

TERMS OF REFERENCE – PART A

FRAMEWORK CONTRACT 'SERVICES FOR THE IMPLEMENTATION OF EXTERNAL AID 2018' (FWC SIEA 2018)

Lot 4 – Human development and safety net

REQUEST FOR SERVICES SIEA-2018-14813

Analysis, formulation and management of regional education and skills development programmes in Sub-Saharan Africa

1 BACKGROUND INFORMATION

1.1 Partner countries

The assignment will support the analysis, formulation and management of regional education and skills development programmes within the framework of the regional Multi-Annual Indicative Programme for Sub-Saharan Africa (2021 - 2027), which covers the EU's cooperation with Sub-Saharan Africa in a comprehensive manner and reflects the guiding principles of the Neighbourhood, Development and International Cooperation Instrument-Global Europe (NDICI-Global Europe).

The envisaged interventions on education and skills development are expected to complement the country programmes, which continue to be the main channel of support in these sectors, and will cover the needs for a better harmonisation, alignment and coordination at regional and continental level.

The consultancy services will be provided in particular to the European Commission, mainly to headquarters in Brussels and potentially to EU Delegations (EUDs) in partner countries.

The objective of the present Terms of Reference is to define the content of the assignment.

1.2 Contracting authority

The European Commission, represented by DG INTPA, Unit A2 (Regional and Multi-Country Programmes for Africa).

1.3 Sector background

At a time when about 260 million children and youth are out of school, and 6 out of 10 can't read a story after secondary school, education is central to EU political objectives of equality, human development and sustainable development. Progress towards Sustainable Development Goal 4 (SDG 4: Quality education) has slowed and the least developed countries are unlikely to meet education targets: more than 20% of primary school aged children are deprived of the right to

education, less than 10% of African 18-24 years old are enrolled in some form of post-secondary education or training.

The World Bank has estimated that the pandemic risks pushing 72 million more children into 'learning poverty'¹ – being unable to read and understand a simple text by age 10 – and that COVID-19-related learning losses will cost an estimated \$10 trillion in lost earnings². The gaps in education and missing foundational skills threaten to compromise the opportunity of many students to progress to higher levels of education. Africa's sustainable future requires a renewed commitment to invest in its education systems to provide equitable, inclusive, and quality education that equips its young generation with the knowledge and skills to steer their future as engaged citizens, skilled workers, entrepreneurs, scientists, and leaders, which starts with basic education.

Furthermore, new skills are urgently needed if we want to enable young people, women and societies to shape their response to climate change, digitalization, reduce inequalities, promote democracy, human rights, and gender equality. In Africa alone, youth population will double by 2050. Some 375 million young people are expected to reach the working age in Africa within the next 15 years, while the labour market within the current trajectory does not have the capacity to absorb the vast number of them.

This imbalance is exacerbated by the persistent mismatch between the job requirements of employers and the skills offered by vocational education and training (VET) and higher education institutions. Access to higher education for the relevant age group remains at 5%, the lowest regional average in the world, with an under-representation of women, in particular in the science and technology fields. In addition, the ability to create strong research environments is undermined by lack of funding, equipment and senior staff members.

Higher education has gained importance in development strategies and takes an increasingly important role in the policy agendas of governments and regional initiatives. Mobility is an essential part of the strategies in higher education. Promoting inclusive and more equitable mobility opportunities both between Africa and Europe and in Africa is essential to create a critical mass of scholarships and internships for the next generation of African youth and students, reinforcing their knowledge, skills and attitudes. In this way, their responsiveness to labour market needs and employability in emerging economic sectors such as digital, green and health will strongly improve. Creating an enabling environment to trigger research and innovation by reinforcing people, organisations, and networking capacities will address the factors that contribute to brain drain and its negative effects for development. Promoting the continent as an attractive study destination will further contribute to brain circulation, which in turn helps innovation and relevance of higher education in Africa.

In order to address the key challenges facing education and training systems (learning innovation, digital platforms and skills, targeting the most vulnerable children and youth, preventing child labour, tackling gender disparities and inequalities in education, education and climate change and the green transition, new skills for new jobs), regional education programmes will support the reforms of education and VET policies in SSA. Enhancing ownership through policy dialogue, peer learning, connecting to evidence and supporting knowledge exchange has the potential for impact in transforming education in Africa.

