

TENDER FILE / TERMS OF REFERENCE (Competitive bidding procedure / One-off contract)

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Purchase of consultancy services related to the evaluation of the European Union & Council of Europe Joint Project – Inclusive Schools: Making a Difference for Roma Children (INSCHOOL).

The Council of Europe is currently implementing, until 30 June 2021, a Joint Project of the European Union & Council of Europe "Inclusive Schools Making a Difference for Roma Children" (INSCHOOL) aiming at enhancing social inclusion of Roma by promoting inclusive education and training in selected national schools in Bulgaria, the Czech Republic, Hungary, Romania and the Slovak Republic. In that context, it is looking for a Provider to deliver an evaluation report to assess the effectiveness, efficiency and sustainability of the Project and its methodological approach, in order to support the reviewing and improvement of relevant areas of the intervention for an optimal impact on the target groups.

A. TENDER RULES

This tender procedure is a competitive bidding procedure. **In accordance with Rule 1395 of the Secretary General of the Council of Europe on the procurement procedures of the Council of Europe¹, the Organisation shall invite to tender at least three potential providers for any purchase between €2,000 (or €5,000 for intellectual services) and €55,000 tax exclusive.**

This specific tender procedure aims at concluding a **one-off contract** for the provision of deliverables described in the Act of Engagement (See attached). A tender is considered valid for 120 calendar days as from the closing date for submission. The selection of tenderers will be made in the light of the criteria indicated below. All tenderers will be informed in writing of the outcome of the procedure.

The tenderer must be either a natural person, a legal person or consortia of legal and/or natural persons.

Tenders shall be submitted **by email only** (with attachments) **to the email address indicated in the table below, with the following reference in subject: INSCHOOL Project Evaluation – Application.** Tenders addressed to another email address **will be rejected.**

The general information and contact details for this procedure are indicated on this page. You are invited to use the CoE Contact details indicated below for any question you may have. **All questions shall be submitted at least 5 (five) working days before the deadline for submission of the tenders and shall be exclusively addressed to the email address indicated below with the following reference in subject: INSCHOOL Evaluation - questions**

Type of contract ▶	One-off contract
Duration ▶	Until complete execution of the obligations of the parties (See Article 2 of the Legal conditions as reproduced in the Act of Engagement)
Deadline for submission of tenders/offers ▶	25 May 2021
Email for submission of tenders/offers ▶	inschool@coe.int
Email for questions ▶	inschool@coe.int
Expected starting date of execution ▶	01 June 2021

¹ The activities of the Council of Europe are governed by its [Statute](#) and its internal Regulations. Procurement is governed by the Financial Regulations of the Organisation and by [Rule 1395 of 20 June 2019 on the procurement procedures of the Council of Europe.](#)

B. BACKGROUND INFORMATION AND EXPECTED DELIVERABLES

This evaluation concerns the Joint Project of the European Union & Council of Europe "INSCHOOL: Inclusive Schools Making a Difference for Roma Children" aiming at enhancing social inclusion of Roma by promoting inclusive education and training in selected national schools in Bulgaria, the Czech Republic, Hungary, Romania and the Slovak Republic. The pilot phase of the project was carried out during May 2017 – July 2019, followed by a second cycle initiated in October 2019 and up until June 2021.

The purpose of this evaluation process is to assess the effectiveness, efficiency and sustainability of INSCHOOL and its methodological approach, in order to support the reviewing and improvement of relevant lines of intervention under the Project, for an optimal impact on the target groups addressed by the project such as schools, teachers, parents, students, public education authorities, etc.

Therefore, the evaluation's outcomes are aimed at taking stock on the potential impact of the INSCHOOL interventions in schools and policy levels, and at further supporting the possible adjustments of its methodology, after being implemented in various locations in the Czech Republic, Romania and the Slovak Republic. The present Tender File outlines the parameters of the evaluation exercise to be conducted in selected locations in the Czech Republic, Romania and the Slovak Republic.

1. BACKGROUND AND CONTEXT

Since 2010, the Roma inclusion priority has been increasingly present on the policy agenda of the European Union and Council of Europe. In this context, both the European Union and the Council of Europe have identified education as a key element to foster social inclusion. The INSCHOOL Joint Project of the two aforementioned institutions comes as a support to the implementation of EU's "Paris Declaration of 17 March 2015 on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education", as well as the "Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching". Furthermore, the Project was inscribed in the policy agenda of the Council of Europe, in support of the Thematic Action Plan on the Inclusion of Roma 2016-2019 and the subsequent Strategic Action Plan for Roma and Traveller Inclusion 2020-2025 – priority 5.3 Supporting access to inclusive quality education and training.

