA Results Framework, 2015,
https://www.thegpsa.org/sa/Data/gpsa/files/field/documents/gpsa_revised_results_framework_10december2015.pdf

Advisory Board (PAB) was established to support Project implementation and to guide it strategically (it includes representatives from the Ministry of Education, Culture and Research, Ministry of Finance, associations of local public authorities, and some regional and local stakeholders). Regional partner CSOs encompass organizations from Chisinau, Soroca, Cahul, Ungheni and Balti regions selected on set of criteria, including previous experience with education and/or national projects, working and mobilizing the community actors, monitoring, advocacy, working with local coalitions and local public authorities, collaborating with the local and/or national media.

The success in project implementation relies on the role of the World Bank in providing non-financial support to the project's local lead. Namely, the Bank assigned a Task Team Leader (TTL) that provides strategic guidance to Expert-Grup on addressing political economy challenges, communication with the Ministry of Education, Culture and Research and other key policy stakeholders, as serves as the key contact point for Expert-Grup at the World Bank.

The GPSA also supports the project by providing technical assistance and guidance on specific methodological challenges related to the implementation of social accountability tools and manages a comprehensive knowledge and learning platform that allows sharing of practices and lessons learned from social accountability actors worldwide. Importantly, the Task Team Leader (TTL) played a key role in supporting the effectiveness and sustainability of the project by facilitating the flow of information between the WB's action and the GPSA's projects, including but not limited to uptake and information of WBG operations, ASA, CPF, SDC, etc. This contribution of the World Bank is instrumental for ensuring a successful implementation of social accountability tools in a country with limited experience in this area and low confidence between the government and CSOs. In fact, following the global GPSA theory of change, the project capitalized on the World Bank's official and unique relationship with the Government of Moldova, the range of its partnership and knowledge services and its ability to reinforce interventions to improve governance and quality of public service delivery. It allowed building and continuous strengthening of dialogue and collaboration between Expert-Grup and the policy makers at the central and local levels in the area of social accountability, which ensures enough space for state-CSO interaction, open policy dialogues and higher availability and quality of information about the educational sector. Hence, the World Bank played and continues to play a crucial role in turning the citizens' engagement into more responsive and accountable Government, which is the fundamental element for ensuring the sustainability of any GPSA project.

The Project includes the following specific objectives:

- Facilitate engagement of local stakeholders in approximately 100 schools using social accountability tools and promoting a dialogue on school budgets.
- Facilitate the flow of information from users of education services to local and national authorities.
- Promote the use of three new social accountability tools as inputs into formal education budgetary processes.
- Inform the public about the impact of wider economic and financial conditions on the educational sector and reforms (e.g., current situation, availability of budgetary resources, forecast).
- Support the Ministry of Education, Culture and Research and other policy stakeholders in improving the quality of data to better support an evidence-based policymaking process.

In order to achieve the stated objectives, the Project activities are grouped in four components:

Component 1 (Building an Environment Enabling Sustainable Social Accountability in Moldova) aims to strengthen the capacity of Expert-Grup, CSOs at the local level and schools to create partnerships and tools for social accountability in Moldova's education sector, including, inter alia:

- a) Assessment of the training needs of CSOs working in the education sector, which are selected in

- a manner acceptable to the World Bank and act as the implementing partners at the local level.
- b) Carrying out of periodic open data readiness assessment of Moldova's education sector.
- c) Establishment of a network comprised of regional and local focal points, including, inter alia: defining the criteria for school selection, preparing the terms of reference and the development of training materials.
- d) Development of mechanisms and tools for citizen and CSOs' oversight of the education sector, in particular in relation to school policy and budget reforms.
- e) Carrying out of training activities for relevant stakeholders in the use of the social accountability mechanisms and tools.

