CALL FOR PROPOSALS

Rich language Interactions Coach
Long-term Consultancy

CODE-NUMBER
VVOBVN/20190712

VVOB Vietnam
www.vvob.be
http://vietnam.vvob.be/
3-5 Nguyễn Bình, P. Hòa Cường Nam, Q. Hải Châu, TP. Đà Nẵng

NEGOTIATION PROCEDURE WITH RESTRICTED NOTIFICATION

DEADLINE FOR SUBMITTING PROPOSALS
Applications to be sent by E-mail
to Lieve.leroy@vvob.be
before August 7 at 9:00 AM
## Content

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### 1. Summary of consultancy

- Title of the consultancy: Rich language Interactions Coach
- Contracting Authority: VVOB Vietnam
- Duration: August 2019-March 2020
- Place / location: Da Nang, Quang Nam, Quang Ngai, Kon Tum Province
- Supervision: Lieve Leroy
- Deadline for submission: before
- Negotiation procedure with restricted notification
- Code: VVOBVN/20190712
2. General Provisions

2.1. Contracting Authority / Tendering Organization

1. This Call for Proposals is issued by VVOB duly represented by Mr Wouter Boesman, VVOB Programme Manager in Vietnam
2. The Call shall be followed up by Lieve Leroy, VVOB Vietnam Education Advisor

Address: 3 + 5 Nguyễn Bình, P. Hòa Cương Nam, Q. Hải Châu, TP. Đà Nẵng

All correspondence regarding this call should be sent to: Lieve.leroy@vvob.be.

2.2. Background on the organization

VVOB
VVOB – education for development is an organisation based in Belgium with more than 35 years of experience in sustainably improving the quality of education systems. VVOB has received support for this from multiple leading funding partners, adding up to a total annual budget of over 13 million euros spread over 10 country programs. VVOB reinforces the capacity of ministries of Education and their institutions to implement their education policies as effectively as possible. This guarantees the sustainability of results. The geographical, thematic and operational choices VVOB makes in each programme are informed by relevant research and the policy priorities of VVOB’s partner countries and formulated in partnership with their governments.

VVOB Vietnam
Through the 2017-2021 cooperation program ‘Mitigating Preschool Children’s Barriers to Learning in disadvantaged and ethnically diverse districts in Central Vietnam’ (BaMi), VVOB Vietnam works together with the Departments of Education and Training (DOET) of Quang Nam, Quang Ngai and Kon Tum provinces to strengthen competences of preschool teachers and their school leaders in 22 disadvantaged and ethnically diverse districts to improve the quality of learning for all 3- to 5-year-old children in preschools.

The programme focuses on capacity development of provincial DOETs and district BOETs in the 3 targeted provinces provide preschool teachers and school leaders (duty bearers) of disadvantaged and ethnically diverse districts with the knowledge, skills and instruments on (1) using process-oriented child monitoring, (2) addressing barriers to learning and participation and ensure deep level learning among all children and (3) enhancing needs-based/school-based Teacher Professional Development for in-service preschool teachers.


3.1. Context of the Consultancy

Background
Many preschool children experience barriers to learning and participation in the classroom. These barriers keep them from benefiting fully and developing to their full potential. Especially children from ethnic minority groups are at risk of not realizing their full holistic development potential. In more remote and disadvantaged communities, children more often grow up in poverty. They speak a different language at home than the teacher’s language in school and experience the differences between home and school culture. These barriers can be experienced in the physical environment, (learning) materials, activities and (especially adult-child) interactions.

Preschool teachers and their school leaders can play an important role to address many of these barriers. By doing so, the levels of involvement and well-being of children, increase. By building the competencies of teachers to support and value ethnic diversity in the class, they can make sure that all children are developing to their full potential, including ethnic minority children.

Specific background pertaining to language and ethnic diversity
The VVOB programme has established a strong relationship with our partners in 3 central provinces. **Starting from observing levels of well-being and involvement in class** they have identified some key barriers. One of these is limited teacher capacity to apply age-appropriate child-centred didactics (in multiple child-development dimensions. Partners also identified the lack of communication with children from ethnic minorities as an important barrier.

**Stimulating child-initiative** is limited in preschools. Teachers do not give children enough opportunities to speak, express and reason. This is observed in most preschools, not only in schools where the language of instruction (Vietnamese) is different from children’s home language.