¹ ['Pandemic threatens to push 72 million more children into learning poverty', The World Bank \(2020\)](#)

² ['Learning losses due Covid19 could add up to 10 trillion', The World Bank \(2020\)](#)

1.4 EU priorities for education and skills in the regional programmes for SSA

The EU policy priorities in the field of education are aligned with the 2030 Agenda for Sustainable Development and promote in particular the following lines:

- A comprehensive approach to the sector, from early childhood to tertiary education
- Strengthening systems and building capacities to provide quality education for all and to reinforce the links between education and the world of work;
- A focus on inclusive and equitable access to basic education with attention to gender issues and disadvantaged children (children with disabilities and learning difficulties, ethnic and linguistic minority children, children living in remote or unsafe areas...);
- A strong focus on girls' education/ gender sensitive education;
- Strengthening education in emergencies;
- Strengthening links with other sectors and areas that impact on the performance of education, such as nutrition, health and child protection.
- Addressing the persistent mismatch between the job requirements of employers and the skills offered by vocational education and training (VET) and higher education institutions.

Key EU policy documents and strategies are the following:

- The New European Consensus on Development, (2017)
- The European Neighbourhood Policy (November 2015)
- EU Global Strategy on Foreign and Security Policy (2016)
- EU Communication on Education in Emergencies and Protracted Crises (18 May 2018)
- Council Conclusions on Education in Emergencies and Protracted Crises (26 November 2018)
- Commission Staff Working Document on Education in Emergencies in EU-funded Humanitarian Aid Operations (26 March 2019)
- EU Strategic Engagement on Gender Equality (2016-2019) : SWD(2015) 278 final of 03.12.2015
- Gender Action Plan II (2016-2020) - Joint SWD (2015) 182 final of 21.9.2015 and Council Conclusion (October 2015).
- EU Guidelines for the protection and promotion of the Rights of the Child (6 March 2017)
- European Commission. (2017). Staff Working Document. Digital4Development: Mainstreaming digital technologies and services into EU Development Policy.
- EU Joint Communication “Towards a comprehensive strategy with Africa” (9 March 2020).
- Council Conclusions on Africa (30 June 2020).
- Council conclusions on strengthening Team Europe's commitment to human development (14 June 2021).

- Sixth European Union - African Union Summit: A Joint Vision for 2030 (2022)
- EU-Africa Global Gateway Investment Package (2022) Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) 2021/C 66/01
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on achieving the European Education Area by 2025 (2020)

In the next programming period (Multi-Annual Financial Framework 2021 – 2027), education is a top priority for the EU and DG INTPA in particular, as indicated by the increase in funding to 10% under the Neighbourhood, Development and International Cooperation Instrument-Global Europe (NDICI-Global Europe). In addition, the centrality of the relation with Africa has been demonstrated by an increased political dialogue between the EU and the African Union and its Member States, with several high-level meetings held in the past months, including the EU-AU Summit held in February 2022.

In light of these priorities, the Regional Multiannual Indicative Programme 2021-2027 (Regional MIP) will support access to quality and inclusive education with the aim to reinforce the relevance and convergence of the national education systems, promote best practices in education policy in order to advance educational policy reforms at regional level, and build stronger bridges between the world of education and training and the world of work. The regional MIP will also contribute to increase knowledge gathering and dissemination, skills and opportunities for youth, in view of increasing youth employability and facilitating regional labour mobility. The envisaged interventions on education and skills development are expected to complement the country programmes which continue to be the main channel of support in these sectors and will cover the needs for a better harmonisation, alignment and coordination at regional and continental level³. They will also be coordinated closely with interventions in the field of digital transformation, as improved connectivity and access to digital technologies is an essential part of a modern education system, in particular in the post-Covid-19 context. EU regional programmes on education have strongly contributed to EU integration, and brought education institutions and young people together. The tools, instruments and lessons learnt from this process could form the basis for further regional cooperation in partner countries. The actions funded through the regional MIP will be complemented by the Erasmus+ programme⁴, which is funded through a separate funding stream (a dedicated MIP) and resourced from the geographic pillar of the NDICI-Global Europe Instrument. Among others, the increased budget allocation for SSA countries may include actions covering capacity building for higher education and VET institutions, international mobility and virtual exchanges, by targeting soft and professional skills.