Key deliverables under Component 1:

- Contracts signed with five regional focal points, leading organizations from Chisinau, Ungheni, Balti, Cahul, and Soroca. These focal points are responsible for activities in the 100 project beneficiary schools (20 schools per year).
- 100 schools were selected and local coalitions were identified by five regional partners (20 schools per year).
- Local coalitions were established in 100 schools. These groups were trained to apply social accountability tools.
- Trainings on social accountability delivered to local coalitions of 100 schools (20 schools per year), based on trainings needs' assessment.
- The Open Data Information Readiness Assessment (ODRA) report has been developed and consulted with the Ministry of Education before publishing. Assessment meetings and interviews with representatives from the Ministry of Education, Ministry of Finance, National Bureau of Statistics and other relevant stakeholders were conducted.
- A training program on Social Accountability delivered by an international expert for the project implementing team and regional partners.
- Social Accountability tools and a document describing the citizen oversight mechanism document were developed and applied.
- A regional mechanism of citizens' oversight created by signing memorandums of cooperation among the Ministry of Education, Culture and Research, local CSOs, beneficiary schools and local public administration.

Component 2 (Applying Social Accountability Tools to Empower Local and Regional Stakeholders to Increase Policy Accountability) is aimed at empowering local and regional stakeholders of the Member country's educational sector to increase policy accountability, including, inter alia:

- a) Organization and implementation of meetings to discuss the planned budgets of schools selected in a manner acceptable to the World Bank.
- b) Preparation of education stakeholder report cards, adjusted to Moldova's context.
- c) Collection of data and digitalization of results for the education stakeholders report cards, prepared under Component 2 (a).
- d) Development of a website to facilitate evidence-based policy and budget dialogue and exchange of information at the local, regional and national level.

Key deliverables under Component 2:

- Education monitoring exercises were applied.
- Public hearings toolkit was developed and disseminated in beneficiary schools.
- 100 public hearings were conducted (20 public hearings per year).
- Education Stakeholder Report Cards were developed and applied in 100 schools (20 schools per year), with the support of regional partners.
- ScoalaMea.md website was build.

Component 3 (Integrating Social Accountability with Policy and Budget Dialogue) is promoting the use of social accountability tools within Moldova's central and relevant local and regional authorities, including, inter alia:

- Carrying out of annual independent education budget analyses for the education sector in a manner acceptable to the World Bank.
- Carrying out of independent monitoring activities to engage and inform relevant stakeholders about policy changes in the education sector.
- Carrying out of workshops for relevant stakeholders to discuss the education mid-term expenditures framework, prepared by the Ministry of Finance.
- Preparation of policy papers, including the carrying out of quantitative analyses of the educational policy issues.

Key deliverables under Component 3:

- Independent Education Budget Analyses for all beneficiary schools prepared and validated.
- Two Moldova Economic Growth Analysis reports that analyzed the evolution of Moldova's economy, explained the key macroeconomic and sector-level trends and provided forecasts for key economic indicators.
- Two education Mid-Term Expenditures Framework workshops held bi-annually.
- The qualitative and quantitative assessments conducted based on the data from the Education Stakeholder Report Cards, public hearings and Independent Education Budget Analyses.

