

SPECIFIC TERMS OF REFERENCE

Final evaluation of Support to Technical and Vocational Education and Training (STVET)

FWC SIEA 2018 - LOT 4: Human Development and Safety Net

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Contracting Authority: European Union Delegation to Mongolia

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1 BACKGROUND

1.1 Relevant country / region / sector background

Mongolia went through a difficult, but rather successful transition to democracy and market economy in the last two decades. Traditionally a rural economy, mostly focusing on herding, it has gradually changed shape, as a consequence of the process of urbanisation and, most of all, following the increasing importance of the mining sector in its economy.

Mongolia has recently experienced an impressive increase in revenues caused by the commercial exploitation of its coal and copper reserves, which are among the largest in the world. Unfortunately, this growth process has been sudden and extremely fast, putting the Mongolian government in front of new challenges posed by the changing socio-economic structure.

Despite the impressive aggregated figures, Mongolia remains a very unequal society, where about ¼ of the population live below the poverty line and one third of the youth is unemployed and underqualified. Notwithstanding the worries for the difficulties in achieving a sustainable process of growth, the opportunities offered by the current situation for younger generations of Mongolians are enormous and there is a clear rise in the demand for skilled 'employable' labour.

The European Union has thus responded to the request of the Mongolian government to assist in the establishment of a well performing Technical and Vocational Education and Training (TVET) sector able to meet the requirements of a rapidly changing economy.

There is a steady stream of young people leaving schools and academies looking for employment. Most are literate and reasonably numerate, which should give them some advantages as job seekers. Much of the problem they have stems from the fact that there are too few jobs, especially in the rural areas. More significantly, they have skills deficits that they have not been able to make good in TVET schools, due to a number of factors – lack of resources in the TVET sector, inappropriate curricula which is classroom rather than workplace focused and therefore does not adequately prepare students for the world of work.

Stakeholders recognize the lack of an adequately qualified and trained workforce and the need to develop a national human resource capacity to achieve Mongolia's goals of economic diversification and industrialization. The provision of TVET is deemed to be insufficiently able to meet local market requirements and the equipment and professional expertise of the TVET system are outdated and limited. This often results in the import of skilled labour from China despite the high rate of unemployment of Mongolian youths.

The proportion of TVET students has increased since 2005 up to 45.200 in 2013, due to some extent by the government policy of granting a monthly allowance to students in order to subsidize what is considered a 'strategic' sector. However, the percentage of students at TVET schools that are enrolled after graduating the complete secondary education remains very low. It seems that most students see TVET schools as a way to complete secondary education before entering university, by taking advantage of the government monthly allowances.

Nevertheless the TVET sector continues to experience a number of constraints. The most common of these are the number of outdated classroom and workshop training facilities, and practical skill updating and teaching methodologies of teaching staff to deliver programmes of study in a student centred approach to learning (rather than the traditional teacher-centred approach). These constraints continue to restrain the improvement of the overall national quality standards for TVET.

Furthermore, there is wide discrepancy between the level of training, the quality of qualifications achieved and the certification system in the various training centres/institutes. The Government of Mongolia had undertaken a series of measures to address these issues through a revised 'Law of

Mongolia on Vocational Education and Training’ (2009). A ‘Strategic plan for development of the Mongolian TVET Sector (2011-2016)’ indicated the main objective to successfully establish competency-based training in TVET institutions. The government has committed to match its reform ambitions in the sector by continuing to increase its annual budget allocated to the sector.

The Government, elected in July 2012, has further re-organised the sector, maintaining the political and financial commitment to the TVET reform and concentrating its staff and responsibilities in the Policy Implementation and Coordination Department (PICD) of the Ministry of Labour (MoL), which has the overall responsibility for the implementation of the national Technical and Vocational Education and Training (TVET) strategy.

A ‘National Council for TVET’ (NCVET), composed by private and public stakeholders has been established. Since 2010 the NCVET has been responsible for developing inter-sector cooperation, discussing and approving any new policy initiatives proposed for the TVET sector, and proposing new legislation required to maintain the momentum of the TVET reform initiative. NCVET is supported by sector councils. These councils are in charge of sector-specific TVET planning and administration. Local TVET Councils have also been established on an ad hoc basis in some provinces.