While a number of measures and initiatives have already been implemented enabling progress in reducing early school dropout and improving early childhood education, important challenges remain, in particular to eliminate segregation in education through inclusive education.

The Project was launched in May 2017, with effective implementation in schools initiated in spring 2018. INSCHOOL is currently at its second cycle of implementation, initiated in October 2019 and scheduled for implementation until 30 June 2021. Throughout 2020 the implementation was affected, but not interrupted, by the COVID-19 pandemic and subsequent lockdowns of schools.

The intended outcomes of the Project are:

1. Support mechanisms and resources for pilot inclusive schools are set up;
2. Support to teachers is provided to promote inclusion and to improve the learning outcomes of Roma children;
3. Support is provided to remove concrete barriers for vulnerable groups including through stronger partnerships within a country;
4. Awareness of the benefits of inclusive education is raised among the general public as well as decision makers;

The INSCHOOL Project therefore intervenes at two levels. At school level, INSCHOOL implements the methodology of the "Index for Inclusion: a guide to school development led by inclusive values" developed by T. Booth and M. Ainscow (2016), by providing staff in each school with continuous and local support. School actions are reinforced by grants and schools are supported in the development of their own Inclusive School Development Plans by an INSCHOOL National Team. Schools also engage in peer knowledge sharing within the project to implement further inclusive practices and activities.

At policy level, in close cooperation with the Ministries in charge of education in each country, the Project either initiates a National Working Group or contributes within already existing platforms or working groups in order to address gaps and inconsistencies between existing policies and practices in schools, providing assistance in addressing them and/or raising awareness about inclusive education methodologies and practices. In this way, inclusive practices in education are sustained by inclusive national policies.

The methodology of INSCHOOL at practice level consists in a series of 'milestones', adaptable to each national and local context. With each cycle of implementation, a significant part of the methodology is reiterated, and improvements are supported by INSCHOOL Facilitators and Educational Advisors. The main milestones in the INSCHOOL methodology are:

- 1) The selection of schools was done in several waves (first cycle and second cycle) on the basis of a quantitative and qualitative baseline survey, in consultation with national and local authorities and with the final approval by the two partner institutions (the European Commission and Council of Europe); the selection was done on the basis of a set of criteria. A certain degree of flexibility – particularly on the first criterion - was agreed upon by both institutions in specific locations and depending on the national contexts. The criteria were defined as:
 - a) 20-50% Roma pupils attending the school;
 - b) Will of the schools (management and staff) to participate in the project and commitment to the inclusive approach;
 - c) Balanced selection among rural and urban locations;
 - d) The will of local authorities to support schools and inclusive projects within the municipality;

- 2) Schools entered the Index development planning cycle, consisting in 5 main steps as described in the 'Index for Inclusion: a guide to school development led by inclusive values' (T. Booth & M. Ainscow). These steps were conducted in each school at an adapted and organic pace in order to allow the reflection and participative processes to install:
 - a) Phase 1 – Getting Started – consisting in introduction to the methodology by the INSCHOOL Facilitator, setting up of a coordinating group within the school, getting acquainted with the indicators and questions provided by the Index;
 - b) Phase 2 – Finding out Together – consisting in sparking a wider discussion in the school on inclusive practices, setting up consultation practices, negotiate priorities for development and defining together a Planning Framework;
 - c) Phase 3 – Producing a Plan – consisting in putting priorities into the Inclusive School Development Plan (ISDP);
 - d) Phase 4 – Taking action – consisting in putting priorities into action and developing INSCHOOL Grant Proposal supporting main areas of interventions of the ISDP; INSCHOOL Grants ranged from 8500 € (current cycle of implementation) to 14 990 € (first cycle of implementation) per school;
 - e) Phase 5 – Reviewing development – consisting in debriefing on the process, considering improvements, providing financial and narrative reports related to the INSCHOOL Grants;

- 3) Schools conducted at least one self-evaluation exercise within a given school year; the self-evaluation is an update of the baseline quantitative indicators along with a 360-degree consultation with school staff, parents and pupils through the questionnaires provided by the Index for Inclusion.