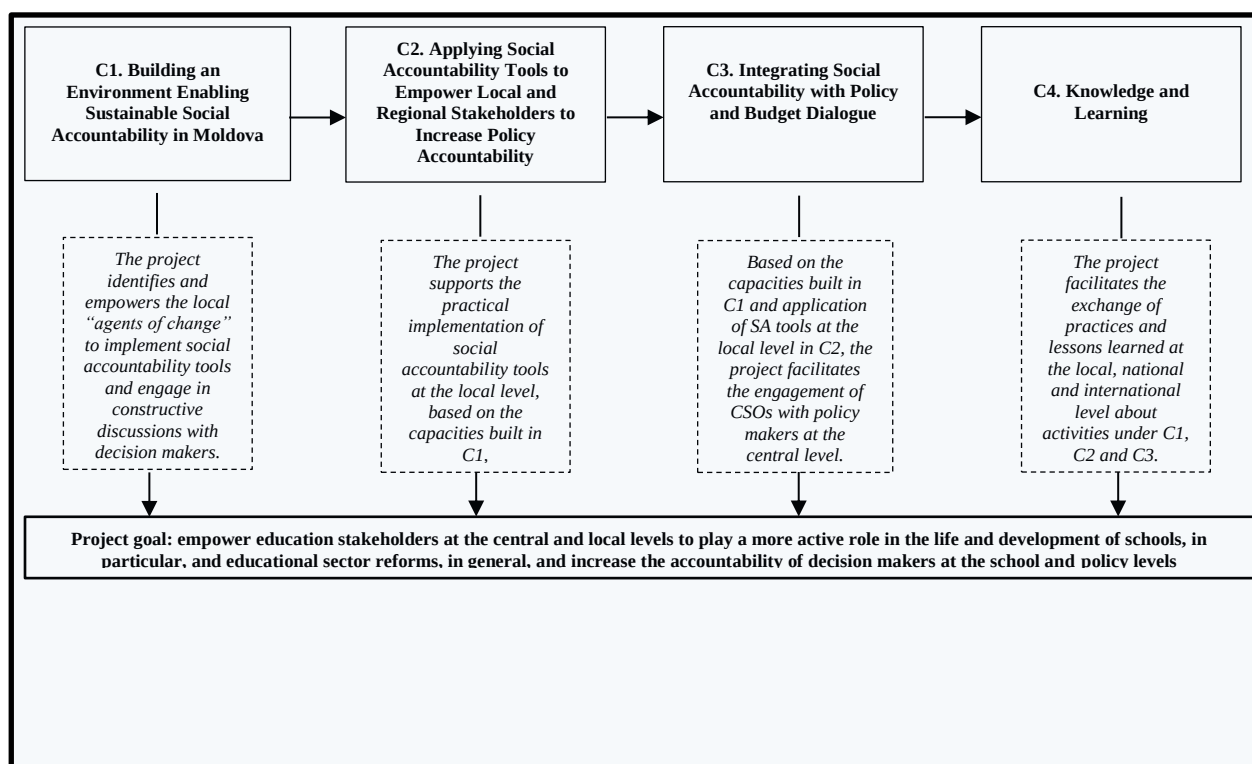
Component 4 (Knowledge and Learning) is devoted to preparation and dissemination of learning products on social accountability mechanisms, taking into account lessons learned from project implementation, including inter alia: (i) guidance notes; and (ii) case studies.

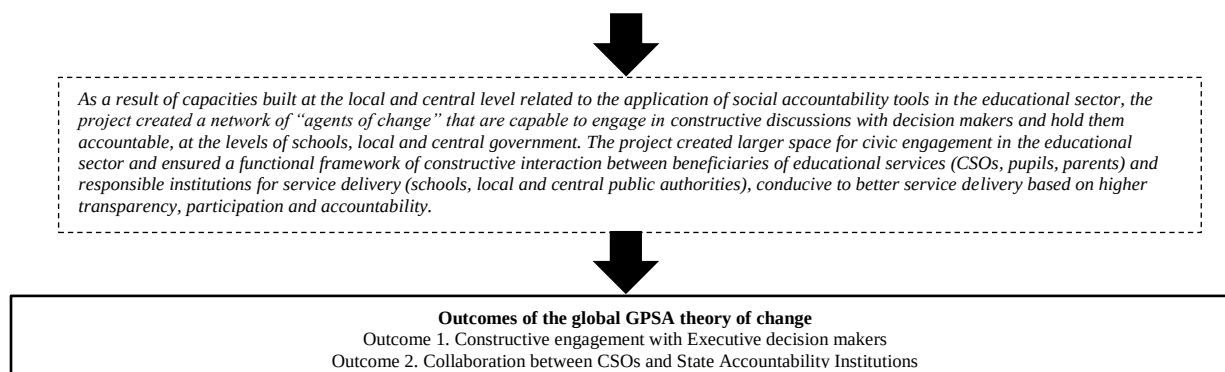
Key deliverables under Component 4:

- Four how-to-notes/guidance notes per year prepared by project staff.
- 15 case studies per year prepared by the Project's regional partners and published on ScoalaMea.md.

The interconnection among the mentioned project components and their contribution to the project outcomes and the global GPSA theory of change is presented in the chart below.

Chart 1. Interconnection between project components and the GPSA theory of change





b. Project results

The project is at its fifth (final) year of project implementation.

Geographical coverage. During 2014-2017, the project was implemented in 80 schools, covering 24 rayons, two municipalities (Chisinau and Balti) and one autonomous region (UTA Gagauzia). In 2018, the last group of 20 schools was selected covering five additional rayons. Hence, the project covered almost all the territory of the country (29 out of total 32 rayons, and 2 out of total 5 municipalities and 1 out of total of two autonomous territorial units).