The National Learning Resource Centre (NLRC) is the central service provider responsible for providing expertise, resources and support to public and private TVET institutions for the implementation of competency-based training and assessment, particularly in selected trade disciplines experiencing ongoing skill shortages. The NLRC plays a key role in diversifying approaches to learning including information technology and e-learning, multimedia-based training materials and online, blended and flexible delivery options in the delivery of instructional programmes.

The NLRC forms a vital part of in-service teacher training and ongoing work in curriculum development and dissemination and development of instructional and learning resource materials. The NLRC supports the PICD of Ministry of Labour and the Regional Methodological Centres (RMC) to implement new competence based curricula including the provision of relevant instructional materials and resources. The NLRC works closely with the RMCs to strengthen this national learning network. These 6-Regional Methodological Centres are considered as the umbrella or overarching training organisations responsible for teacher training, teacher education curriculum and short-term professional development of TVET staff. Each of the 6-RMCs is located in a Vocational Training and Production Centre (VTPC) and serves a geographical region of Mongolia. These centres play a key role in the replicating and up-scaling of ‘best practices’ in the rural areas and therefore need to be operating normally.

The Mongolian overall TVET system lacks generally staff capacities. Best practices already developed through various projects, could be further adapted, developed and expanded, with the aim to meet market demands for skills that match needs in the rural development sector especially in the vegetable, livestock and textile sector, and thus to better contribute to the economic diversification.

1.2 The Actions to be evaluated¹

Title of the Actions to be evaluated	<ul style="list-style-type: none"> • Support to Technical and Vocational Education and Training (STVET) • STVET 1: Support to Mongolia's Technical and Vocational Education and Training Sector
Budget of the Actions to be evaluated	<ul style="list-style-type: none"> • EUR 4,275,200.00

¹ The term ‘Action’ is used throughout the report as a synonym of ‘project and programme’.

CRIS number of the Action to be evaluated	<ul style="list-style-type: none"> • 2014/345-023
Dates of the Action to be evaluated	<ul style="list-style-type: none"> • Start: 01/07/2014 • End: 30/06/2019

Title of the Actions to be evaluated	<ul style="list-style-type: none"> • Support to Technical and Vocational Education and Training (STVET) • STVET 2: Support to the TVET Department of the Ministry of Labour (MoL) and relevant stakeholders at regional and provincial levels to replicate and up-scale 'best practices'.
Budget of the Action to be evaluated	<ul style="list-style-type: none"> • EUR 1,993,675.00
CRIS number of the Action to be evaluated	<ul style="list-style-type: none"> • 2015/359-572
Dates of the Action to be evaluated	<ul style="list-style-type: none"> • Start: 01/06/2015 • End: 30/11/2018

STVET 1 Support to Mongolia's Technical and Vocational Education and Training Sector

The overall objective of the project, , is to support the economic development and human capital potential of the Mongolian government and population by enabling key stakeholders to provide Technical and Vocational Education and Training in a way that is responsive to the needs of a rapidly changing labour market.

The purpose of this contract is to strengthen and consolidate the work of the Mongolian Governmental Authorities responsible for the TVET sector in order to establish and initiate:

- An efficient, sustainable and demand driven TVET sector with attention to rural areas
- An appropriate quality assurance procedures for assessment and certification

Main expected **results** are as follows:

- Strengthened leadership capacities of the Mongolian Governmental Authorities responsible for the TVET sector and support to the National Council on Vocational Education and Training (NCVET) and Sector Councils to ensure an effective and coherent TVET modernization process which is consonant with the reform agenda of Government of Mongolia, alignment of donor funded projects, and inclusion of private investors.
- Strengthened capacities of TVET schools to meet the qualification requirements of an expanding and diversifying labour market through the nation-wide implementation of competence-based programmes and quality assurances processes.
- Increased coverage of the TVET best practices in the rural development sector and strengthened implementation capacities of TVET rural development programmes to benefit rural economies.

STVET 2: Support to the TVET Department of the Ministry of Labour (MoL) and relevant stakeholders at regional and provincial levels to replicate and up-scale 'best practices'. The overall objective of the project is : To support the economic development and human capital potential of the Mongolia government by enabling key stakeholders to provide an efficient, sustainable and demand driven Technical and Vocational Education and Training in a way that is responsive to the needs of a rapidly changing labour market with attention to rural areas.

The purpose of this contract is as follows: To support relevant stakeholders at national, regional and aimag² level in identifying and replicating 'best practices' which will allow the development of rural economy and the rural employment in Mongolia, especially in the vegetable and livestock sectors along their value chain and in the textile industry sector.