The programme is currently working with partners on moving on the continuum from teacher directed to more collaborative and more child-initiated learning through play. This is combined with providing a language-rich environment which helps the children with different socio-economic and socio-cultural backgrounds to develop to their full potential.

This will create an opportunity to advance the understanding of partners about language barriers for children of ethnic minorities and find ways to address them.

**Objective of the programme pertaining to language**

Departments of Education and Training have enhanced knowledge and skills to strengthen the capacity of preschool teachers and school leaders (duty bearers) in disadvantaged and ethnically diverse districts to establish language-rich learning environments for holistic development, appreciative to all children’s socio-cultural backgrounds (Sub-result 2.3 of the BAMI programme).

In practice, while not challenging the prevailing policy and practices, such as Vietnamese language teaching, VVOB works with the Departments of Education to increase the understanding of the language-related barriers. The intervention supports the teachers to explicitly establish an age appropriate language practice. This includes the entire classroom environment, activities and interactions. This will help children with a different language background to holistically develop to their full potential.

**Specific objectives of the programme:**

1. To increase the understanding of DOET/BOET officers of the language-related barriers to learning and participation.
2. To strengthen the capacity of DOET/BOET officers on how to support preschool teachers and school leaders to establish age appropriate language-rich learning environments for holistic development, appreciative to all children’s socio-cultural backgrounds.
3. To develop preschool teachers’ competencies to explicitly establish an age appropriate language practice that helps the children with a different language background to develop to their full potential, while respecting and valuing diversity. This practice includes the entire classroom environment, child-initiated activities and interactions.
4. To develop school leaders’ competencies in providing an enabling environment for teachers to support and value ethnic diversity in the class and to create a language-rich environment.

**The intervention**

The intervention will start from the needs from partners (communication barriers). It will link to Process Oriented Child Monitoring and child-centred approaches (trigger more child initiative). It acknowledges that the challenge at hand is a general education challenge. The lack of triggering language of children is not only limited to ethnically diverse areas.

The intervention will include:

1. **Working on attitudes and beliefs** about diversity, identity:
   - concepts, understanding and perceptions on diversity,
   - how can *home culture & identity* (customs, materials, …) be integrated in the preschool setting, including in different corners (beware of labelling)

2. **Working on knowledge**:
   - knowledge about language barriers for children of ethnic minorities
   - basic understanding of language and multi-lingual language development
- how can a teacher support language development: concepts of powerful learning environment, scaffolding, language of schooling (rich academic language), teacher communication and interaction with children - supported by language (different types of questions)

c) working on skills: practical “how to”
- addressing barriers to communication
- stimulating child initiative, also in terms of language
- asking questions and communicating with children
- differentiating tasks and corners, materials as impulses for play and learning
- creating powerful learning environments and rich language offer (home language, school language/instruction language)
- ...

The intervention will combine different methods of capacity development, such as training, coaching, harvesting, peer learning, ...

3.2. Objectives and scope of the consultancy

To achieve the set objectives, VVOB seeks to hire coaches. The coaching will complement the capacity development provided through training workshops. The coach/coaches will provide on-site support to core group members (DOET, BOET and selected school leaders and teachers) while they support other teachers to implement language-rich environments in their preschools. This will advance the core group members’ learning on (selected) focus areas (knowledge, attitudes, beliefs).

The objective of the consultancy fits into the programme objectives (see 3.1.).

The key objectives of the consultancy are:
- To support the Department of Education officers, or their representatives such as core group members, in their work with selected schools to develop good practices of language-rich environments through coaching visits;
- To document emerging practices of enriched language interactions and environments in schools.
- To establish a proof-of-concept on how to guide the establishment of rich language interactions and environments. This will help to extend the pilot experiences to other schools and districts.
- To track progress, to identify next steps and formulate recommendations.

3.3. Methodological requirements

- The consultant will work as coach to further the capacity development initiated by VVOB. The coach will do site visits in schools with DOET (core group) members in Central Vietnam and follow the learning focus that has been identified by the partner.
- The contract will run from August 2019 to March 2020.
- All communication and documentation with VVOB will be in English, communication with partners in Vietnamese.
- The consultant will be requested to attend VVOB’s capacity development activities for partners.
- Meetings with VVOB will take place at VVOB offices in Da Nang, or via online tools
- A maximum of 10 districts/core group members/officers with each 1 school will be selected for this project. These will be in Quang Nam, Quang Ngai and Kon Tum provinces.
- Each school will receive 4 coaching visits.
- Each coaching visit will take 2 hours with an additional hour before or after to discuss, prepare, reflect on the session together with the core group members.
- Each school will engage a minimum of 2 teachers as well as the school leader in the project.
- The coaching sessions are structured as follows:
Taking the above into account, the service provider should plan for 40 school visits.