Citizens’ engagement. During 2014-2017, the project facilitate the engagement of around 11,500 educational stakeholders, mainly through participation at trainings for local coalitions (school administration, teachers, parents in several schools also the mayors), at workshops on Medium-Term Educational Budget Framework (school directors / deputy directors and accountants), and participants at public hearings (school administration, students, parents, teachers, representatives of District Councils, Mayors, CSOs, entre+preneurs). Additionally, taking into account the number of pupils from beneficiary schools and their participation in filling feedback report cards about their schools, the project reached to additional ~40,000 pupils during 2014-2017.

Building local capacities for social accountability. The project developed the capacities of local implementing partners to engage in social accountability exercises related to education. According to the annual assessments, the capacities increased from the baseline “absent” at the project onset up to upper-medium by the end of year 4. Additionally, the project created 100 local coalitions (one per beneficiary school), which are implementing the Social Accountability tools designed to produce feedback on the quality of education for the school management, local, regional, and central authorities. Each coalition includes the school’s director and deputy directors, one representative of the Local Public Authority, three representatives of parents, two representatives of teachers, and one representative of pupils, as well as any interested stakeholder in the school/community (e.g. representatives of CSOs or private companies). During 2014-2017, around 1200 people took part in these coalitions, who benefited of trainings about applying Social Accountability tools at the level of community.

Uptake / Information of WBG efforts. The project, at some extend, informed the World Bank country dialogue, at least on two dimensions. The first one is related to data openness, as the project popularized the data generated by the SIME (Education management information system) database about the activity of educational institution in Moldova. The project being focused on schools, was an important trigger in the use and interpretation of relevant data about schools’ activity by educational stakeholders. The second dimension is related to stimulation of citizens’ engagement, which is a horizontal priority of the Country

Partnership Framework for 2018-2021³, as a mechanism to improve the service governance and enhance the effectiveness of the World Bank's Education Reform Project and other activities under focus area no. 3 of the Country Partnership Framework.

Sustainability. The creation of the network of regional partners and local coalitions, as well as their training (as mentioned above), bodes well for continuation of implementation of social accountability tools after the project end. In fact, first signs of project sustainability can be already seen, as most of the beneficiary schools from previous years continued to implement social accountability tools after the project moved to other cohorts of schools (every year the project is implemented for a new cohort of 20 schools, leaving the previous cohorts to implement the tools on their own). Thus, in 2017, a questionnaire was sent to past beneficiary schools (60 schools) in order to identify schools that independently apply Social Accountability tools and found out that 55 out of 60 beneficiary schools organized public hearings in 2017. Last, but not least, the project initiated a number of actions aimed at institutionalization of some social accountability tools at the policy level. Thus, the project promoted the adoption of the regulation of schools boards in accordance to the functions performed by local coalitions created within beneficiary schools (the regulation was approved by the Government and is expected to enter into force this year). Also, the project supported the National School Inspectorate to implement school evaluation forms, in accordance to educational stakeholder report cards implemented within beneficiary schools.

C. OBJECTIVES OF THE ASSIGNMENT

The main goal of this consultancy is to carry out the final evaluation of the Scoala Mea project, focusing on the assessment of its effectiveness, sustainability, paying attention to context and processes.

The specific goals of the final evaluation are to:

- Generate learning and knowledge about the conditions in which the project achieved and may sustain its results. The goal is inform improvements in social accountability theories of change, strategies, programs and projects by key project stakeholders.
- Show the results and social return on investment made in the project. This should be done in a credible and transparent way. Accountability is a multi-dimensional concept: upward (donor and government), downward (target communities and beneficiaries), and horizontal (among project partners)

D. KEY EVALUATION QUESTIONS

1. Did the project's strategy contribute to the intended outcomes and impacts? If so, for whom, to what extent and in what circumstances?
2. What unintended outcomes (positive and negative) were produced, including spillover effects?
3. To what extent do the results validate the GPSA's theory of change and its adaptation to the Moldovan Education and Governance contexts through Scoala Mea? (the GPSA theory of change can be accessed here: http://www.thegpsa.org/sa/Data/gpsa/files/field/documents/gpsa_revised_results_framework_10december2015.pdf)? The analysis includes, but is not limited to assessing, to what extent have Scoala Mea's lessons informed WBG country and sector dialogues, operations and strategies?
4. Under what conditions will the results be sustainable? What is the risk that the outcomes achieved will not be sustainable?