In this project, the terminology "best practices" covers the following topics: occupational standards, curricula, learning material and related delivery methods, including on the job training /dual system/and quality assurance. This Technical Assistance focuses mainly on the formal TVET sector (graduates from secondary and high schools), but address as well the short term skills training sector for the occupational standards and curricula definition.

Sectors of intervention: vegetable and livestock sector along their value chain (from production to marketing including processing, packaging and transportation) and textile industry.

The Main expected **results** are as follows:

- An exhaustive Survey on best practices in the vegetable, livestock and textile sectors in Mongolia is carried out and is presented to the PSC
- The Survey on best practices in the vegetable, livestock and textile sectors is assessed, presented, nationally shared and discussed among stakeholders and a catalogue is edited
- The implementation of pilot training and related capacity building for the replication and upscaling of best practices is supported
- Capacities of the stakeholders (at national, regional and aimag levels) for the replication and upscaling of best practices are enhanced
- Project's outputs are well coordinated and embedded among various stakeholders, including private sector and other donor funded projects, to further finance and implement the replicability and upscaling of the best practices.

1.3 Stakeholders of the Action

The main stakeholders of this Action were the following:

STVET 1 Support to Mongolia's Technical and Vocational Education and Training Sector

The direct beneficiaries of the project will be the Department of TVET in the Ministry of Labour and Social Protection and the National Council for Vocational Education and Training (NCVET), with which the Technical Assistance Team will work for the definition and implementation of the national strategy for the sector. A particular attention will be given to rural areas in order to provide alternatives to migration to the rural youth.

STVET 2: Support to the TVET Department of the Ministry of Labour (MoL) and relevant stakeholders at regional and provincial levels to replicate and up-scale 'best practices

The direct beneficiaries of the project will be the National Learning Resource Centre (NLRC), the National Council for Vocational Education and Training (NCVET) and the relevant sector councils, the concerned Regional Methodological Centres (RMC), and selected TVET schools and short term training centres. The Technical Assistance Team (TAT) will work with and for these institutions to support the implementation of the national strategy.

Partners of the technical assistance are the Ministry of Labour (MoL), the concerned aimag councils, the private sector (representative sample of employers including cooperatives), and other stakeholders like Vocational Education and Training Partnership (VETP), Labour Exchange Central Office (LECO), etc.

² In Mongolia, an aimag is the first-level administrative subdivision. The country currently has 21 aimags

Final beneficiaries of this technical assistance are the formal TVET sector students and teachers; unemployed and marginalised groups which can benefit from the short term skills training and the related teachers.

1.4 Other available information

ROM analysis carried out in 2018.

2 DESCRIPTION OF THE EVALUATION ASSIGNMENT

Type of evaluation	Final
Coverage	The Action from beginning to end
Geographic scope	Mongolia (Ulaanbaatar and a minimum of three project selected provinces / cities) .
Period to be evaluated	The entire period of the Action, from 01/07/2014 to 30/06/2019 for STVET 1 and from 01/06/2015 to 30/11/2018 for STVET 2

2.1 Objectives of the evaluation

Systematic and timely evaluation of its programmes and activities is an established priority³ of the European Commission⁴. The focus of evaluations is on the assessment of achievements, the **quality** and the **results**⁵ of Actions in the context of an evolving cooperation policy with an increasing emphasis on **result-oriented approaches and the contribution towards the implementation of the SDGs**.⁶

From this perspective, evaluations should **look for evidence of why, whether or how these results are linked to the EU intervention** and seek to **identify the factors driving or hindering progress**.

Evaluations should provide an understanding of the **cause and effect links** between: inputs and activities, and outputs, outcomes and impacts. Evaluations should serve accountability, decision making, learning and management purposes.

The main objectives of this evaluation are to provide the relevant services of the European Union, the interested stakeholders and the wider public with:

³ COM(2013) 686 final "Strengthening the foundations of Smart Regulation – improving evaluation" - http://ec.europa.eu/smart-regulation/docs/com_2013_686_en.pdf; EU Financial regulation (art 27); Regulation (EC) No 1905/2000; Regulation (EC) No 1889/2006; Regulation (EC) No 1638/2006; Regulation (EC) No 1717/2006; Council Regulation (EC) No 215/2008