1.5 Related programmes and initiatives

INPA A2 ensures regular coordination with Member States, the European External Action Service and several European Commission Directorate Generals, in particular DG EAC (e.g. on Erasmus+) and DG ECHO (e.g. Education in emergencies), both in the field of policy development and operational coordination of programmes.

The related EU programmes funded under the regional MIP 2021-2027 (among others) are the following:

- **Intra-Africa Academic Mobility Scheme** – 60 M EUR, supports higher education cooperation between countries in Africa. It provides financial support to partnerships of African higher

³ [Global Europe - Programming \(europea.eu\)](https://europea.eu)

⁴ [Erasmus Programme Guide 2022](#)

education institutions for the organisation of students and staff mobility in high quality master and doctoral programmes within African countries. The new action will also cover traineeship mobility.

- **Harmonisation, quality assurance and accreditation (HAQAA III)** – 10 M EUR, whose aim is to develop a harmonised quality assurance and accreditation system in Africa, with a view to facilitate mutual recognition of academic qualifications across the continent and enhance the mobility of students and academics.

- **Support to the implementation of the African Continental Qualification Framework (ACQF II)** – 5 M EUR, will be implemented by the European Training Foundation (ETF) and will focus on the implementation of the African Continental Qualification Framework and its linkages with regional and national qualification frameworks in SSA.

- **Young African Leaders Programme (YALP II)** – 1.2 M EUR, implemented by the European University Institute, provides a unique opportunity for policy experts from Africa to further develop their policy work and professional skills amidst international experts.

- **Regional Teacher Programme for Africa** – 100 M EUR, implemented by a consortium of EU Member States, UNESCO and the Africa Union, aims at improving learning outcomes and the socio-emotional development of children in Africa, by having a more competent, motivated and inclusive teacher workforce in basic education.

- **Team Europe Initiative: Opportunity-driven skills and VET in Africa** – 25 M EUR, is expected to orient existing VET and skills development programmes to sector and investment needs and opportunities, based on the demand and the needs of the labour market – in a specific sub-sector and embedded in industry policies on the ground and linked to investments of public and private African and European actors.

- **EU-Africa Global Gateway Investment Package Education and Training** - At the EU-AU Summit held on 17-18 February 2022 the Heads of State and Government of the AU and EU Member States agreed to establish an EU-Africa Global Gateway Investment Package on Education & Training, complemented by specific instruments, focusing on investment in inclusive and equitable quality education. As part of the Investment Package, a Flagship Initiative on Youth Mobility is proposed to reinforce the cooperation between the EU, Member States and African partner countries targeting Youth by boosting the learning mobility opportunities in Africa and between Africa and Europe.

- **Youth Mobility Flagship** - The objective of the Flagship is to increase relevant skills and qualifications across the African continent through youth learning mobility. The Flagship Initiative will (a) ensure coherent framework conditions to promote policy dialogue and coordination in this area and (b) contribute to strengthening education and training systems including through North-South, South-South and triangular cooperation, with the aim of supporting African continental integration. The Flagship Initiative contributes to four specific Strategic Objectives: 1) promote new learning experiences for young Africans through inclusive mobility; 2) support regional and continental integration through harmonisation mechanisms in the areas of education and training; 3) improve the promotion, relevance, quality and comparability of education and training systems across Africa and thereby increasing attractiveness of Africa as a learning destination of choice for intra-African mobility and for learners worldwide; 4) empower African youth for sustainable employability and active citizenship across the continent and between Africa and Europe.

The Flagship Initiative aims therefore to is aiming at increasing policy dialogue, complementarity and synergy between different programmes (Erasmus+, Intra-Africa, HAQAA, YALP, ACQF) by offering a common platform, coordination of existing activities and overarching activities.

2 OBJECTIVE, PURPOSE & EXPECTED RESULTS

➤ Global objective

The global objective of this assignment is to support INTPA A2 with the analysis, formulation and management of EU regional cooperation projects and programmes in the field of education and skills in partner countries in Sub-Saharan Africa (SSA), funded under the regional MIP 2021-2027.

