

TERMS OF REFERENCE FOR CLUSTERED PROJECT EVALUATION



Clustered evaluation of the a) School Feeding Project in Kirundo and b) the Project on supporting small farmers to transform food systems in Bugesera/Kirundo, Burundi

On behalf of Welthungerhilfe, 20th December 2024

1. INTRODUCTION AND CONTEXT

Country:	Burundi
Project titles:	Project A: School Feeding in Kirundo, Burundi Project B: Supporting small-holder farmers to transform food systems in the Bugesera/Kirundo natural region
Project holder:	Welthungerhilfe, Country Team Burundi
Project periods:	Project A: 01/03/2022 – 31/12/2024 Project B: 01/09/2023 – 30/11/2026

1.1 Welthungerhilfe

Deutsche Welthungerhilfe e. V. is one of the largest non-governmental organizations in Germany operating in the humanitarian assistance and development fields. It was established in 1962, as the German section of the “Freedom from Hunger Campaign”, one of the world’s first initiatives aimed at the eradication of hunger. Welthungerhilfe’s work is still dedicated to the following vision: All people have a right to a self-determined life in dignity and justice, free from hunger and poverty.

In Burundi, Welthungerhilfe implements projects focused on food security, health, nutrition, hygiene and sanitation, education, economic development, and vocational training. The projects are funded by various donors, including BMZ, AA, WFP, FAO, USAID and the European Union, and are in various parts of the country, including the provinces of Kirundo, Ngozi, Muyinga, Cankuzo, Ruyigi, Muramvya, Bubanza, Cibitoke and rural Bujumbura.

Since 2001, WHH Burundi has supported communities to promote inclusive, equitable and sustainable agricultural development. WHH began its work in Burundi in 2001, right in the middle of the reconstruction period following the regional crisis of 1993, which caused widespread destruction of infrastructure and massive displacement of the population. WHH

then tackled Reconstruction, Peacebuilding and Food Security activities through the Development for Peace and Peace for Development (DPPD) project. Most of the project's participants were displaced people and returnees, not forgetting the host communities left behind in the hills.

During the last 20 years, our program in Burundi has gradually developed around a holistic, multisectoral approach. In recent years this evolved into a more holistic and integrated food systems approach, linking emergency preparedness, climate adaptation and resilience, agriculture and economic and skills development with nutrition, building up household-level knowledge and skills in food production, preparation, conservation, and development of the market system, contributing to resilience and sustainable food and nutrition security.

In 2023, the number of people benefiting directly from WHH's work in Burundi was 627,521. The indirect beneficiaries reached 3,137,605 people of all ages.

1.2 The projects

Project A:

The school canteens project was launched in Kirundo province in 2001 and, since then, has positively influenced school attendance indicators, with a considerable reduction in drop-out and absenteeism rates. The current phase of the school canteens project, which covers a period from March 2022 to December 2024 and is funded by WFP, is currently carrying out activities aimed mainly at providing school meals in the 161 target schools to ensure good environmental, hygiene, sanitation, nutrition and health conditions and learning for the 165,292 learners, i.e., 84,296 boys and 80,996 girls, in order to improve the net enrolment rate in the basic and pre-school schools in Kirundo province. To be effective, the project is working with key partners such as the school canteen committees, parents and WFP, the Ministry of Education through the Directorate General of School Canteens and the Provincial Education Office in Kirundo.

Two key objectives of WFP and the national school canteens programme in Burundi are:

1. to promote increased enrolment and retention at all levels in selected primary schools,
2. to help improve the concentration and performance of schoolchildren in the classroom by temporarily alleviating hunger.

These objectives are in line with WHH's overall objective of contributing to access to basic education for school-age children in Burundi. The success of the project depends on achieving access to basic education for school-age children by supplying food in the 161 target schools, strengthening the resilience and self-sufficiency of the target schools by implementing vegetable gardens, vase cultivation, promotion of hydroponics in schools, reforestation, collaboration with local cooperatives, etc. in the target schools, improving access to water for schoolchildren and their teachers in the target schools, and strengthening cross-cutting aspects contributing to solutions to vital community problems, such as preventive hygiene, nutrition and health practices for pupils, their parents and teachers.