⁴ SEC (2007)213 "Responding to Strategic Needs: Reinforcing the use of evaluation", http://ec.europa.eu/smart-regulation/evaluation/docs/eval_comm_sec_2007_213_en.pdf; SWD (2015)111 "Better Regulation Guidelines", http://ec.europa.eu/smart-regulation/guidelines/docs/swd_br_guidelines_en.pdf; COM(2017) 651 final 'Completing the Better Regulation Agenda: Better solutions for better results', https://ec.europa.eu/info/sites/info/files/completing-the-better-regulation-agenda-better-solutions-for-better-results_en.pdf

⁵ Reference is made to the entire results chain, covering outputs, outcomes and impacts. Cfr. Regulation (EU) No 236/2014 "Laying down common rules and procedures for the implementation of the Union's instruments for financing external action" - https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/financial_assistance/ipa/2014/236-2014_cir.pdf.

⁶ The New European Consensus on Development 'Our World, Our Dignity, Our Future', Official Journal 30th of June 2017. <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:C:2017:210:TOC>

- an overall independent assessment of the past performance of the Support to Technical and Vocational Education and Training STVET 1 and STVET 2 projects , paying particular attention to its final results measured against its expected objectives; and the reasons underpinning such results;
- key lessons learned, conclusions and related recommendations.

In particular, this evaluation will serve to understand the performance of the Action, its enabling factors and those hampering a proper delivery of results in order to support the Government to improve its development policy and PFM capacities.

The main users of this evaluation will be DG DEVCO since the findings of the evaluation will help them to draw lessons to improve the design and implementation of other related projects and programs.

2.2 Requested services

2.2.1 Scope of the evaluation

The evaluation will assess the Action using the five standard DAC evaluation criteria, namely: relevance, effectiveness, efficiency, sustainability and early signs of impact. In addition, the evaluation will assess two EU specific evaluation criteria:

- the EU added value (the extent to which the Action brings additional benefits to what would have resulted from Member States' interventions only);
- the coherence of the Action itself, with the EU strategy in Mongolia, with other EU policies and Member State Actions.

The evaluator shall furthermore consider whether gender, environment and climate change were mainstreamed; the relevant SDGs and their interlinkages were identified; the principle of Leave No-One Behind and the rights-based approach methodology was followed in the identification/formulation documents and the extent to which they have been reflected in the implementation of the Action, its governance and monitoring.

2.2.2 Indicative Evaluation Questions

The specific Evaluation Questions as formulated below are indicative. Based on the latter and following initial consultations and document analysis, the evaluator will discuss them with the Evaluation Manager⁷ and propose in their Inception Report a complete and finalised set of Evaluation Questions with indication of specific Judgement Criteria and Indicators, as well as the relevant data collection sources and tools.

Once agreed through the approval of the Inception Report, the Evaluation Questions will become contractually binding.

Relevance:

- To what extent the objectives of the project were suited to the competencies, priorities and policies of the Ministry of Labour and Social Protection?
- To what extent the objectives of the project were suited to the competencies, priorities and policies of National Council for Vocational Education and Training (NCVET)?
- How important is the relevance or significance was the support of this project regarding the Mongolia's vocational education and training and employment promotion agenda?

⁷ The Evaluation Manager is the staff of the Contracting Authority managing the evaluation contract. In most cases this person will be the Operational manager of the Action(s) under evaluation.

Effectiveness:

- To what extent has STVET 1 contributed to making TVET sector efficient, sustainable and demand driven, with attention to rural areas, establishment of an appropriate quality assurance procedures for assessment and certification? To what extent results and –consequently- objectives are likely to be achieved?
- To what extent has STVET 2 contributed to supporting relevant stakeholders at national, regional and aimag level in identifying and replicating ‘best practices’ which will allow the development of rural economy and the rural employment in Mongolia, especially in the vegetable and livestock sectors along their value chain and in the textile industry sector? To what extent results and – consequently- objectives are likely to be achieved?
- What were the major factors influencing the achievement or non-achievement of results and objectives?

Efficiency:

- To what extent the project was efficient for provision of technical assistance and organizing study tours?

Impact:

- To what extent has the project contributed to advancement of EU agenda for supporting employment and poverty reduction?
- To what extent have the policy recommendations formulated by STVET led to concrete policy reforms or strengthening policy framework?

Sustainability:

- To what extent has the project managed to put in place mechanisms to build capacities among civil servants in a sustainable way?

2.3 Phases of the evaluation and required outputs

The evaluation process will be carried out in three phases: an Inception Phase, a Field Phase, and a Synthesis Phase.

