

Terms of Reference

Institutional Service Consultancy

Research on the learning and total well-being of ethnic minority children schooled in boarding and semi-boarding schools in Viet Nam

Summary

Title	Research on the learning, total well-being and development of ethnic minority children in boarding and semi-boarding schools in Viet Nam
Purpose	To conduct research on the learning, total well-being and development of ethnic minority children in the boarding and semi-boarding schools in Viet Nam
Location	Viet Nam
Duration	Eight months
Start Date	15 November 2022 (tentative)
Reporting to	Chief of Education Programme

Background

There are 54 different ethnic groups in Viet Nam, making it a multi-ethnic nation with a diverse linguistic and cultural population. Whereas other ethnic groups make up only 14.7% of the overall population, the Kinh make up 85.3% of the nation's population.¹ Although Viet Nam has lots of achievements in education, many ethnic minority groups such as Gia Rai, Ba Na, Raglay, Mong, ect. have been reported to have higher rates of school dropout and lower enrollment, particularly in lower and upper secondary education.² For example, only 62.8% of Mong children enrolled in lower secondary education compared to 94.5% of their peers from Kinh and Hoa groups.³ The proportion of ethnic minority persons with a upper secondary school certificate or higher degree accounted for only 20.2% of the total number of ethnic minorities aged 15 years and older, 16.3 percent points lower than this rate of the whole country.⁴

In line with the convention of rights, a child's education aims to meet the physical, cognitive, social, and emotional needs of a child and to provide learning opportunities in a familiar setting that is set within a local environment to the child's upbringing and under the care of the child's primary caregivers.⁵ Inclusive education aims to provide every child with quality formal and non-formal learning opportunities within a mainstream system that adapts to the needs of all

¹ GSO, 2019. Survey on Socio-Economic Situation of 53 Ethnic Minority Groups of Viet Nam 2019.

² Education Sector Analysis report for period 2011-2020 (2022) VNIES, UNESCO.

³ GSO and UNICEF (2021). Survey measuring Viet Nam Sustainable Development Goal Indicators on Children and Women 2020-2021. Hanoi, Viet Nam. General Statistics Office.

⁴ 2019 Population Census results, cited in GSO, 2019. Survey on Socio-Economic Situation of 53 Ethnic Minority Groups of Viet Nam 2019.

⁵ INNOCENTI RESEARCH CENTRE, UNICEF. Innocenti Insight: CHILDREN IN INSTITUTIONS: THE BEGINNING OF THE END? The cases of Italy, Spain, Argentina, Chile and Uruguay. 2003.

students. This is the national goal of Viet Nam's education sector as articulated in the Law on Education in 2019.

In term of international standards, the Convention on the Rights of the Child, which has been ratified by Viet Nam– as the second country in the world and the first country in Asia to ratify the UNCRC in 1990, acknowledges that the family is the natural environment for the development and well-being of children, that parents have the primary responsibility for the upbringing of the child, and that the child has, as far as possible, the right to know and be cared for by his or her parents. The rights of the child are to be effectively safeguarded in all such cases, and certainly also when children are placed in such institutions, including the right to protection from discrimination, neglect and exploitation; the right to develop his or her personality, talents and abilities to their fullest potential; and the right to have a say in decisions affecting the child's life, including those relating to the conditions of placement. It is critical to ensure that institutional placement only occurs if and when it is in the best interests of the child.

In Viet Nam, boarding and semi-boarding schools are a common platform for extending access to formal education to ethnic minority children. The Ethnic Minority boarding, and semi-boarding schools are established by the State as the social policy to facilitate access of children of ethnic minorities and children of families who have permanently settled in ethnic minority areas facing extreme hardship to education. The explicit policy is to contribute to the development of quality human resources for these regions.⁶ The strategy on which this common practice is based is that the boarding school will facilitate children's easier access to nutritious meals, Water and Sanitation, health and nutrition education, and adequate infrastructure that collectively support an improved learning environment and increase learning opportunity. There is also an underlying assumption that such boarding schools will help ethnic minority children assimilate into the broader Vietnamese population, fostering greater social cohesion, and promoting increased buy-in in society and improved citizenry amongst these ethnic minority students.