Training of Teachers is provided on demand, through the INSCHOOL Grant Agreements. Peer-to-peer visits have been encouraged at national level, and networking activities have been conducted within each country of implementation – within the limits and possibilities provided by the health and safety context.

The implementation at school level is supported by a team of Facilitators and Educational Advisors selected in each country through a call for tenders. Facilitators' intervention in schools ranged at around 3 interventions / school / month throughout the implementation of the two INSCHOOL cycles. Educational Advisors coordinate the interventions of Facilitators and ensure the link with the policy and advocacy plan of the project.

INSCHOOL was successfully implemented in 25 locations in 5 countries in the first cycle of implementation. In the second cycle of implementation, due to close in June 2021, the target is of 30 schools for implementation in 3 active countries of implementation (Czech Republic, Romania and Slovak Republic).

2. EVALUATION PURPOSE

The purpose of this evaluation process is to take stock of the achievements, assess INSCHOOL's interventions and its methodological approach, in order to support the reviewing and improvement of relevant lines of intervention under the Project, for an optimal impact on the target groups.

The evaluation will help draw lessons on the level of intervention in schools, the policy coordination, the effectiveness of the inclusive approach and the overall model proposed by the INSCHOOL Project as a potentially multipliable and effective one in each national context.

Furthermore, the evaluation report will contribute to the orientation and development of Council of Europe and European Commission's activities in the field of Roma inclusion in general and of its Joint Projects in particular.

3. EVALUATION OBJECTIVES

The focus of this evaluation's objectives is set within the following parameters:

- To assess the overall effectiveness, efficiency and sustainability of the INSCHOOL Project's methodological approach and of its interventions at school and policy levels, as well as in contributing to the aims of the project as defined in the sections above;
- To identify lessons and recommendations that the Council of Europe's Roma and Travellers Team, the European Commission, as well as other stakeholders of the Project should learn and take into consideration from its implementation.

4. EVALUATION SCOPE

The evaluation will cover the period of INSCHOOL implementation between January 2018 and June 2021 and will focus on the overall performance of the project and more specifically on the processes in 10 selected schools in the three countries of implementation (Czech Republic, Romania, the Slovak Republic).

The effectiveness of the INSCHOOL methodological process and of its interventions will be assessed in schools that have participated in at least one full cycle of implementation, while preliminary conclusions can be drawn from schools having completed only partially a cycle of implementation (Czech Republic).

The effectiveness of the INSCHOOL dual approach, where interventions are coordinated between the practice (school) and policy levels, as a model and a possibility for sustainable policy solutions on inclusive education and social inclusion of Roma children.

5. EVALUATION CRITERIA

The INSCHOOL Project with its methodological approach and interventions at school and policy level will be evaluated against criteria of effectiveness, efficiency, and sustainability, reflected in the guiding evaluation questions listed below.

6. EVALUATION QUESTIONS

The following evaluation questions have the aim to guide the evaluation process.

General questions related to the expected project outcomes:

1. To what extent have the general objectives and related project outcomes been achieved? What have been the strengths, weaknesses and possible recommendations for the future, both at practice and policy level?
2. To what extent has the methodology of the project (the Index for Inclusion) influenced or positively changed the school's environments in terms of their culture, policy or practices? A particular interest should be paid to the usefulness of the methodology in enabling inclusive and quality education in segregated or special schooling environments.
3. What have been the main achievements and/or shortcomings from the policy coordination and cooperation in promoting quality and inclusive education?
4. What is the potential of the INSCHOOL's (project) methodology in improving and promoting quality and inclusive education for Roma and Traveller children?
5. To what extent has the project contributed to inspiring and supporting active desegregation and inclusive reform of public education systems? To what extent it contributed to transnational (cross-country/EU-level) exchange of experiences in this respect?

Questions related to the implementation of the methodology and interventions in schools:

1. To what extent have the schools' practices, culture and policies have been changed into becoming more inclusive?

2. To what extent has the Index for Inclusion methodology been accepted and used in schools?
3. To what extent have the schools followed or applied the Index development planning cycle?
4. To what extent has the role of Facilitators and Educational Advisors have enabled schools to improve their practices, policies or culture?
5. What was the role and impact of the INSCHOOL Grants in supporting the school's efforts in developing their inclusive practices and policies?
6. To what extent has INSCHOOL and its methodology contributed to a wider participation of stakeholders, including Roma children and parents (coordinating groups, or other forms of consultation and participation at school level)?