The outputs of each phase are to be submitted at the end of the corresponding phases as specified in the synoptic table in section 2.3.1.

2.3.1 Synoptic table

The following table presents an overview of the key activities to be conducted within each phase and lists the outputs to be produced by the evaluator as well as the key meetings with the Contracting Authority and the Reference Group. The main content of each output is described in Chapter 0.

Phases of the evaluation	Key activities	Outputs and meetings
<u>Inception Phase</u>	<ul style="list-style-type: none"> • Initial document/data collection and analysis • Background analysis • Inception interviews • Stakeholder analysis • Reconstruction (or as necessary, construction) of the Intervention Logic, and / or description of the Theory of Change (based upon 	<ul style="list-style-type: none"> • <i>Kick-off meeting with the Contracting Authority and the Reference Group</i> in via teleconference. • Inception report • Slide presentation of the Inception Report

Phases of the evaluation	Key activities	Outputs and <i>meetings</i>
	available documentation and interviews) <ul style="list-style-type: none"> • Identification of information gaps and of hypotheses to be tested in the field phase • Methodological design of the evaluation (Evaluation Questions with judgement criteria, indicators and methods of data collection and analysis) and evaluation matrix • Interviews 	
Field Phase	<ul style="list-style-type: none"> • Gathering of primary evidence with the use of the most appropriate techniques • Data collection and analysis • Interviews 	<ul style="list-style-type: none"> • <i>Initial meetings in the country with EU Delegation and main project beneficiaries.</i> • Intermediary Report • Slide Presentation of key findings of the field phase • Meetings in selected project sites inside Mongolia • <i>Debriefing with EU Delegation via face-to-face meeting</i>
Synthesis phase	<ul style="list-style-type: none"> • Final analysis of findings (with focus on the Evaluation Questions) • Formulation of the overall assessment, conclusions and recommendations • Reporting 	<ul style="list-style-type: none"> • Draft Final Report • Executive Summary according to the standard template published in the EVAL module • Final Report • <i>Meeting with EUD Delegation.</i>

2.3.2 Inception Phase

This phase aims at structuring the evaluation and clarifying the key issues to be addressed.

The phase will start with initial background study, to be conducted by the evaluators from home. It will then continue with a kick-off session via teleconference in between the relevant EU services in the EU Delegation and the evaluators. The meeting aims at arriving at a clear and shared understanding of the scope of the evaluation, its limitations and feasibility. It also serves to clarify expectations regarding evaluation outputs, the methodology to be used and, where necessary, to pass on additional or latest relevant information.

In the Inception phase, the relevant documents will be reviewed (see annex II)

Further to a first desk review of the political, institutional and/or technical/cooperation framework of EU support to Mongolia, the evaluator, will reconstruct or as necessary construct, the Intervention Logic of the Action to be evaluated.

Furthermore, based on the Intervention Logic, the evaluators will develop a narrative explanation of the logic of the Action that describes how change is expected to happen within the Action, all along its results chain, i.e. Theory of Change. This explanation includes an assessment of the evidence underpinning this logic (especially between outputs and outcomes, and between outcomes and impact), and articulates the

assumptions that must hold for the Action to work, as well as identification of the factors most likely to inhibit the change from happening.

Based on the Intervention Logic and the Theory of Change the evaluators will finalise i) the Evaluation Questions with the definition of judgement criteria and indicators, the selection of data collection tools and sources, ii) the evaluation methodology, and iii) the planning of the following phases.

The methodological approach will be represented in an Evaluation Design Matrix⁸, which will be included in the Inception Report. The **methodology of the evaluation should be gender sensitive, contemplate the use of sex- and age-disaggregated data and demonstrate how actions have contributed to progress on gender equality.**

The limitations faced or to be faced during the evaluation exercise will be discussed and mitigation measures described in the Inception Report. Finally, the work plan for the overall evaluation process will be presented and agreed in this phase; this work plan shall be in line with that proposed in the present ToR. Any modifications shall be justified and agreed with the Evaluation Manager.

During the Inception Phase preparatory interviews will take place if needed.

On the basis of the information collected, the evaluator should prepare an **Inception Report**; its content is described in Chapter 5.2.

The evaluator will then present the **Inception Report** to the EU Delegation to Mongolia.

2.3.3 Field Phase

The Field Phase starts after approval of the Inception Report by the Evaluation Manager.