Project B:

The project supporting the transformation of food systems in the Bugesera natural region/Kirundo province aims to support ten cooperatives of small-scale agricultural

producers in 7 communes of Kirundo province in increasing production in three main value chains (beans, maize and rice). To optimize the WFP's efforts to better meet the objective of supplying school canteens with local food products, a synergistic action centered on the producer and a reorganization of the cooperative dynamic are required. The key to achieving a paradigm shift is to adopt a more visionary and integrated approach to intervention, aimed at changing farmers' mindsets and triggering their intrinsic motivation to invest in sustainable agriculture with a decent income.

In general, the project aims to help reduce food and nutrition insecurity by implementing integrated support activities for small-scale producers. More specifically, the project aims to support small-scale farmers in Kirundo to improve their livelihoods, enabling them to better meet their food security and nutritional needs, and to use the surplus to supply school canteens with food of the right quality, quantity and at the right time.

To achieve these objectives, the project is pursuing the following results:

- 1) The production of small-scale producers organized into legal and viable agricultural cooperatives that produce and supply school canteens with quality food (with particular emphasis on the Integrated Farm Plan (PIP) approach, agricultural calculation and planning, and evaluation of the cost of production) is increased.
- 2) The capacity of agricultural producers in terms of farm management (with particular emphasis on post-harvest management and grain quality improvement, and other training on sustainable and efficient agricultural techniques) is strengthened.
- 3) The capacities of cooperatives in terms of access to financial services and marketing are strengthened.

2. EVALUATION PURPOSE

■ **Document systemic outcomes and identify levers for systemic change:**

Serve as a critical step in understanding and identifying levers for systemic change of WHH's long-standing school feeding initiatives work and the complementing project. The evaluation will use robust methods to identify and document outcomes – both intended and unintended - focusing on their transformative potential and scalability. Furthermore, the evaluation will ideally identify levers for systemic change to potentially support scaling efforts toward larger transformation in Burundi and beyond.

■ **Report on key indicators:** The evaluation will provide an assessment of the school feeding project's key performance indicators on school level, highlighting progress against targets. It will serve as a tool for accountability to the donor, offering transparent and evidence-based insights into the effectiveness of the school feeding initiative.

■ **Influence ongoing and future programming:** This evaluation will provide evidence to guide the design and implementation of future school feeding and food system strengthening initiatives in Burundi and beyond.

■ **Strengthen internal evaluation capacity:** The capacity sharing on robust, systemic-change evaluation methodologies conducted as part of the evaluation assignment will enhance the capacity of WHH's Monitoring, Evaluation, Accountability and Learning (MEAL) to equip staff for future assignments.

3. SCOPE OF THE EVALUATION

Subject of analysis: The evaluation will analyze the combined systemic outcomes of the school feeding project and the smallholder farmer support project. It will assess how these two projects have interacted to create changes in local food systems (ie. in system behavior, system structures and paradigms), focusing on key components such as supply chains, production techniques, and household-level transformations. The key outcomes and contributions of both projects will be analyzed, mapped and visualized into a comprehensive outcome map/timeline as part of the evaluation assignment.

Period under consideration: The evaluation will consider the entire implementation period of both projects, from their inception to the most recent programming phase. The focus will be on outcomes achieved up until the time of the evaluation, assessing the extent to which the projects have contributed to those outcomes and the significance of the outcomes. For the school feeding project, the evaluation shall, where possible, explore previous phases of the projects to assess cumulative effects.

Geographical coverage: The evaluation will be limited to the Bugesera/Kirundo natural region in Burundi, where both the school feeding program and smallholder farmer support project were implemented.

4. USERS AND USES OF THE EVALUATION

The evaluation is expected to feed into the needs of various evaluation users.