However, in practice, the use of boarding and semi-boarding schools takes children out of their familiar environment, breaking down family and community relations over time, and replaces local customs and practices with a new set that is unfamiliar to the child. There is a strong and growing global pool of evidence that children learn best in their local environment, with caregivers and teachers who resemble them physically and culturally, and who speak their local language.

⁶ Circular No 01/2016/TT-BGDĐT on the Organization and Operation of ethnic minority boarding schools, dated 15 Jan 2016 and Circular No 24/2010/TT-BGDĐT dated on 02 Aug 2010, and Amended Circular No.30/TT-BGDĐT, dated 24 Dec 2015, both on the Organization and Operation of ethnic minority semi-boarding schools

While the boarding school system has improved the accessibility to education for ethnic minority children,⁷ many issues have been highlighted for further study or evaluation to inform future use of boarding and semi-boarding facilities as a strategy to extend access to quality education services specifically for ethnic minority children.

According to the information shared by Viet Nam MOET in the National Conference on reviewing of 10 years of ethnic minority boarding schools' implementation in the period 2008 - 2018,⁸ only 40% of ethnic minority boarding schools are recognized to meet the national standards. At the same conference, many limitations, and inadequacies of the models were mentioned.⁹ Regarding child safeguarding and protection, numerous cases of violence and sexual abuse are also reported in boarding schools in Phu Tho, Bac Giang, Lao Cai, Binh Thuan, etc. that caused public outrage.¹⁰ In addition, a lack of intercultural competence and inclusive social practices in current education policies and practices for ethnic minority communities in Viet Nam has been studied by numerous scholars.^{11,12}

In addition, the related regulations on the organization and operation of ethnic minority boarding and semi-boarding schools were issued decades ago and would benefit from updating to reflect current realities. Since 2021, the Ethnic Minority Education Department of MOET has been drafting two circulars on the regulations of organizations and operation of ethnic minority boarding and semi-boarding schools in 49 out of 54 provinces. It is expected that these two circulars will soon come into effect in early 2023.

A master plan for socio-economic development in ethnic minority and mountainous areas for the years 2021–2030 was enacted by the National Assembly of Viet Nam in November 2019 and approved in 2021; it continues to promote ethnic minority boarding and semi-boarding schools. Importantly, this master plan is materialized through the nationally targeted programme on socio-economic development in ethnic minority and mountainous areas with state budget allocation at both national and sub-national levels.

⁷ Ministry of Education and Training. 2018. Hội nghị tổng kết 10 năm trường Phổ thông dân tộc nội trú giai đoạn 2008 - 2018. (English: National Conference on reviewing of 10 years of ethnic minority boarding schools implementation in the period 2008 - 2018 [online] Available at: <<https://moet.gov.vn/pages/tim-kiem.aspx?ItemID=5742>> [Accessed 9 July 2022]. There are 315 ethnic minority boarding schools located in 49 provinces, with over 109,000 students in total. 59 out of 315 ethnic minority boarding schools are provincial level schools, 256 schools at the district level, and 03 schools are under the direct management of the Viet Nam MOET. The average size of the provincial school is about 600 students, the district school is about 290 students

⁸ *ibid.*

⁹ *Ibid.* Facilities and equipment for teaching and learning are limited; the training quality and effectiveness of the school system have not met expectations; the staff and teachers of these ethnic minority schools have not been regularly trained in inclusive education; some policies and school-level regulations for ethnic minority students are still culturally inappropriate, etc.

¹⁰ Báo Công an Nhân dân (English: Public Security News). 2019. Xâm hại tình dục trẻ em: Chung tay thực hiện các giải pháp phòng ngừa. (English: Child sexual abuse: Join hands to implement prevention solutions). <https://cand.com.vn/Phong-su-tu-lieu/Gia-tang-xam-hai-tinh-duc-tre-em-i520257/>.

¹¹ Dejaeghere, Joan & Dao, Vu & Duong, Bich-Hang & Luong, Phuong. 2021. Learning inequities in Vietnam: teachers' beliefs about and classroom practices for ethnic minorities. *Compare: A Journal of Comparative and International Education*. 1-18. 10.1080/03057925.2021.1924621.

¹² Truong, H. C. 2011. 'They Think We Don't Value Schooling': Paradoxes of Education in the Multi-Ethnic Central Highlands of Vietnam. In *Proceedings of Canberra Vietnam Update Conference on Education (Working Title) Education in Vietnam*, edited by J. D. London, 171–211. Singapore: National University of Singapore Press. doi:10.1355/9789814279062-008.