The Field Phase aims at validating / changing the preliminary answers formulated during the Inception phase and further completing information through primary research.

If any significant deviation from the agreed work plan or schedule is perceived as creating a risk for the quality of the evaluation or not respecting the end of the validity of the specific contract, these elements are to be immediately discussed with the Evaluation Manager and, regarding the validity of the contract, corrective measures undertaken.

In the first days of the field phase, the evaluator shall hold a briefing meeting with the EU Delegation in Mongolia.

During the field phase, the evaluator shall ensure adequate contact and consultation with, and involvement of the different stakeholders; with the relevant government, authorities and agencies. Throughout the mission the evaluator will use the most reliable and appropriate sources of information, respect the rights of individuals to provide information in confidence, and be sensitive to the beliefs and customs of local social and cultural environments.

At the end of the field phase, the evaluator will summarise its work, analyse the reliability and coverage of data collection, and present preliminary findings in a meeting with the EU Delegation.

At the end of the Field Phase an **Intermediary Report** will be prepared; its content is described in Chapter 0.

⁸ *The Evaluation Matrix is a tool to structure the evaluation analysis (by defining judgement criteria and indicators for each evaluation question). It helps also to consider the most appropriate and feasible data collection method for each of the questions,*

2.3.4 Synthesis Phase

This phase is devoted to the preparation by the contractor of **two distinct documents**: the **Executive Summary** and the **Final Report**, whose structures are described in the Annex III; it entails the analysis of the data collected during the inception and field phases to answer the Evaluation Questions and preparation of the overall assessment, conclusions and recommendations of the evaluation.

The evaluator will present, in a single Report with Annexes, their findings, conclusions and recommendations in accordance with the structure in Annex III; a separate Executive Summary will be produced as well, following the compulsory format given in the EVAL module (see Annex III).

The evaluator will make sure that:

- Their assessments are objective and balanced, statements are accurate and evidence-based, and recommendations realistic and clearly targeted.
- When drafting the report, they will acknowledge clearly where changes in the desired direction are known to be already taking place.
- The wording, inclusive of the abbreviations used, takes into account the audience as identified in art. 2.1 above.

The evaluator will deliver and then present in Mongolia the **Draft Final Report** to the Reference Group to discuss the draft findings, conclusions and recommendations.

The Evaluation Manager consolidates the comments expressed by the Reference Group members and sends them to the evaluator for the report revision, together with a first version of the Quality Assessment Grid (QAG) assessing the quality of the Draft Final Report. The content of the QAG will be discussed with the evaluator to verify if further improvements are required, and the evaluator will be invited to comment on the conclusions formulated in the QAG (through the EVAL Module).

The evaluator will then finalise the **Final Report** and the **Executive Summary** by addressing the relevant comments. While potential quality issues, factual errors or methodological problems should be corrected, comments linked to diverging judgements may be either accepted or rejected. In the latter instance, the evaluator must explain the reasons in writing. After approval of the final report, the QAG will be updated and sent to the evaluators via EVAL Module.

2.4 Specific Contract Organisation and Methodology (Technical offer)

The invited Framework Contractors will submit their specific Contract Organisation and Methodology by using the standard SIEA template B-VII-d-i and its annexes 1 and 2 (B-VII-d-ii).

The evaluation methodology proposed to undertake the assignment will be described in the Chapter 3 (Strategy and timetable of work) of the template B-VII-d-i. Contractors will describe how their proposed methodology will address the cross-cutting issues mentioned in these Terms of Reference and notably gender equality and the empowerment of women. This will include (if applicable) the communication action messages, materials and management structures.

2.5 Management and Steering of the evaluation

2.5.1 At the EU level

The evaluation is managed by the Project Manager Ms. Bolor Erdene of the European Union Delegation to Mongolia; the progress of the evaluation will be followed closely with the assistance of a Reference Group consisting of members of EU Services DEVCO and EU Delegation to Mongolia. Shall we refer to the Government of Mongolia(please look at the template page 19th?)

The main functions of the Reference Group are:

- To define and validate the Evaluation Questions.
- To facilitate contacts between the evaluator and the EU services and external stakeholders.
- To ensure that the evaluator has access to and has consulted all relevant information sources and documents related to the Action.
- To discuss and comment on notes and reports delivered by the evaluator. Comments by individual group members are compiled into a single document by the Evaluation Manager and subsequently transmitted to the evaluator.
- To assist in feedback on the findings, conclusions, lessons and recommendations from the evaluation.
- To support the development of a proper follow-up action plan after completion of the evaluation.