The evaluation is designed to provide valuable insights that will inform various stakeholders involved in or impacted by the school feeding program and the smallholder farmer support project. The findings will support decision-making, program improvement, future planning and external communication about the program's results. The primary users of the evaluation results and their specific needs are outlined below:

Project Staff:

- Gain insights into the effectiveness and efficiency of their work, specifically regarding its success in achieving systemic change in the local food system.
- Evaluate the level of collaboration with stakeholders to improve food systems.
- Understand how well the project has integrated the concept of the food system into its activities, identifying successes and areas for improvement.
- Receive recommendations for refining the implementation of the school feeding program and the food system transformation efforts, with a focus on improving integration between these initiatives.

WHH Programming Department:

- Use the evaluation findings to make evidence-based decisions on the future direction of programming, ensuring that future efforts are informed by lessons learned from the projects.

- Understand the potential for replicating and scaling the project in Burundi and other contexts, ensuring that future programs can leverage successful elements from the current project.

WHH Fundraising Department:

- Use high-quality evidence to showcase the results of WHH's efforts and highlighting systemic outcomes, alignment with foundation priorities, and the potential for scalable, sustainable solutions, to strengthen donor engagement and inform strategic decision-making for future funding.

MEAL Staff:

- Enhance their capacities in measuring systemic change, especially in the context of food system transformation. Through the capacity sharing component of the evaluation, MEAL staff will gain hands-on experience and expertise in advanced evaluation methodologies like Outcome Harvesting, increasing their ability to conduct robust systemic evaluations in the future.

External Users:

- Donors, partners, and policy makers may use the evaluation findings to assess the outcomes of the initiatives. The results will help inform strategic decisions, policy recommendations, and future collaborations that can further the goals of food security and systemic change at both local and national levels.

5. EVALUATION CRITERIA AND QUESTIONS

Relevance

- To what extent are the program's design and implementation relevant to the needs and priorities of local stakeholders and participants?
- How inclusive are the processes and activities in ensuring equitable participation and benefits across different groups?

Effectiveness, systemic change and transformation

- To what extent has the school feeding initiative met the established key performance indicators¹?
- What specific outcomes, both intended and unintended, have emerged from the combined school feeding program and smallholder farmer support project that reflect systemic changes in the local food system?

¹ The key performance indicators are i) the average net enrolment rate, ii) the gender parity index, iii) the drop-out rate and iv) the absenteeism rate.

- To what extent are the school feeding program and smallholder farmer support project aligned, and how do they complement each other in achieving food system transformation?
- To what extent can school feeding programs serve as an entry point to food system transformation, particularly in terms of local food production, consumption, and supply chains?
- What are the key levers or mechanisms (e.g., partnerships, supply chain improvements, production techniques) that have enabled or hindered systemic food system transformation in the region? How are these shaped by the specific local context?
- To what extent have which opportunity crops (e.g. amaranth) been integrated into the project work?
- To what extent has the integration affected demand and production of those opportunity crops and what are related outcomes?

Efficiency

- How efficiently and effectively has the budget allocated for food system-related activities been utilized?
- How efficiently and effectively has the program collaborated with stakeholders (e.g., government, private sector, community organizations) to improve food systems?

Sustainability

- What mechanisms or strategies have been implemented to ensure the sustainability, incl. environmental sustainability², of the project work?

Learning

- What lessons can be drawn from integrating school feeding programs with local food system transformation initiatives, and how can these lessons inform future programming in Burundi and beyond?
- How can the program's successes and challenges inform broader education and nutrition policies?

6. EVALUATION DESIGN AND METHODOLOGY

The evaluator(s) is(are) expected to adopt **Outcome Harvesting** as the core methodology, supported by complementary tools and methods where needed. The process shall be

² With a particular focus on use of climate-resilient practices and regenerative agriculture.

conducted in a participatory manner, ensuring active engagement with WHH staff at key stages of the evaluation process.