Given this context, there is a need to review the objectives and operational practices of boarding and semi-boarding schools targeting ethnic minority children in Viet Nam to ensure the rights of the child to develop within their family and natural environment, as articulated in the CRC, are not breached by the practice of education service delivery through boarding and semi-boarding schools. This research on the **learning, total well-being¹³ and development** of ethnic minority children in the boarding and semi-boarding schools is critically necessary to inform policymakers in policy and strategy adjustment and development for every child 's education in Viet Nam, and to inform UNICEF Education programme strategy for the duration 2022-2026.

Justification

This activity requires high-level research expertise and relevant experience in the fields of anthropology research, human rights and ethnic minorities. Given the nature of mixed competencies and expertise required, an institution with international and/or local knowledge in the fields of interest is needed. As this consultancy requires different sets of skills, one consultant will not be able to carry out the expected deliverables within a short time frame. As such, **international institution with local office/team** is required.

Research Objective and key audiences

The overall objective of the study is to examine and evaluate the use of boarding and semi-boarding schools as a strategy to improve access and quality of education and skilling opportunities for ethnic minority children in Vietnam. The study will consider the policy basis of the intervention including its background, aims and history, while also studying the mechanics and curricula employed in these boarding/semi-boarding schools. The report will seek to analyze the goals and outcomes of the system including an interrogation of the learning, health/mental health, overall wellbeing¹⁴, development of learners enrolled in these institutions. The study will strengthen the evidence base around the effectiveness of this key component of Inclusive Education practice in Vietnam.

As a pioneer study in Viet Nam aiming to enhance the cultural sensitivity¹⁵ of the education system and relevant policies, including but not limited to gender sensitivity and accountability for realizing the rights of ethnic minority children, especially those related to education and protection as a duty bearer in the country, UNICEF Viet Nam proposed this research with an

¹³ This term is adapted from a UNICEF – INOCENTI proposed approach, which showed “children well-being is influenced by children’s own actions and relationships, by the networks and resources of their caregivers, and by public policies and national contexts. This approach is aligned with the 1989 United Nations Convention on the Rights of the Child, in that it recognizes the responsibilities of Governments, Families and Communities to help realize children’s rights and promote their well-being.” In *UNICEF Innocenti, ‘Worlds of Influence: Understanding what shapes child well-being in rich countries’, Innocenti Report Card 16*, UNICEF Office of Research – Innocenti, Florence, 2020. P 5.

¹⁴ With 5 main elements including social, financial, community, physical and learning well-being

¹⁵ Cultural sensitivity is the knowledge, awareness and acceptance of other cultures (Kubokawa, Amanda, 2009). Cultural sensitivity is broadly recognized as the knowledge, skills, attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings. Cultural sensitivity is not solely the acceptance of cultural differences, but rather a transformational process that allows individuals to acknowledge interdependence and align with a group other than their own. (A position paper of the American Academy of Family Physicians (AAFP), link: <https://www.aafp.org/about/policies/all/cultural-proficiency-position-paper.html>)

expectation that the Government of Viet Nam will have up-to-date evidence to formulate ethnic minority-related education policies and practices that are right-based and culturally sensitivity, particularly, in the mid-term review and revision of the master plan for the 2026-2030 period. Ultimately, it will provide up-to-date evidence to develop an inclusive education system, where every child and learner can participate and practice their rights of being provided with quality and inclusive education, being protected and being with their families for their best of interest, regardless of their ethnicity, ability status, gender identity, sexual orientation, etc.

Using a rights-based angle, this research aims to examine the policies and practices related to the provision of formal education through the ethnic minority boarding and semi-boarding school systems in ethnic minority areas, and how these policies and practices are impacting the learning, total well-being and development of girls and boys in these institutions. Furthermore, through the proposed research, the reasons that motivate ethnic minority families sending their children to boarding and semi-boarding schools will also be analyzed, as an angle to see how ethnic minority education policies have been translated in the communities.