➤ Specific objective(s)⁵

The specific objective of the assignment is to provide technical support and on-demand advice to INTPA A2 and EU Delegations by:

- contributing to the pre-identification, formulation and management of EU regional cooperation projects and programmes in the field of education and skills development in EU partner countries (Sub-Saharan Africa);
- supporting the roll-out of policy dialogue initiatives and the communication and visibility activities of their concrete outcomes with the aim to enhance regional, continental and EU-Africa policy development and coordination in the field of education and skills development;
- promoting regional and continental integration mechanisms to facilitate learning and labour mobility; increase learning opportunities at regional and continental level, with a special focus on higher education and youth leadership mobility programmes.
- supporting and facilitating the consultation and outreach to relevant stakeholders, as well as the organisation and facilitation of thematic workshops in the EU and in African partner countries.

➤ Requested services, including suggested methodology

The contractor will carry out activities that aim at supporting the achievement of the following results:

R1: High quality and timely support and ad-hoc advice is provided to INTPA A2 and to EU Delegations with a view to design (pre-identification and formulation) and manage regional education programmes for Sub-Saharan Africa.

R2: On-demand advice and production of notes, presentations and briefings in three result areas of the Regional MIP, namely results 2.2, 2.3 and 2.4. Contribute to programme and policy design, most notably in relation to: i) the analysis of key challenges and trends in education and skills development, including mapping exercises in SSA and ii) EU position on regional education partnerships in SSA, including in the framework of related fora.

R3: Support to the coordination activities related to the implementation of the Flagship Initiatives⁶ – namely the Youth Mobility Flagship - including stakeholders engagement, data management and analysis and the organisation of working groups, meetings and events (inter alia).

⁵ The global and specific objectives shall clarify that all EU funded actions must promote the cross-cutting objectives of the EC: environment and climate change, rights based approach, persons with disability, indigenous peoples and gender equality.

⁶ [EU-Africa: Global Gateway Investment Package – Education \(europea.eu\)](https://europea.eu)

R4: Support to the organisation of events, thematic seminars linked to regional education and skills development programmes funded under the Regional MIP for Sub-Saharan Africa, to contribute to programme identification and formulation, foster knowledge sharing, dissemination of programmes results with cross-fertilisation approach among regional education and skills programmes.

- Required outputs

Please refer to Part B of the Terms of Reference.

- Language of the Specific Contract

The language of the Specific Contract shall be English.

- Management team member presence required or not for briefing and/or debriefing

The management of team members will mostly be remote, since support will predominantly be desk-based/remote (e-mail, tele- and videoconferences). Occasional physical presence for briefing and/or debriefing, and for assignment-related visits to beneficiary countries may be required.

3 LOGISTICS AND TIMING

Please refer to Part B of the Terms of Reference.

4 REQUIREMENTS

Please refer to Part B of the Terms of Reference.

5 REPORTS

Please refer to Part B of the Terms of Reference.

6 MONITORING AND EVALUATION

- Definition of indicators

The indicators for monitoring and evaluation of this contract will be established jointly by the Contractor and the Contracting Authority within the inception report. They will be chosen to provide valid, useful, practical and comparable measures of progress towards achieving expected results.

Possible indicators will include:

- Reports/notes from events and field missions;
- Regular meetings/short email reports summarising the state of play in the analysis carried out;
- Quality of the services provided in terms of i) language, (clarity, appropriateness, styles used, etc.), ii) presentation of content (iii) usefulness of the analysis and the recommendations provided, based on assessment by INTPA and potential beneficiary organisations of the technical assistance.

7 PRACTICAL INFORMATION

Please address any request for clarification and other communication to the following address(es):

INTPA-A2@ec.europa.eu

* * *

TERMS OF REFERENCE – PART B

BACKGROUND INFORMATION

1. Benefitting Zone

Africa

2. Contracting authority

The European Union, represented by the European Commission, B-1049 Brussels, Belgium.

3. Contract language

English

LOCATION AND DURATION

4. Location

- **Education specialist:**
 - Normal place of posting of the specific assignment: Home-based.
 - Mission(s) outside the normal place of posting and duration(s): Missions to Brussels and/or beneficiary countries in SSA. Frequency: 4 to 6 times per year.
- **Higher education specialist :**
 - Normal place of posting of the specific assignment: Home-based.
 - Mission(s) outside the normal place of posting and duration(s): Missions to Brussels and/or beneficiary countries in SSA. Frequency: 4 to 6 times per year.

5. Start date and period of implementation

The indicative start date is 21/12/2022 and the period of implementation of the contract will be 731 days from this date (indicative end date: 21/12/2024).