Key envisioned components of the Outcome Harvesting process include:

- **Finalize harvesting questions:** Based on the proposed evaluation questions and in line with the evaluation purposes, the evaluator(s) are expected to work collaboratively with WHH staff to adapt and finalize the harvesting questions.
- **Desk review:** Gather and review existing project documents to understand the intended outcomes of both projects, gather first insights into what outcomes may have been achieved and identify outcome informants / human sources.
- **Identifying and harvesting outcomes:** Engage with informants / human sources to identify intended and unintended outcomes that have resulted from both projects/the combination of projects. By means of a participatory approach, derive outcome statements incl. outcome description, significance description and contribution and existing/prospective evidence for substantiation.
- **Substantiate outcomes:** Substantiate key identified outcomes with evidence. In addition to existing evidence (e.g. documents), the evaluator(s) is(are) expected to produce evidence by means of interviews, focus group discussions, observations and (a) survey(s) with schools and potentially small-scale agricultural producers. Data is expected to be triangulated to ensure validity of findings. Please note that the school survey shall serve a dual purpose: i) to substantiate outcomes, and ii) to assess the extent to which key performance indicators have been met.
- **Analyze and interpret outcomes:** Once outcomes are substantiated, the linkage to the projects, the contribution of external factors and the significance of change should be reviewed. The outcomes should be analyzed in a participatory process, i.e. they may be classified along the evaluation/harvesting questions and outcome map / timeline should be created/documented and professionally visualized (see section 8 on Outcome Harvesting Products).
- **Most Significant Change (MSC) Technique:** Collect and analyze stories of significant changes from stakeholders to identify key outcomes linked to the program.

Proposals are expected to present a drafted approach for the full envisioned Outcome Harvesting process. Proposals are expected to discuss the feasibility of the suggestions outlined in the Terms of Reference (ToR). Innovative ideas to improve or complement the evaluation design, methodology, and final products, tailored to address the evaluation questions and meet the diverse needs of the intended users, are highly appreciated.

A final agreement on the evaluation design, methodology and final products will be discussed based on the submitted offer and is expected to be finalized in the inception report.

7. MANAGERIAL ARRANGEMENTS / ROLES AND RESPONSIBILITIES

- Project staff (incl. Head of Project, Technical Advisor on Health and Nutrition and others): key focal points for project information and documentation, identification of interviewees/survey participants and facilitation of data collection as well as other logistical aspects. The Head of Project acts as the evaluation commissioner.
- Burundi-based and global MEAL staff: focal points for the evaluation process in terms of methodology and approach
- Evaluator(s): responsible for the execution of the evaluation in close collaboration with the WHH staff mentioned above.

All WHH-staff involved in the evaluation will be present for a kick-off with the evaluator(s) where responsibilities can be further clarified where needed. Please note that the preferred language for communication with Burundi-based WHH staff is French while the communication with the global MEAL staff would need to be in English. The evaluator(s) is(are) expected to demonstrate flexibility in adapting their communication accordingly.

8. DELIVERABLES, REPORTING DEADLINES AND TIMEFRAME

The evaluation will commence immediately after the signing of the contract, with February to April 2025 being the primary working period. Below is a rough estimation of key steps, deliverables, and expected deadlines. Adjustments to this timeline may be made based on the evaluator’s workplan and availability, however, the overall evaluation must be completed no later than 15 of May 2025. Proposals are expected to include a detailed workplan that discusses the proposed timeline and deadlines and indicates the expected workload in working days.

Please note that the evaluation team size should ideally not be too large but should be chosen to account for the May 2025 deadline, ensuring a balance between expertise, efficiency, and the ability to meet the timeline.

Activity	Expected Deliverable	Expected workload	Deadline
Signing of contract			31 January 2025
Kick-off, desk review, finalization of the methodology	Inception Report	8 days	14 February 2025
Outcome harvesting incl. participatory workshop(s)	Outcome data base	15 days	17 March 2025
Outcome substantiation incl. further desk review and primary data collection (incl. interviews, FGDs, survey)	Substantiation matrix and data collection tools prior to start of data collection	15 days	07 April 2025