Scope

To deliver the above objective, below are the key areas of work:

- (1) To conduct a Desk Review by (i) outlining the background, aims and history that underpins the policy base for the practice of boarding/semi-boarding schools for ethnic minority children; (ii) mapping and assessing ethnic minority education policies and practices related to inclusive education in general, and ethnic minority boarding and semi-boarding schools in particular, in Viet Nam; (iii) reviewing the mechanics, curriculars, and methodology of teaching employed in the boarding/semi-boarding schools in Viet Nam; (iv) summarizing the negative impacts of boarding and semi-boarding schools designed for indigenous/ethnic minority learners in other countries, for example in Canada, Australia, New Zealand, USA, etc. and why those have been phased out of their mainstreamed education system; (v) exploring alternative education solutions for children in remote, mountainous areas (regardless of ethnicity) in other countries.
- (2) Seek to understand ethnic minority students' (boys and girls) experience and perceptions of learning and total well-being in boarding and semi-boarding schools, and the impacts of those settings on connections with students' families, root communities, their total development and their mother language.
- (3) Gather data and evidence on the demand and supply from the perspectives of but not limited to ethnic minority students, parents, caregivers, school managers, local authorities and teachers of boarding and semi-boarding schools on education in general and on boarding and semi-boarding schools.
- (4) In consultation with relevant stakeholders, offer policy recommendations to strengthen inclusive, responsive education and well-being for EM children and those living in remote areas.

Time Period

The contract for this assignment is for a total of 75 days during the period from 15 November 2022 to 15 July 2023.

Methodology and Research question

A detailed work plan with the time frame will be developed by the consultant organization and agreed upon with UNICEF Viet Nam – Education Section.

In addition to the human right based approach, which is the key principle of this research, the proposed research takes into account the perceptions of ethnic minority communities on education together with their own learning practices and local knowledge in order to (re)formulate culturally inclusive and responsive policies and programs that recognize the diversity of demand for education among ethnic minority communities in Viet Nam. The disadvantaged ethnic groups are regulated in the Decision 33/2020/QĐ-TTg dated November 12, 2020¹⁶ and meet one of the following criteria: (i) having a poverty rate 1.5 times or more higher than overall average poverty rate of 53 ethnic minorities; (ii) having the proportion of people aged 15 years and older who cannot read or write in Vietnamese-Kinh (the official instruction language of the country) is 1.5 times higher than this average rate of 53 ethnic minority groups; (iii) having the mortality rate of children under 1 year old 1.5 times higher than this average rate of 53 ethnic minority groups. Only with a thorough insight into local communities and their cultural norms, the formulation of policies together with their implementation strategies can achieve sustainable results in the promotion of education among ethnic minority communities.

The methodology should cover the potential methods, which are to ensure ethnicity, gender and other sensitivities and ethics in Ethnographic and Anthropological research, to answer the following research questions:

- 1) What is the learning state and total well-being situation of ethnic minority girls and boys in or formerly in boarding and semi-boarding schools? What are the impacts of boarding and semi-boarding school systems on connections with students' root communities/primary caregivers, their wellbeing, safety and development and maintenance of their mother languages?(disaggregated analysis by age group: preschool, primary, lower + upper secondary school aged children)
- 2) What are the viewpoints of ethnic minority communities (including children, parents, caregivers, teachers, and school managers), and local authorities on ethnic minority boarding and semi-boarding schools and other ethnic minority education policies that impact them? What are the supply and demand factors that drive families to send their

¹⁶ Decision No. 1227/QĐ-TTg approving the list of disadvantaged ethnic minority groups facing many difficulties and specific difficulties in the 2021-2025 period.

children to boarding schools? How have central-level education policies on ethnic minority boarding and semi-boarding schools been formulated and translated into local contexts?

- 3) What are the major challenges and opportunities/options to culturally sensitive and responsive policy formulation and implementation in terms of both supply of and demand for education among ethnic minority communities?
- 4) What are the promising and alternate strategies and solutions that can guide the organization and operation of inclusive school system for all learner in Viet Nam, and more importantly, the mid-term revision of the master plan of socio-economic development in ethnic minority and mountainous areas in the 2021-2030 period to promote inclusive education not only among ethnic minority communities but all children in Viet Nam?
- 5) Based on the desk review and research findings, what are the recommendations for policymakers to reimagine a relevant, inclusive education system for all learners and other social policies, practices that drive families?