³ „Country Partnership Framework for the Republic of Moldova for the period 2018-2021”, Report no. 115716-MD, June, 2017, <http://documents.worldbank.org/curated/en/604221499282920085/pdf/MOLDOVA-CPF-FY18-21-20170629-final-07052017.pdf>

E. METHODOLOGICAL APPROACH

The Consultant will develop its own detailed frameworks and methodology in order to respond to the key evaluation questions with causal analysis. The methodology is to be provided by the consultant in his/her proposal and is also one of the criteria for selecting the appropriate consultant for the assignment. The proposal should justify methodological choices as fit for answering key evaluation questions.

The Consultant shall follow up the qualitative and quantitative methodology to collect and analyze data to answer the evaluation questions, tailored to the units of analysis (children, teaching staff, communities, families and local and central public authorities, etc.), including gender dimension.

The Consultant will carry out in- interviews with service providers, teachers, parents and collect data through focus groups, individual interviews and other relevant means in order to properly address the evaluation questions.

F. KEY EXPECTED ACTIVITIES AND TIMELINE

Note: the list of activities is subject to revision, depending on the individual proposal of the Consultant.

The evaluation is expected to be carried out during 3 September – 17 December 2018 (15 weeks).

- a) **Acquire the necessary knowledge of the education sector of Moldova and get familiar with the GPSA Project and education reforms** (development objectives, components, and implementation status) through a thorough review of Project Documents and reports. In order to perform this task, the evaluator will familiarize himself/herself with the background documents including the Education Code, Education sector open data readiness assessment, World Bank strategies and portfolio in the sector and country, and project materials (grant agreement, operational manual, progress reports, implementation status and results reports – weeks 1-3.
- b) **Familiarize with other evaluations of GPSA projects in other countries.** The 2018 marks the final year of several GPSA projects from other countries, which also are in the process of contracting consultants for their final evaluation. The Consultant will familiarize with the approaches used in those projects in order to avoid any significant variations in methodologies applied and will participate in knowledge and learning sharing (e.g. video conferences) - weeks 1-3.
- c) **Conduct interviews and focus groups with relevant stakeholders.** The Consultant will collect feedback from project partners at the central, regional and local level, project direct and indirect beneficiaries, as well as relevant experts – weeks 4-6.
- d) **Assess the achieved project results.** Under this task the Consultant will assess the project's results and their sustainability, using its proposed methodology. This activity could also involve the identification of SMART indicators for measuring the project impact that would complement the project indicators – weeks 7-9.
- e) **Substantiate the validity of the GPSA's theory of change and its adaptation to the Moldovan Education and Governance context via Scoala Mea.** The Consultant will conduct an analytical assessment of the way in which the selection, support, implementation and adaptation of Scoala Mea contributes to the results. The Consultant will reconstruct the implicit localized TOC – from project selection through implementation – and evidence Scoala Mea's contribution to the GPSA's overall goals. The Consultant will conduct an analytical assessment to account for the number and mechanisms through which Scoala

- Mea's lessons have been taken up/informed World Bank Group operations, ASA, CPF, SDCs, and other relevant instruments. In-depth and relevant lessons learned will take into account lessons at the global portfolio-level captured in GPSA documents – *weeks 9-10*.
- f) **Evaluate project sustainability.** Under this task the Consultant will assess the project's sustainability, considering among others factors those relevant for the project's strategy and the GPSA's approach (e.g. the coordination, coherence and complementarity between its interventions and the programs and reform efforts of other stakeholders, including but not limited to the WBG, capacity development of key stakeholders, coalition building strategy, and fit of the project's strategy with the political economy context) – *weeks 10-11*.
 - g) **Design recommendations.** Based on the quantitative and qualitative assessment of project results, the Consultant will design a list of concrete recommendations for sustaining the project objectives after the project ends (e.g. how to ensure that the activities will continue after the project close or what would be potential project follow up activities that would facilitate the achievement of project objectives) – *week 12*.
 - h) **Consult the draft report with the project team.** Before submission the final version of the evaluation report, the Consultant will consult the draft with the project director and coordinator – *weeks 13-14*.
 - i) **Submission of the final report.** The final version of the evaluation report will be presented to the project team, as well as project direct and indirect beneficiaries – *week 15*.