REQUIREMENTS

6. Expertise

For this assignment, one individual expert must be proposed for each position.

The expertise required for the implementation of the specific contract is detailed below.

- **Education specialist:**
 - General description of the position: The Key Experts may work home-based and must be able to take up their duties no later than 1st February 2023. The contract will have

a duration of 24 months. The Higher education specialist will work full-time, while the Education specialist will work part-time.

- Expert category: Cat. II (>6 years of experience)
- Qualifications and skills required: University degree in Education, Social sciences, Economics, International relations, Public policy or relevant equivalent discipline. A Master degree in Education or relevant equivalent discipline will be considered as an asset. In addition to the specific qualifications and experience required for each profile as listed below, the group of Key Experts will be expected collectively: a. To have relevant expertise in the following domains: education system strengthening; quality, inclusive, gender sensitive education; policy dialogue and coordination in the field of education and skills; capacity development; education network development programmes; job market-oriented skills development programmes; learning mobility and higher education; youth leadership programmes. b. To be familiar with global and/or regional education initiatives, such as the Global Partnership for Education, Education Cannot Wait, Erasmus +, and AU and (sub-)regional education initiatives. Knowledge of and experience in such initiatives in the context of Sub-Saharan Africa will be considered an asset. c. To have a good knowledge of EU decision-making processes and procedures as well as EU development policies and EU aid modalities. Familiarity with Team Europe Initiatives / Team Europe Approach will be considered as an asset.
- General professional experience: At least 6 years of professional experience - of which at least 3 years with developing countries - covering education sector development, policies and support programs.
- Specific professional experience: - At least 3 years of specific professional experience including in the following areas: a. Advisory services to Ministries of Education in Sub-Saharan Africa on designing and implementing education reforms, strategies and programmes. b. Policies, programmes and processes of at least one major bilateral or multilateral development cooperation agency. - Demonstrated experience in supporting high-level decision-making and policy-making processes, preferably in the framework of the EU and/or bilateral/multilateral agencies. - Proven knowledge of the AU Continental Education Strategy for Africa 2016-2025 (CESA 16-25) and the work of its Clusters. - Proven familiarity with African education systems and African Union structures and strategies regarding education, as well as continental and regional networks and initiatives (UNESCO-IIEP, ADEA, etc.) will be considered as an asset. - Proven experience in supporting regional coordination networks and peer learning mechanisms in the field of education and/or skills development will be considered as an asset. - Proven experience in working with continental and regional policy platforms in the field of education and/or skills development will be considered as an asset. - Proven knowledge of the European Education Area and of the Open Method of Coordination will be considered as an asset. - Proven experience in capacity development of the AU Commission and the RECs will be considered as an asset. - Proven experience in organising and conducting workshops related to development programmes in the field of education will be considered as an asset. - Proven experience of international development projects related to skills development and formal and informal learning, in Sub-Saharan Africa, will be considered as an asset .
- Language skills: The Expert must have excellent English language skills (writing, oral, communication, presentation) and at least intermediate French language skills.

- Number of working days: **288** days
- **Higher education specialist :**
 - General description of the position: The Key Experts may work home-based and must be able to take up their duties no later than 1st February 2023. The contract will have a duration of 24 months. The Higher education specialist will work full-time, while the Education specialist will work part-time.
 - Expert category: Cat. II (>6 years of experience)
 - Qualifications and skills required: University degree in Education, Social sciences, Economics, International relations, Public policy or relevant equivalent discipline. A Master degree in Education or relevant equivalent discipline will be considered as an asset. In addition to the specific qualifications and experience required for each profile as listed below, the group of Key Experts will be expected collectively: a. To have relevant expertise in the following domains: education system strengthening; quality, inclusive, gender sensitive education; policy dialogue and coordination in the field of education and skills; capacity development; education network development programmes; job market-oriented skills development programmes; learning mobility and higher education; youth leadership programmes. b. To be familiar with global and/or regional education initiatives, such as the Global Partnership for Education, Education Cannot Wait, Erasmus +, and AU and (sub-)regional education initiatives. Knowledge of and experience in such initiatives in the context of Sub-Saharan Africa will be considered an asset. c. To have a good knowledge of EU decision-making processes and procedures as well as EU development policies and EU aid modalities. Familiarity with Team Europe Initiatives / Team Europe Approach will be considered as an asset.
 - General professional experience: At least 6 years – of which at least 2 year with developing countries – of professional experience covering higher education sector development, policies and support programmes including learning mobility activities.
 - Specific professional experience: - At least 4 years of specific professional experience including in the following areas: a. National and international policies and strategies related to higher education in developing countries. b. EU/MS mobility and exchange programmes, in particular focusing on youth learning mobility in SSA. c. Experience in the management of Erasmus + projects in the field of capacity building of higher education and / or students mobility. - At least 6 years of project management experience in the framework of EU funded and/or international projects. - Proven knowledge of the European Commission and its development policies. - Proven experience in international education and skills development projects in SSA. - Proven experience in programme coordination will be considered as an asset. - Previous experience working with Services of the European Commission or similar assignments will be considered as an asset. - Proven Experience in Monitoring and Evaluation assignments in the framework of EU-funded programmes will be considered as an asset. - Proven experience in organising and conducting workshops related to development programmes in the field of education will be considered as an asset. - Demonstrated experience in supporting the design and implementation of youth leadership, mentorship and traineeship programmes will be considered an asset.