2.5.2 At the Contractor level

Further to the Requirements set in the art. 6 of the Global Terms of Reference and in the Global Organisation and Methodology, respectively annexes II and III of the Framework contract SIEA 2018, the contractor is responsible for the quality of: the process; the evaluation design; the inputs and the outputs of the evaluation. In particular, it will:

- Support the evaluator in its role, mainly from a management perspective. In this regard, the contractor should make sure that, for each evaluation phase, specific tasks and outputs are clearly defined and understood by the evaluator.
- Provide backstopping and quality control of the evaluator's work throughout the assignment.
- Ensure that the evaluators are adequately resourced to perform all required tasks within the time framework of the contract.

2.6 Language of the Specific contract

The language of the specific contract is to be English.

3 EXPERTISE REQUIRED

3.1 Number of experts and of working days per category

The table below indicates the minimum number of evaluators and the minimum number of working days (overall and in the field), per category of experts to be foreseen by the Contractor.

Category of experts	Minimum number of evaluators	Total minimum number of working days (total)	(Out of which) minimum number of working days on mission
Cat I	1	33	20
Cat II			
Cat III			

3.2 Expertise required

Minimum requirements (Cat. I expert):

- Education: Master Degree in Sociology, Management, Education and Labour or relevant to the assignment Economics?

- The expert shall have a cumulative professional experience of at least 15 years or equivalent professional experience of at least 12 years in specific sector (preferably Sociology, Management, Education, Labour or other), if the candidates do not possess a Master Degree in relevant field.
- The expert shall have a cumulative professional experience of at least 12 years at international level in monitoring and evaluation procedures and methodologies applied to the various modalities of implementation, instruments and channels of cooperation/aid delivery including programme/project management.
- The expert shall have a cumulative professional experience in at least 12 projects at senior level within a team of international and national consultants.
- The expert shall have evaluation experience of not less than 8 development cooperation projects.
- Experience of acting as Team Leader of an Evaluation Team at minimum of 5 projects.
- Experience of work in central Asian countries, especially in developing countries with similar socio-economic landscape.

Additional requirements of the expert (Cat. I expert):

- Knowledge of technical and/or financial programme management as well as of Project Cycle Management (PCM) and Logical Framework Approaches analysis (proven by at least 5 experiences in the course of the last 10 years);
- Prior experience in conducting an evaluation for development and cooperation interventions in the good governance and public financial management sector.
- In-depth understanding of international cooperation, especially bilateral/multilateral relationships.
- Strong institutional network with significant experience in working with relevant ministries and stakeholders.
- Be computer literate in standard software applications.
- Proven experience with EU-funded programmes is desirable.

Language skills of the expert (Cat. I expert):

- English: the expert shall possess a level C2 expertise;
- Mongolian: knowledge of Mongolian is an Asset

Languages levels are defined for understanding, speaking and writing skills by the Common European Framework of Reference for Languages available at <https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr> and shall be demonstrated by certificates or by past relevant experience.

The European Union pursues an equal opportunities policy. Gender equality at all levels, is highly recommended.

3.3 Presence of management team for briefing and/or debriefing

The presence of members of the management team is not required for briefing or debriefing purposes.

4 LOCATION AND DURATION

4.1 Starting period

Provisional start of the assignment is March 2020.

4.2 Foreseen duration of assignment in calendar days

Maximum duration of the assignment: 60 calendar days.

This overall duration includes working days, week-ends, periods foreseen for comments, for review of draft versions, debriefing sessions, and distribution of outputs.

4.3 Planning, including the period for notification for placement of the staff⁹

As part of the technical offer, the framework contractor must fill in the timetable in the Annex IV (to be finalised in the Inception Report). The 'Indicative dates' are not to be formulated as fixed dates but rather as days (or weeks, or months) from the beginning of the assignment (to be referenced as '0').

Sufficient forward planning is to be taken into account in order to ensure the active participation and consultation with government representatives, national / local or other stakeholders.

4.4 Locations of assignment

The assignment will take place in Ulaanbaatar, Mongolia, with 3 field visits to 3-4 selected provinces for 10 working days. Per diems shall only be foreseen for the field visits outside Ulaanbaatar.