The research design should cover and outline clearly the methodology and how will data and information be collected and analyzed based on the following questions:

- What data will be collected?
- How will data be collected and how will data collection processes/tools be validated?
- What methodology and system of analysis will be used?
- How will primary data and information be collected?
- What are potential limitations or assumptions?

For primary data collection from EM communities and children, the selected institution needs to obtain an ethical approval, to be elaborated as part of the inception report and to be obtained before the field work starts.

Activities and tasks

1. To finalize the design of the proposed study/work plan including milestones and timelines – agreement on the details regarding the research tools for the quantitative component and qualitative parts of the research, including the detailed research tools
2. To develop and finalize the research tools and the inception report
3. To conduct field trips, data collection, and analysis
4. To write a research report to demonstrate all findings and recommendations that fulfil the research objectives
5. To make and deliver a PowerPoint presentation on key findings and recommendations of the research to UNICEF Viet Nam and Government colleagues
6. To submit research reports and data sets to UNICEF Viet Nam. The report package will include: (i) Full report (max 50 pages excluding annexes); (ii) Summary report (max 6

pages); (iii) Power point slides on key findings and recommendations; and (iv) Policy brief (max 4 pages)

Deliverables and Timeframe

All deliverables are in bilingual languages, English and Vietnamese, arranged by the institution.

No	Task summary	Deliverables	Submission date
1	To finalize the design of the proposed study	A Research proposal including milestones and timelines approved by UNICEF in English and Vietnamese	Total 5 days: Home-based, November 2022
2	To develop and finalize the research tools and the inception report	The research tools and the inception report approved by UNICEF in English and Vietnamese a	Total 10 days: Home-based, between November-December2022
3	Undertake a literature and desk review of relevant policies (International policies, national, provincial and school-level regulations), research documents and reports related to ethnic minority students' learning and other students in remote/mountainous areas, health/mental health, nutrition, and overall wellbeing when enrolled in or after attending boarding and semi-boarding schools in Viet Nam, and other countries	A Literature/Desk review report with a policy mapping, prevalence/assumptions related to ethnic minority students' learning, health/mental health, nutrition, and overall wellbeing in boarding and semi-boarding schools in Viet Nam, and other countries.	Total 10 days: Home-based, between November2022-January 2023
4	To conduct field trips, data collection, and analysis in selected research locations.	Field trip plan Data collection and analysis Research datasets upon availability	Total 30 days: From January – March 2023
5	To develop a comprehensive research report which reflects both	A draft comprehensive analysis report and PPP presentation on the key findings and recommendations to be shared with relevant stakeholders	Total 15 days: From March-May 2023

	literature/desk review and main research findings	in both English and Vietnamese and revised following comments	
6	To submit research package and data sets to UNICEF Viet Nam.	The report package, approved by UNICEF will include: (i) a full report (max 50 pages excluding annexes); (ii) a report summary (max 6 pages), (iii) a Policy brief based on the deliverable #3 (max 4 pages), and (iv) PowerPoint presentation on key findings and recommendations of the research	Total 5 days: Home-base, From April-July 2023
		Total # of days for both team leaders and national consultants	75 days

Duration: Eight months (with max 75 working days in total)

Management

The overall management of the consultancy will be led by the Chief of Education, while day-to-day advice and management will be undertaken by the Education Specialist, with support from the ECD Education Officer and the Inclusive Education Officer at UNICEF Viet Nam.

Estimated budget

- Cost estimate: lump sum contract including the budget for hiring development team, technical knowhow on anthropology, education and ethnic minorities, all translation costs and travel in/to Viet Nam (if required).
- This budget does not include the costs of the venue for conducting consultative workshops/meetings with related national and local stakeholders if deemed necessary. This will be organised on need bases by UNICEF and therefore covered directly by UNICEF.

Payment method

It is suggested that the consultancy payment will be made in three installments, specifically:

- 1st payment: 40% of total contract value made after the submission deliverables #1 and #2 indicated in the table in the Deliverables and Timeframe of this TOR.
- 2nd payment: 30% of total contract value made after field trips, and submission of full draft research report and data sets, deliverables #3,4,5.
- 3rd payment: the remaining 30% of total contract value made after the finalization of final report package and the presentation, deliverable #6.

Reporting requirements

The team leader of the selected contractor is expected to provide an update status in a written format once in two months. Formal reporting is expected upon delivery of each deliverable package. Additional reporting activities may be requested by UNICEF on a need basis.