- The consultant will act as an advocate of POM, child-centred education, play based learning, and effective school-based TPD and is expected to advocate VVOB’s materials and approaches pertaining to this.
- The consultant will work closely together with and report to VVOB, to ensure that outputs are developed and delivered in an approach that is relevant to the context and contract. Time bound activities, outputs and outcomes will be agreed, developed, and reported on during the kick-off meeting and subsequent progress meetings with the service provider, and VVOB. VVOB staff can join the coaching visits at any time.
- An indicative methodology is proposed below.

3.4. Deliverables and Timeframe

The following output are envisaged:

- A compilation of practices of language-rich environments with respect for ethnic diversity in pre-schools that can inspire and motivate other teachers to do the same.
- A compilation of experiences in the targeted schools and with the targeted officers (core group members) with on-site coaching that can inspire other officers (or core group members) to use coaching as a school-based TPD strategy.
- A final report, reflecting on the process and providing recommendations for further implementation.

In order to deliver this result, the consultant will do the following

- act as coach, accompany and facilitate the process of learning by the target group pertaining to language-rich environments,
- Deliver 40 coaching sessions at schools in Quang Nam, Quang Ngai and Kon Tum provinces.
- act as mentor where additional input is needed but in line with the framework set out by the VVOB BAMI programme in terms of improvements of learning environment, materials, activities and interactions to enhance well-being and involvement of all pre-school children; stimulating child initiative (as opposed to teacher directed activities) and embracing diversity.
- work towards the above mentioned specific objectives and intervention objectives
- document/evaluate the learning process in an innovative, feasible and inspirational way.
- process the collected information and formulate recommendations
- act as an advocate of POM, child-centred education, play based learning, and effective school-based TPD.

An indicative methodology is proposed below. Service providers are welcome to propose justified modifications to this outline and nature of activities.

Time frame: proposed time table and proposed duration of activities:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities and milestones</th>
<th>Estimated number of days</th>
<th>Deadlines/timeframes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Milestone 0: Signing of contract and kick-off meeting</td>
<td></td>
<td>August 2019</td>
</tr>
</tbody>
</table>
| 2  | Subsequent activities:  
  - Self-study of relevant materials  
  - Development of management plan | 5 | Aug-Sept 2019 |
3. Attend VVOB organized training for target group on language-rich environment; include lessons learned in coaching approach
4. Identify coaches, core-group/district officers and schools
5. Preparation of briefing during which coachees get briefed on the process and practical arrangements can be made

<table>
<thead>
<tr>
<th>Milestone 1: Briefing for coaches</th>
<th>0.5</th>
<th>Sept 2019</th>
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<tbody>
<tr>
<td>Subsequent activities:</td>
<td></td>
<td></td>
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<tr>
<td>Finalisation of practical arrangements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend VVOB organized training for target group on language-rich environment; include lessons learned in coaching approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start with coaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documenting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing a mid-term report for progress meeting 1</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Milestone 2: Status presented during progress meeting 1</th>
<th>0.5</th>
<th>Nov 2019</th>
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<tbody>
<tr>
<td>Subsequent activities:</td>
<td></td>
<td></td>
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<tr>
<td>Follow-up on action points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue with coaching</td>
<td></td>
<td></td>
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<tr>
<td>Documenting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing a mid-term report for progress meeting 2</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Milestone 3: Status presented during progress meeting 2</th>
<th>0.5</th>
<th>Jan 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsequent activities:</td>
<td></td>
<td></td>
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<tr>
<td>Follow-up on action points</td>
<td></td>
<td></td>
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<tr>
<td>Continue with coaching</td>
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<td></td>
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<tr>
<td>Documenting</td>
<td></td>
<td></td>
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<tr>
<td>Design and preparation of harvesting workshop (identify and share interesting practices) as well as reflect on coaching process as school-based TPD method</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Milestone 4: Harvesting workshop for involved teachers, school leaders, officers and other stakeholders</th>
<th>1</th>
<th>Feb 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsequent activities:</td>
<td></td>
<td></td>
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<tr>
<td>Finalise coaching sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation of final report</td>
<td></td>
<td></td>
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</tbody>
</table>

| Milestone 5: Final report, including evaluation and recommendations, presented during final meeting with VVOB |     | March 2019 |

An indicative total number of working days involved is estimated to be 36 days. The Consultant is invited to reflect on the proposed strategy and suggest alternatives if deemed better suited to achieve the objectives.