	Raw data at the end of data collection		
Outcome Harvesting Analysis and drafting of visualizations	Outcome map / timeline visualization At least one other chart that analyzes the outcomes (e.g. categorization of outcomes)	6 days	18 April 2025
Presentation of preliminary findings and sensemaking	PPT slides	2 days	28 of April 2025
Reporting including drafting and finalizing of the evaluation report, incl. reporting on key selected indicators (e.g. Measuring success indicators)	Draft and final evaluation report (report in French; executive summary in French and English) Photos	7 days	09 May 2025
Preparation of further evaluation products, incl. 2-page evaluation brief and other products as proposed	Drafted and final 2-page evaluation Brief (French and English) Other product(s) as proposed	3 days	
Outcome Harvesting Capacity Sharing	Delivery of capacity sharing modality as proposed and agreed upon	2 days	Depends on timing of delivery as proposed by the evaluator(s)
Regular check-ins throughout the process		2 days	

■ Inception report

The inception report (max. 10 pages for the main text without front page, table of contents and annexes) should set out the planned design and methodology to meet the above-mentioned objectives and to answer the evaluation questions.

The inception report should outline the evaluation's objectives, finalized harvesting questions and a detailed methodology centered on Outcome Harvesting, complemented by desk reviews, interviews, focus groups, and surveys. It should lay out the overall evaluation design with plans for data collection, substantiation, analysis and visualization. The report must provide a detailed timeline, work plan, and delineation of roles and

responsibilities. Deliverables, including the outcome database, outcome map, evaluation report, and capacity sharing products, should be described alongside quality assurance measures.

It should also reflect the limitations and potential challenges of the suggested design and methodology and explore the feasibility for answering the EQ. It should lay out any mitigation strategies to the foreseen challenges and include annexes of drafts of suggested data collection, management and analysis tools (e.g. draft outcome database, draft substantiation questionnaires and interview guideline, draft template/layout for outcome map/timeline, draft plan for analysis / categorization of outcomes).

The inception report and the follow standard outlines which will be provided to the evaluator(s) after contracting and needs the approval of the contracting party. The report will be reviewed by French- and English speakers. A preparation in French with a basic translation into English via use of suitable software is preferred.

■ **Outcome Harvesting products/visualizations**

The evaluation team is expected to produce a number of products derived throughout the Outcome Harvesting exercise, including

- A **comprehensive outcome data base** in French with description of outcome, rating of their significance, contribution of the activities, data sources for substantiation
- **Substantiation matrix** in French (based on WHH standard evaluation matrix template) and **data collection tools** such as questionnaires, interview guidelines, focus group discussion guidelines prior to start of substantiation).
- Professionally visualized analysis of the outcomes in the form of
 - i) **an outcome map / timeline** in French and English (i.e., a visual chronological representation of key outcomes and related project contribution portrayed as a single map/timeline, demonstrating how the projects have interacted and resulted in incremental and amplifying systemic changes over the project timeline period), and
 - ii) At least **one other chart that analyzes the outcomes** in French and English (e.g. categorization of outcomes)

■ **PPT summary**

Comprehensive power point slides summarizing important preliminary findings and recommendations and their presentation to key stakeholders accounting for the needs of French- and English-speakers.

■ **French Evaluation Report incl. French/English Executive Summary**

Evaluation report as draft and final (approx. 45 pages main text, including the executive summary but excluding the front page, table of contents and annexes). The evaluation

report should be prepared in French and must contain an executive summary of a maximum of 5 pages which is expected to be translated into English.

The final report will be checked against a Reporting Quality Assessment matrix and needs the approval of the contracting party. In case of dissent there should be documentation of the matter.

■ **French and English Evaluation brief 2-pager**

A two-page summary of the project, evaluation design and methodology, findings, conclusion, and recommendations using a template provided by WHH which WHH aims to use to disseminate to a wider audience.

■ **Additional innovative evaluation product(s) visualizing key findings**

WHH places a high value on the professional preparation of fitting and potentially **innovative evaluation products** that go beyond traditional reporting, ensuring findings are actionable, engaging, and accessible to various stakeholders. Examples could be videography, case study infographics (i.e. a visual to narrate specific outcomes and their context) or a contribution wheel. The preferred language shall be discussed and decided jointly with WHH based on the chosen product(s). Please note that a budget is available specifically for the professional preparation of visualizations and proposals are expected to reflect on this.