Questions related to the policy coordination:

1. What are the main achievements, shortcomings and lessons learnt from the cooperation with the Ministries in charge of Education, governmental bodies, and policy makers?
2. Has the information and evidence from the practice level been taken into consideration by relevant national policy stakeholders? What actions have been taken to address challenges raised by project partners/beneficiaries such as schools, teachers, etc.?
3. To what extent has the INSCHOOL project been able to raise awareness, promote exchange and prompt policy reform about the concepts of quality inclusive education?

Questions related to the social and educational inclusion of Roma:

1. What have been the main achievements in relation to the social and educational inclusion of Roma children?
2. To what extent has the methodology supported education equality of Roma, non-Roma and/or other children living in vulnerable situations?

Lessons learnt, good practices established and possible recommendations:

1. What are the most successful examples/achievements of the INSCHOOL project at the local and at the policy level?
2. To what extent teachers have been supported in order to manage classes and accommodate diverse learning needs?
3. To what extent teachers have gained and applied new teaching methods to support children educational performance and experience?
4. To what extent have children, including Roma children, felt more welcome and accepted as a result of the INSCHOOL process in the school?
5. To what extent have children felt confident, after the support of INSCHOOL, in enabling inclusive education for all children
6. To what extent and/or how effectively children from social and marginalised communities have been included to equally participate in classrooms and school life. A particular assessment should be conducted as to the effectiveness of the project in supporting children in segregated or special educational schooling environments (including effectiveness in prompting desegregation).

The final list of evaluation questions to be discussed and decided by the selected Evaluator and the Roma and Travellers Team.

7. EVALUATION METHODOLOGY

The evaluation will follow Council of Europe Code of Conduct, by respecting its evaluation approach and data collection and analysis methods that are human rights based and gender sensitive.

The data collection and analysis methods used by the evaluator should be sufficiently rigorous to assess the subject of the evaluation and ensure a complete, fair and unbiased assessment. There should be sufficient data to address all evaluation questions; there should be logical and explicit linkages between data sources, data collection methods and analysis methods.

1. Proposed Evaluation process

For the purpose of this Contract, the Council of Europe's main interlocutor will be the INSCHOOL Coordination Team of the Roma and Travellers Division of the Council of Europe. Together with the contracted Evaluator they will be responsible for carrying out the evaluation process and producing the final evaluation report.

2. Evaluation phases

- a. Desk Research Phase – This phase refers to a period of desk study implying the *review of relevant documents and sources of information* provided and to be further identified by the consultant/s. During this period the *content of the field interviews* and surveys will be elaborated and the necessary *arrangements (logistics and appointments)* for the interviews will be made.
- b. Data Collection Phase – This is a phase involving activities carried in the targeted locations: *collecting relevant data and documents, conducting interviews, surveys, meetings with relevant stakeholders* etc. This phase will serve to complete the data collection in the areas in which information gaps have been identified during the Desk Research Phase and for checking the viability of the available information for better triangulation of previous findings. Moreover, less visible aspects related to context, political and institutional processes relevant to the Project will be identified.
- c. Reporting Phase – After the evaluation team will analyse the collected data, a *draft outline report* will be prepared and discussed with the Contracting party from the side of the Council of Europe. A possible *meeting* could be organised to discuss the findings of the report and relevant inputs could be incorporated in the *Final Evaluation Report*.

The INSCHOOL Project Team will support and provide the necessary logistical and administrative support/arrangement during the process with due respect to the impartiality and objectivity of the work of the Evaluator/s.

3. Methodological tools *(to be revised and finalised in coordination with the Evaluator/s and based on the final list of evaluation questions)*

The evaluation will use the methods listed below which should answer the proposed evaluation questions. The list of methods to be used could be subject to a discussion, based on the proposals made by the Evaluator/s, and are subject to a final agreement by the Contracting Party.