3.5. Profile of the consultant(s)

VVOB invites service providers with the following expertise to submit a proposal:
- Proven expertise and experience in mentoring or coaching teachers and education officers
- Proven expertise and experience of working in pre-school education
– Experience in facilitation of collaborative learning  
– Excellent oral and written English and Vietnamese language skills  

The following is not mandatory but will be considered as adding value to your proposal  
– Proven expertise and experience with child-centred education, language-rich and powerful learning environments; work in areas with ethnic minorities  

To support all the above, service providers are invited to submit the following:  
– An up-to-date CV of all involved consultants/technical staff  
– References and other information supporting the required expertise listed above  
– All documents submitted need to be in English  

3.6. Location  

All activities will take place in Quang Nam, Quang Ngai and Kon Tum provinces. Meetings with VVOB will take place at VVOB’s offices in Da Nang or via online media. During other moments than coaching sessions and coordination meetings, the consultant can work at the VVOB office in Da Nang or from any other place that is convenient for him/her and allows for professional performance.  

3.7. Budget or Duration  

An indicative total number of working days involved is estimated to be 36 days between August 2019 and Mach 2020.  

VVOB Vietnam may extend the assignment under the same contract conditions if budget allows and with the explicit agreement of the service provider. VVOB Vietnam may also re-publish the call for proposals after the end of the initial contract. In such an eventuality, the initial contractor will be invited to participate but not receive any preferential rating over other potentially interested suppliers.  

3.8. Background documentation  

Relevant materials that can be consulted: Check our website (http://vietnam.vvob.be/) and VVOB you tube channel:  
– Improve quality education in Vietnamese preschools with VVOB  
– What is POM? https://youtu.be/Y5Ei1OasugY  
– BAMI programme : https://youtu.be/uZ2IV-FC-FQ  

Relevant materials and hand-outs will be shared upon signing of the contract. Already to be consulted: Early second language acquisition http://taalunieversum.org/sites/tuv/files/downloads/Taalunie_en.pdf  

3.9. Application requirements / Expectations regarding proposals  

VVOB is inviting bidders to come up with a proposal containing at least:  

– A technical proposal:  
  o A description of the methodologies that will be used to coach the process and guide the envisaged activities and outcomes as described above  
  o To support the consultant’s expertise, service providers are invited to submit the following:  
    ▪ An up-to-date CV of all involved consultants/technical staff  
    ▪ References and other information supporting the required expertise listed above  
  o If the Consultant includes in his/her proposal one or more ‘key-assistants’ for the assignment, then the CVs of the latter should be included in the Proposal as well.
o Company or professional profile, list of previous commissioners with their contact details.
  − A financial proposal
    o Submitted in excel
    o A detailed financial proposal, covering all costs, including an estimation of the to be invested ‘working hours’ for study, consultation, presentation, tool-building and piloting (a daily rate and an estimated number of days for each part of the assignment), and including any costs for materials/equipment/software licenses required but excluding costs for venue hire, catering or transportation of participants (unless clearly separately mentioned).
    o VAT registration number (if applicable); or Personal Income Tax number
    o Do not include costs for accommodation and travel. VVOB will refund these costs according to VVOB cost norms.
  − All documents submitted need to be in English

Quotations are sent to the following e-mail address: lieve.leroy@vvob.be

The closing date for proposals is 7 August 2019, 9:00 AM (GMT+7).

The following timeline will be followed in awarding the procedure:

<table>
<thead>
<tr>
<th>Deadline submissions</th>
<th>7/8/2019, 9am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening submissions</td>
<td>8/8/2019</td>
</tr>
<tr>
<td>Negotiation procedure</td>
<td>8-15/8/2019</td>
</tr>
<tr>
<td>Final decision and awarding</td>
<td>15/8/2019</td>
</tr>
</tbody>
</table>


4.1. Eligibility criteria

  − The call is open to any consultant who meets the required experience, expertise, skills etc. as specified higher
  − Sub-contracting is not permitted.
  − Compliance with all administrative requirements (such as travel documents, visa, residence permits, tax obligations, work permits…) is needed.
  − Compliance with all legal obligations (withholding tax, fiscal obligations and social obligations…) is needed.