- **Photos:** The evaluator(s) should provide a digital file with a minimum of five photos of the evaluation, including photos related to the evaluation process (e.g. of group discussions, interviews, final workshop). The photos should be submitted in a JPEG or GIF format. The informed consent of the person presented is a prerequisite.

■ **Outcome Harvesting Capacity Sharing**

WHH would like to use this commissioned evaluation as means for capacity sharing on Outcome Harvesting. The main recipients will be the WHH staff involved in the evaluation process. This may include training components to the team throughout the outcome harvesting process, and/or an online/hybrid in-depth session on the methodology accommodating for French- and English-speakers at the end of the evaluation process. The evaluator(s) may propose the best way to accommodate this deliverable. The evaluator(s) should elaborate on potential format and timing of these activities in their proposal.

9. RESOURCES AND AVAILABLE DATA

Financial resources: While the overall evaluation budget will not be disclosed, WHH has allocated resources for this evaluation, estimating a total of up to 60 working days for the evaluation team. Additional costs for activities such as visualization, translation, travel/logistics, and capacity-sharing efforts may be covered on top of the suggested key working days to ensure a comprehensive and high-quality evaluation process.

Bidders are required to submit a detailed financial proposal outlining fees, estimated costs, and justifications for all budget components.

Human resources: Welthungerhilfe bears the responsibility to ensure the timely provision of relevant data, contact information of identified interviewees/survey participants.

Available data:

Project A: Monthly reports submitted to WFP are available, providing comprehensive documentation of activities and outputs. In addition to monitoring data, a baseline study conducted provides valuable insights into the initial conditions and context of the project areas. This study serves as a critical reference point for measuring progress and assessing the extent to which the project's objectives have been achieved.

Project B: Comprehensive project documentation and data from the activity progress monitoring is available.

10. CONFIDENTIALITY

All documents and data acquired from documents as well as during workshops, interviews and meetings are confidential and to be used solely for the purpose of the evaluation.

The deliverables as well as all material linked to the evaluation (produced by the evaluator(s) or the organisation itself) is confidential and remains at all times the property of the contracting party.

11. COMPOSITION OF EVALUATION TEAM AND EXPERTISE

The evaluator(s)/evaluation team should is/are expected to be able to comply with the following list of required and ideally desired qualifications, competencies, and experiences:

Required:

- Demonstrated experience in conducting systemic and participatory evaluations within the development sector
- Proven expertise in applying Outcome Harvesting (or alternatively proposed methodology).
- Ability to create high-quality visualizations, such as outcome maps/timelines, to communicate results, incl. systemic change pathways, effectively to a variety of audiences
- Proficiency in mixed-methods incl. demonstrated expertise in both quantitative and qualitative methods for data collection and analysis and triangulation.
- Solid understanding of food systems transformation, school feeding programs, and smallholder farmer support projects, with experience in assessing systemic change in these areas
- In-depth understanding of the specific context and its implications for the evaluation process

- Fluency in French and English, both written and spoken, is mandatory, knowledge of Kirundi is an added value
- Proven ability to produce high-quality translations of evaluation products, including executing summaries, briefs and visual materials in both French and English.
- Strong ability to synthesize findings into clear, actionable recommendations for diverse audiences.
- Availability to dedicate the required time within the suggested timeframe.

When planning to apply as an evaluation team consisting of several team members, it is expected for the team to be i) gender-balanced and ii) to include national team members.

Desired:

- Experience in producing innovative evaluation products, such as multimedia products, infographics.
- Familiarity with capacity sharing practices including training in evaluation methodologies (ideally Outcome Harvesting) to enhance organizational learning.

12. TECHNICAL AND FINANCIAL OFFER

Applicants must submit a technical and financial offer.