G. EXPECTED DELIVERABLES AND KEY MILESTONES

In the course of the assignment the evaluator shall provide the following outputs in English:

- i. *Inception report* outlining a detailed plan, methodology and timeline of activities to be accomplished by the evaluator under the assignment, consulted and validated with Expert-Grup, project TTL and GPSA team – by September 24, 2018 (the draft deliverable has to be submitted at least 2 weeks in advance in order to allow sufficient time for consultations).
- ii. *Report about the results of interviews/surveys*, outlining the key findings of evaluator's discussions with relevant stakeholders about project activities and results, consulted and validated with Expert-Grup – by October 15, 2018 (the draft deliverable has to be submitted at least 1 week in advance in order to allow sufficient time for consultations).
- iii. *Interim report*, to inform the project team of preliminary results, alternative solutions, and major decisions that need to be made in order to successfully complete the project, consulted and validated with Expert-Grup, project TTL and GPSA team – by November 4, 2018 (the draft deliverable has to be submitted at least 3 weeks in advance in order to allow sufficient time for consultations).
- iv. *Final evaluation report* that answers the mentioned three key evaluation and provides recommendations – December 8, 2018 (the draft deliverable has to be submitted at least 3 weeks in advance in order to allow sufficient time for consultations).
- v. *Final completion report*, outlining the conducted activities, persons/institutions interviewed, data collected, lessons learned and recommendations for future projects, consulted and validated with Expert-Grup – December 10, 2018 (the draft deliverable has to be submitted at least 1 week in advance in order to allow sufficient time for consultations).

H. LOCATION, DURATION

The estimated duration of the assignment is 15 weeks.

The estimated contract period will be September 3 – December 10, 2018.

I. ROLES AND RESPONSIBILITIES

The Consultant will interact with the team leader and project director of Scoala Mea project, from Expert-Grup.

Key responsibilities of the Consultant:

- to elaborate a detailed methodology for evaluation;
- to arrange the logistics of travel, interviews and focus groups;
- to collect and analyze the data;
- to participate in interviews and focus groups;
- to present the findings of evaluation to Expert-Grup;
- to elaborate the interim and final completion report;

Key responsibilities of Expert-Grup:

- to facilitate the access of the Consultant to relevant data and documents;
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- to manage the contract/evaluation process and serve as a liaison with the Consultant;
- to approve final products;

Application Process

This procurement is done according to the World Bank's CQS (consultant qualification selection) method. This ToR is attached to the request for expression of interest (REOI). Upon receipt of expressions of interest (EOI) from consultants, Expert-Grup (employer) will establish an evaluation committee to compare the capabilities of each consultant firm that has submitted an EOI and selects one firm that is found to most suitable for the assignment. The employer then invites the selected firm to submit a technical and financial proposal in separate envelopes. The employer's evaluation will carry out an evaluation of the technical proposal to find out if the technical proposal meets the employer's needs. Once the technical proposal is found acceptable, the employer invites the selected firm, opens the financial proposal and negotiates on the price of the assignment. Once both sides agree, a contract will be signed.

L. BUDGET AND PAYMENT SCHEDULE

The maximum amount of man-days for this effort is estimated at 50 days.

Both parties will agree on a lump-sum form of contract. Under a lump-sum contract the employer agrees to pay the consultant a fixed sum of money for services given up-front specified technical characteristics, such as inception report, the quality of which can be readily assessed to be delivered at a specified deadline or accomplishment of established milestones. The payment schedule is mentioned below (the milestones are according to the deliverables under section G of this ToR):

1 st Payment/Milestone	25%
<i>Inception report</i>	
2 nd Payment/milestone	35%
<i>Interim report</i>	
3 rd Payment/Milestone	40%
<i>Final completion report</i>	