- a. Document Review:

The Evaluator will carry out a document review at the beginning of the Contract, both from the package provided by the Council of Europe as well as further identified as relevant for the subject. The following documents will be particularly assessed:

- INSCHOOL Project documentation (DoA, Index for Inclusion, baseline and self-evaluation reports, etc.)
- School's documentation related to the implementation of the project process and methodology (ISDPs, Grant Applications, Reports, etc.)
- Reporting documentation (EAs, Fs, NWGs, studies, etc.)
- Relevant documentation of the Council of Europe and European Commission (e.g.: Council of Europe's Roma and Travellers Action Plans relevant for the period of evaluation etc.);

- b. Semi-Structured Interviews and Surveys:

Semi-structured interviews and/or surveys will be carried out with different relevant stakeholders (representatives of public institutions, schools, teachers, parents, etc.), indicative names and contacts to be provided. The Evaluator/s should take into consideration the proposed list below. The final list of interviews, surveys, and targeted stakeholders to be decided jointly by the Contracting Party and the Evaluator/s:

- The INSCHOOL Project management team members in Strasbourg;
- The Council of Europe experts who have been working in the Project (Educational Advisors, Facilitators, trainers, expert consultants etc.) supporting the process of developing and implementing the Project;
- Representatives of the management, coordinating groups, parents, students in the targeted schools;
- Representatives of the National Working Groups, Ministries of Education, etc.

8. EVALUATION WORK PLAN

1. **The deliverables** that the Evaluator will be accountable for producing are:

Technical proposal including:

- a. Evaluation plan with proposed timetable of activities/events;
- b. Survey instruments and other research tools to be used during the evaluation;
- c. Refined evaluation matrix.

Draft Evaluation Report – the draft evaluation report should contain summative findings for the overall Project, specific achievements, and results from the implementation of the INSCHOOL methodology for each of the targeted schools with the evaluation process, lessons learnt from the policy coordination, recommendations for future interventions, etc. The draft report should follow a structure that shall be agreed among the Evaluator and the Contracting Party prior to the beginning of the evaluation process in line with the CoE Quality Check List for Evaluation Reports;

Final Evaluation Report – The Final Evaluation Report will take into consideration the written feedback and comments provided by the INSCHOOL managing team.

The evaluation report should include a list of **recommendations** regarding the orientation and further development of the Project's methodology, based on findings and lessons learned. The recommendations should also include, where appropriate, indications on additional tools to be used for more effective / meaningful project impact.

2. Locations and logistical arrangements

The targeted locations for the evaluation are selected on the basis of ensuring relevant coverage for the quality of implementation of methodological process, for balanced geographical and demographical considerations and institutional commitment for the Project. Therefore, the evaluation is to be undertaken in maximum 10 schools within the three project countries - Czech Republic, Romania and Slovak Republic.

An indicative list of targeted locations / focus areas at country level will be provided to the Evaluator prior to the desk research phase of the evaluation.

The evaluator will be responsible for the dissemination of all methodological tools such as questionnaires and surveys, but the relevant Council of Europe / field staff should facilitate this process to the extent possible while preserving impartiality and credibility of the process.

3. Timeframe for the evaluation process

The indicative timeframe for the evaluation process is set to start by the end of May 2021:

Deliverables and other key-steps	Deadline
Adoption of the evaluation plan and process	5 June 2021
Desk research phase– review and assessment of relevant data and documentation	June – July 2021
Data collection phase – collection of data and evidence (interviews, surveys, etc.)	June – July 2021
1 st draft evaluation report	20 August 2021
Feedback, comments and suggestion provided on the first draft evaluation report	10 September 2021
Final Evaluation Report	30 September 2021

C. FEES

All tenderers are invited to fill in the **table of fees** as reproduced in **Section A of the Act of Engagement**. The budget of the Evaluation is set at maximum 9000 €. A Financial Proposal should be submitted together with the Evaluation Proposal.

Tenderers **subject to VAT** shall also send **a quote (Pro Forma invoice)** on their letterhead including:

- the Service Provider's name and address;
- its VAT number;
- the full list of services;
- the fee per type of deliverables (in the currency indicated on the Act of Engagement, tax exclusive);
- the total amount per type of deliverables (in the currency indicated on the Act of Engagement, tax exclusive);
- the total amount (in the currency indicated on the Act of Engagement), tax exclusive, the applicable VAT rate, the amount of VAT and the amount VAT inclusive.