The technical offer (max. 10 pages main text) should provide a comprehensive overview of the proposed approach to meet the objectives outlined in the ToR and discuss the feasibility of the ToR. It should include:

- **Evaluation methodology:** detailed explanation of how the evaluation purpose and questions will be addressed, including the proposed use of Outcome Harvesting as the core methodology. This should encompass the approach for conducting the outcome harvest, proposed outcome substantiation methods (data collection methods) and analysis strategies. The methodology should reflect on the ToR and discuss its feasibility for answering the EQ and achieving the desired outcomes. The proposal should clearly outline the points in the evaluation process where iterations, amendments, elaborations, and additions to the planned methodology are to be expected.
- **Evaluation products:** Outline the expected deliverables, including professional visualizations, reports, and any innovative evaluation products, as specified in the ToR.
- **Work plan:** A clear and realistic timeline of activities, aligned with the deliverables and ideally matching the overall deadlines mentioned in the ToR.
- **Team composition and roles:** Overview of the proposed evaluation team, including individual roles, qualifications, relevant experience (please elaborate each team member's experience of previously implementing the outcome harvesting method) and an indication of whether the team has collaborated in an any capacity before.
- **Capacity sharing concept:** Description of how the evaluator(s) will contribute to capacity strengthening in Outcome Harvesting/systemic evaluation methodologies for WHH staff (involved in the evaluation process).

- **Feasibility and risks:** Reflections on potential challenges and mitigation measures for the evaluation process.

Full CVs of the proposed team members, including references, should be attached. Additionally, work samples of at least two relevant previous assignments, including at least one evaluation report employing the outcome harvesting method and at least one visualization displaying results of an Outcome Harvesting exercise must be attached. An attachment of additional relevant assignments/evaluation outputs, as well as other innovative evaluation product(s) is highly encouraged.

The financial part must include a proposed budget for the complete evaluation. It should state the fees per working day (plus the respective VAT, if applicable), the number of working days proposed and other costs (e.g. visa costs, costs for travel and logistics). Please note that all costs for logistics must be covered by the evaluator(s). Proof of professional registration and taxation is also required (e.g. by providing the evaluator(s) tax number). All prices shall be quoted in Euro (EUR/€). The financial offer should be clearly aligned with the proposed timeline and activities in the technical offer.

Please further note that:

- All insurances are the responsibility of the evaluator(s)
- Soft copies of relevant documents will be provided by Welthungerhilfe
- Welthungerhilfe staff will facilitate community entry and contacts to other interviewees

Please note that received proposals will be assessed along the following key criteria:

Criterion	Details	Weighting
Methodological approach	Extent to which proposed methodology addresses evaluation needs; demonstration of innovative thinking while ensuring methodological rigor; feasibility	35%
Team composition and expertise	Qualifications and expertise, role allocation, gender balance, inclusion of national evaluator(s)	30%
Workplan and deliverables	Clear, achievable timeline aligned with ToR,	15%
Financial offer	Value for money, alignment financial and technical offer, perceived cost-effectiveness	20%

Please note that the awarding authority may exercise the option to invite the evaluator(s) who submitted the top-ranked proposals, based on the criteria outlined above, for an interview before the final selection is made.

13. SUBMISSION OF PROPOSALS AND COMMUNICATION

Offers have to be signed or should include the phrase “valid without signature” and will be accepted by individual consultants, commercial companies, NGOs and academics.

Offers shall be submitted only directly via the e-tender platform. All communication will be handled through the e-tender platform only. Please note that registration to the platform is free.

Questions regarding the tender can be submitted through the e-tender portal using the “Own tender – bidder questions and answers” module. By clicking “Submit bidder question”, you can ask a question that will be forwarded directly to the awarding authority. Questions require a subject and clearly worded, non-personalized question and should be posed in English. Questions submitted by other means cannot be addressed.

Deadlines for the Q&A as well as for submission of proposals can be found on the e-tender platform.

14. VALIDITY OF THE BID

All bidders are bound by the price for their bids for at least 60 calendar days after the closing date of the tender. The bidder can only withdraw their bid within the bidding period by a written declaration.

15. AWARDING AUTHORITY AND CONTRACTING ENTITY

Rue du coton N°9, Gatoke - Bujumbura

BP : 2417 Bujumbura – Burundi

The tender is valid without a handwritten signature.