4.2. Awarding criteria and procedure

Proposals that meet the administrative requirements will be reviewed by an evaluation committee and ranked on the following criteria:

- Technical proposal (80 points)
  - Consultants’ qualifications (40) on the basis of CVs, list of previous relevant/similar work…
    - Proven experience
    - Expertise
    - Skills
  - Quality of the technical proposal (40)
    - proposed approach/method
    - proposed workplan / time schedule
    - presentation of proposal
Only proposals that have at least 70% of the maximum points on the technical part, will be considered for evaluation of the financial part.

- Price (20 points): lowest proposal gets the maximum points
  - Calculated as: \(20 \times \frac{\text{price lowest proposal}}{\text{price proposal}}\)

VVOB will establish an internal committee to evaluate and rank the received proposals based on the above criteria. If deemed necessary or advisable, VVOB may decide to further negotiate the proposal with one or more service provider in one or more rounds. These negotiations may result in an adapted proposal by the consultant and subsequent modifications in evaluation and ranking of the proposals by the committee.

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

VVOB reserves the right to not contract any of the candidates or to re-advertise the Terms of Reference in case no suitable proposal was received.

4.3. Payments / Payment schedule

The performance fees will be paid by means of a bank transfer into the bank account opened in the name of the service provider.

A maximum of 30% of the total value of the consultancy will be paid in advance upon receiving a signed invoice or claim.

All other payments will be done upon receiving a signed official invoice, accompanied with all supporting documents (claims, receipts, boarding passes…) and upon acceptance and approval of the deliverables by VVOB.

<table>
<thead>
<tr>
<th>Payment</th>
<th>Conditions</th>
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</thead>
<tbody>
<tr>
<td>First payment: 30% of total value</td>
<td>After signing contract and upon submission of invoice</td>
</tr>
<tr>
<td>Second payment: 20% of total value</td>
<td>Upon completion of Milestone 2</td>
</tr>
<tr>
<td>Final payment: 50% of total value</td>
<td>Upon completion of Milestone 5</td>
</tr>
</tbody>
</table>

4.4. Information, confidentially and intellectual property

The consultant undertakes for the duration of the consultancy to grant VVOB immediate and free access to any documents, in written, printed, electronic, or magnetic form, in his/her possession, that may contain information with respect to the consultancy. Upon termination of the consultancy, the consultant shall immediately and on his/her own initiative return to VVOB any documents, in written, printed, electronic, or magnetic form, in his/her possession, that may contain information with respect to the consultancy. The consultant commits him/herself not to disclose to any person any confidential information; disclosed during the implementation of the consultancy. Nor will he/she use this confidential information for own or other’s purpose.

The consultant must promptly notify VVOB of all intellectual property arising in connection with the consultancy services. VVOB shall own and control all intellectual property that, after the date of the consultancy, is created or conceived by or for the consultant, or otherwise arises, in connection with the consultancy services; and the consultant shall not contest that ownership, or control, with respect to Cambodia or elsewhere. VVOB solely and exclusively has the right, from the creation of any such intellectual property and during and after the term of the consultancy, to publish, disclose, sell, dispose of, exploit commercially and otherwise deal with or use it, and may do so in any way that VVOB sees fit. Any intellectual property or licence costs shall be included in the financial proposal.
4.5. Supervision and monitoring of the consultancy

The consultant shall report to Lieve Leroy who will be in charge of the supervision and monitoring of the consultancy services. This includes:

- Technical and administrative follow-up of the delivered services until completion
- Assessment and acceptance of the deliverables
- Review of payment claims and invoices

She/he will be assisted in these tasks by the steering group/committee set-up for this assignment.

Enquiries about the assignment can be directed per email to Lieve Leroy, Education Advisor, lieve.leroy@vvob.be. Enquiries should be made in English. They will be answered per email and the answers will be made available to all potential applicants.

The service provider will be expected to perform the duties under the overall supervision of VVOB. He/She will regularly coordinate and cooperate with VVOB to implement the duties as mentioned in these TOR.