Qualifications & experiences required

An international institution is expected for this research with national experts/institution/team. The successful bidder is expected to demonstrate experience and list relevant projects as follows:

Mandatory

- Proven solid knowledge in research on education for ethnic minority communities and children, especially, research through an anthropology lens.
- Team leader with a PhD in Anthropology or relevant disciplines. A team leader holding a master's degree and with substantial experience in leading relevant research will be considered.
- Evidence to prove all team members with the ability to operate research in a multi-cultural environment requiring flexibility.
- Both team leader and other team member with experience or knowledge of the human right based approach, gender-responsive and/or transformative and intersectionality measures in research on ethnic minority education.
- Both team leader and other team members with demonstrated capacity to communicate research findings to diverse audiences.
- Excellent English writing skills (samples to be provided together with the technical proposal)

Desirable

- Previous work with UNICEF, other UN agencies or other international organizations and/or major institutions in the development of ethnic minority focused.

Submission of the proposal

- (1) A Technical proposal; and
- (2) A Financial proposal clearly itemizing cost per deliverable (in USD) exclusive of all taxes as UNICEF is a tax-exempt organization

Structure of the Technical Proposal

The Technical proposal should include:

- Presentation of your institution (including registration & tax documentation)
- Detailed study design and work plan for the research conduction process: key milestones and deliverables, including the details regarding methodology
- Past experience in working on similar projects and assignments with samples
- Proposal of the timeline
- Please attach the resumes of all team members in the technical proposal
- Please mark any information that the bidder considers confidential

- Submissions must be made in English
- No price information should be contained in the technical proposal.

The Financial proposal should detail the appropriate price schedule which includes an indication of which items may be negotiated, if applicable, or which items can be modified as per budget. Full and final costing should be exclusive of all taxes as UNICEF is a tax-exempt organization.

Any submissions made outside of the allotted time frame or without adequate information will be automatically disqualified.

Evaluation process and methods

Weighted ratio between the technical and financial criteria: (70:30)

Such an approach is a new approach in UNICEF-sponsored research. Given the complexity of the anthropological approach to the assignment, the ratio between the technical and the financial proposal for this task is 70:30 respectively. Only those proposals that score 60% of technical points on the technical proposal will be shortlisted.

Each technical proposal will be assessed first on its technical merits and subsequently on its price. A maximum of 70 points is allocated to the technical component and 30 points for the price component, with a maximum possible total score of 100 points.

The proposal obtaining the overall highest score after adding the scores for the technical and financial proposals is the proposal that offers best value for money and will be recommended for award of the contract. UNICEF will set up an evaluation panel composed of technical UNICEF staff.

In making the final decision, UNICEF considers both technical and financial aspects. The evaluation panel first reviews the technical aspect of the offer, followed by the review of the financial offer of the technically compliant vendors. UNICEF will award the contract to the vendor whose response is of high quality and meets the specific objectives.

The proposals will be evaluated against the following criteria:

a) Technical Proposal

Criteria		Points
1	Institution Information	5
1.1	Legal Structure (Registration and taxes)	
1.2	Years of expertise and experience	
2	Technical Expertise/Research Design	40
2.1	Relevance of the approach to meet the specific objectives and technical requirements	

2.2	Realistic workplan with specific deliverables	
2.3	Quality of previous works example in anthropology research on education and ethnic minority communities, following the technical requirements specified above	
3	Personnel	25
3.1	Management position and technical competencies (CV) based on assessment of Qualifications and Experience; Knowledge and Skills; Competencies; Languages.	
3.2	Number of key staff assigned to the proposed study (CVs) based on assessment of Qualifications and Experience; Knowledge and Skills; Competencies; Languages.	
	Total	70

b) Financial Proposal

The Financial Proposal should be broken down for each component of the proposed work. Please make sure to have separate line items in price proposal for the following:

- Strategy and planning
- Field visits – data collection, consultation
- Designing and development process and options
- Translation, interpretation cost
- Finalization (incl. layout) and delivery of the products

The total amount of points allocated for the price component is 30. (The maximum number of points will be allotted to the lowest price proposal of the technically qualified proposals).

Mandatories

- All prices/rates quoted must be exclusive of all taxes as UNICEF is a tax-exempt organization.
- Financial Proposals must be submitted separately to Technical Proposals