D. ASSESSMENT

Exclusion criteria and absence of conflict of interests

(by signing the Act of Engagement,² you declare on your honour not being in any of the below situations)

Tenderers shall be excluded from participating in the tender procedure if they:

- have been sentenced by final judgment on one or more of the following charges: participation in a criminal organisation, corruption, fraud, money laundering, terrorist financing, terrorist offences or offences linked to terrorist activities, child labour or trafficking in human beings;
- are in a situation of bankruptcy, liquidation, termination of activity, insolvency or arrangement with creditors or any like situation arising from a procedure of the same kind, or are subject to a procedure of the same kind;
- have received a judgment with res judicata force, finding an offence that affects their professional integrity or serious professional misconduct;
- do not comply with their obligations as regards payment of social security contributions, taxes and dues, according to the statutory provisions of their country of incorporation, establishment or residence;
- are or are likely to be in a situation of conflict of interests;
- are or if their owner(s) or executive officer(s), in the case of legal persons, are included in the lists of persons or entities subject to restrictive measures applied by the European Union (available at www.sanctionsmap.eu).

Eligibility criteria

Tenderers shall demonstrate that they fulfil the following criteria (to be assessed on the basis of all supporting documents listed in Section F):

- Proven record in designing, managing and leading evaluations in the context of international cooperation;
- Extensive knowledge of, and experience in applying standard evaluation principles, qualitative and quantitative evaluation methods;
- Technical competence in the field of education, social inclusion of disadvantaged groups, including the Roma in Europe;
- Experience with similar assignments in the Czech Republic, Romania, the Slovak Republic or the region;
- Language proficiency in one of the language relevant for the countries targeted by evaluation;
- Knowledge of the role of the Council of Europe and of the European Commission and their programming tools;
- Independence and absence of conflicts of interests;

The evaluator(s) are asked to submit one or two examples of evaluation reports recently completed when submitting their proposal. If possible, one or more of the reports should be relevant, or similar to, the subject of evaluation.

² The Council of Europe reserves the right to ask tenderers, at a later stage, to supply the following supporting documents:

- An extract from the record of convictions or failing that an equivalent document issued by the competent judicial or administrative authority of the country of incorporation, indicating that the first three above listed exclusion criteria are met;
- A certificate issued by the competent authority of the country of incorporation indicating that the fourth criterion is met;
- For legal persons, an extract from the companies register or other official document proving ownership and control of the Tenderer;
- For natural persons (including owners and executive officers of legal persons), a scanned copy of a valid photographic proof of identity (e.g. passport).

Award criteria

- Quality of the offer (80%), including:
 - Minimum two years of professional experience in design, managing and leading evaluation projects in the area of education, social inclusion, Roma integration and/or international cooperation;
 - Demonstrated knowledge and proven record of experiences in the field of education, international cooperation, social inclusion of disadvantaged groups, including the Roma in Europe.
 - Understanding of the specific country context of the Czech Republic, Romania, Slovak Republic or the region.
- Financial offer (20%).

The Council reserves the right to hold interviews with eligible tenderers.

Multiple tendering is not authorised.

E. NEGOTIATIONS

The Council reserves the right to hold negotiations with the bidders in accordance with Article 20 of Rule 1395.

F. DOCUMENTS TO BE PROVIDED

Tenderers are invited to submit:

- **A completed and signed copy of the Act of Engagement³ (See attached)**
- For tenderers subject to VAT only: **a quote, describing their financial offer**, in line with the requirements of section C of the Tender File (see above);
- A list of all owners and executive officers, for legal persons only;
- A detailed CV, preferably in Europass Format, not more than 5 pages long, demonstrating clearly that the tenderer fulfils the eligibility criteria;
- Motivation letter highlighting skills and experience in all the above-mentioned selection criteria.
- Reference contact details of the previous employers.

All documents shall be submitted in English, failure to do so will result in the exclusion of the tender.

If any of the documents listed above are missing, the Council of Europe reserves the right to reject the tender.

The Council reserves the right to reject a tender if the scanned documents are of such a quality that the documents cannot be read once printed.

G. LIST OF APPENDIXES

1. Act of Engagement Template
2. Council of Europe Code of Conduct for Evaluators
3. Quality Assurance Checklist for Evaluation Reports

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³ The Act of Engagement must be completed, signed and scanned in its entirety (i.e. including all the pages). The scanned Act of Engagement may be sent page by page (attached to a single email) or as a compiled document, although a compiled document would be preferred. For all scanned documents, .pdf files are preferred.