- Language skills: The expert must have excellent English language skills (writing, oral, communication, presentation) and at least intermediate French language skills.
- Number of working days: **432** days

7. Incidental expenditure

The provision for incidental expenditure covers ancillary and exceptional eligible expenditure incurred under this contract. It cannot be used for costs that should be covered by the contractor as part of its fee rates, as defined above. Its use covers:

The provision for incidental expenditure for this contract is EUR 152000. This amount must be included unchanged in the budget breakdown.

If applicable, see part A of the Terms of Reference for more details on the use of the incidental expenditure.

8. Lump sums

No lump sums provided for in this contract.

9. Expenditure verification

An expenditure verification report is required for interim and final payments.

The provision for expenditure verification covers the fees of the auditor charged with verifying the expenditure of this contract in order for the contracting authority to check that the invoices submitted are due.

Tenderers are required to indicate, in their “Organisation and Methodology”, the name and address of the proposed auditor or audit firm that will be in charge of producing the expenditure verification report(s).

The provision for expenditure verification for this contract is EUR 15000. This amount must be included unchanged in the budget breakdown.

Comment: An expenditure verification report is required for interim and final payments. The provision for expenditure verification covers the fees of the auditor charged with verifying the expenditure of this contract in order for the contracting authority to check that the invoices submitted are due. Tenderers are required to indicate, in their “Organisation and Methodology”, the name and address of the proposed auditor or audit firm that will be in charge of producing the expenditure verification report(s). The provision for expenditure verification for this contract is EUR 15,000. This amount must be included unchanged in the budget breakdown

10. Other items defined by Contracting Authority

No other items provided for in this contract.

REPORTS AND DELIVERABLES

11. Reports and deliverables requirements

Title	Content	Language	Submission timing or deadline
Briefings, Action Documents, Notes	<p>A series of outputs such as briefings, concept notes, action documents, policy analysis, programme reviews, infographic etc. are expected from the experts, on demand. This include: conducting needs assessments and mapping exercises, providing support to the pre-identification and formulation of the regional programmes in the field; drafting of background/concept note documents, programmatic documents, namely Action Documents; production of notes and briefings in the result areas of the Regional MIP. As for the individual assignments, for the various documents to be prepared (concept notes, action documents, needs assessment and mapping) as key outputs of the assignment in support of programme design, the consultant will provide a first outline, an indicative amount of person-days and, when necessary, a short description of foreseen complementary activities (such</p>	English	Within 24 Month(s) Before the project end

Title	Content	Language	Submission timing or deadline
	as consultations or dissemination) before the beginning of the work, for agreement with the programme manager.		
Inception report	Assessment of outputs required and work plan for the project	English	Within 14 Day(s) After the project start
Progress report	Progress report (technical and financial) including problems encountered; planned work for the following 12 months accompanied by an invoice and the expenditure verification of the interim report.	English	Within 12 Month(s) After the project start
Draft final report	Draft final report (technical and financial) including achievements and problems encountered in the implementation of the project.	English	Within 1 Month(s) Before the project end
Final report	Final report (technical and financial) detailing activities carried out under the contract, including achievements and problems encountered in the implementation of the project; a final invoice and the financial report accompanied by the expenditure verification report.	English	Within 1 Week(s) After the project end