5 REPORTING

5.1 Content, timing and submission

The outputs must match quality standards. The text of the reports should be illustrated, as appropriate, with maps, graphs and tables; a map of the area(s) of Action is required (to be attached as Annex).

List of outputs:

	Number of Pages (excluding annexes)	Main Content	Timing for submission
Inception Report	Maximum 20 pages	<ul style="list-style-type: none">• Intervention logic• Stakeholder map• Preliminary answers to each Evaluation Question, with indication of the limitations of the available information• Data gaps to be addressed, issues still to be covered and hypotheses to be tested during the field visit	End of Inception Phase

⁹ As per art 16.4 a) of the General Conditions of the Framework Contract SIEA

	Number of Pages (excluding annexes)	Main Content	Timing for submission
		<ul style="list-style-type: none"> • Methodology for the evaluation, incl.: <ul style="list-style-type: none"> ○ Evaluation Matrix: Evaluation Questions, with judgement criteria and indicators, and data analysis and collection methods ○ Consultation strategy ○ Field visit approach • Analysis of risks related to the evaluation methodology and mitigation measures • Work plan 	
Intermediary Report	N/A	<ul style="list-style-type: none"> • Activities conducted during the field phase • Difficulties encountered during the field phase and mitigation measures adopted • Key preliminary findings (combining inception and field ones) 	End of the Field Phase
Draft Final Report	Maximum 75 pages	<ul style="list-style-type: none"> • <u>Cf. detailed structure in Annex III</u> 	End of Synthesis Phase
Draft Executive Summary – by using the EVAL online template	N/A	<ul style="list-style-type: none"> • <u>Cf. detailed structure in Annex III</u> 	End of Synthesis Phase
Final report	Maximum 75 pages	<ul style="list-style-type: none"> • Same specifications as of the Draft Final Report, incorporating any comments received from the concerned parties on the draft report that have been accepted 	2 weeks after having received comments to the Draft Final Report.
Executive Summary – by using the EVAL online template	N/A	<ul style="list-style-type: none"> • Same specifications as for the Draft Executive Summary, incorporating any comments received from the concerned parties on the draft report that have been accepted 	Together with the final version of the Final Report

5.2 Use of the EVAL module by the evaluators

It is strongly recommended that the **submission of deliverables** by the selected contractor **be performed through their uploading in the EVAL Module**, an evaluation process management tool and repository of the European Commission. The selected contractor will receive access to online and offline guidance in order to operate with the module during the related Specific contract validity.

5.3 Comments on the outputs

For each report, the Evaluation Manager will send to the Contractor consolidated comments received from the Reference Group or the approval of the report within 15 calendar days. The revised reports

addressing the comments shall be submitted within 15 calendar days from the date of receipt of the comments. The evaluator should provide a separate document explaining how and where comments have been integrated or the reason for not integrating certain comments, if this is the case.

5.4 Assessment of the quality of the Final Report and of the Executive Summary

The quality of the draft versions of the Final Report and of the Executive Summary will be assessed by the Evaluation Manager using the online Quality Assessment Grid (QAG) in the EVAL Module (text provided in Annex V). The Contractor is given – through the EVAL module - the possibility to comment on the assessments formulated by the Evaluation Manager. The QAG will then be reviewed following the submission of the final version of the Final Report and of the Executive Summary.

The compilation of the QAG will support/inform the compilation by the Evaluation Manager of the FWC SIEA's Specific Contract Performance Evaluation.

5.5 Language

All reports shall be submitted in English.

In addition it is requested that Executive Summary and Final report be translated in Mongolian.

5.6 Number of report copies

Apart from their submission -preferably via the EVAL Module-, the approved version of the Final Report will be also provided in three paper copies and in electronic version (WORD and PDF) at no extra cost.

5.7 Formatting of reports

All reports will be produced using Font Arial or Times New Roman minimum letter size 11 and 12 respectively, single spacing, double sided. They will be sent in Word and PDF formats.

ANNEXES

ANNEX I: SPECIFIC TECHNICAL EVALUATION CRITERIA

SPECIFIC TECHNICAL EVALUATION CRITERIA

[Request for Services n ACA/2019/ 410-556

FWC SIEA 2018 - LOT 4: Human Development and Safety Net

EuropeAid/138778/DH/SER/multi

1. TECHNICAL EVALUATION CRITERIA

The Contracting Authority selects the offer with the best value for money using an 80/20 weighting between technical quality and price¹⁰.

Technical quality is evaluated on the basis of the following grid:

Criteria	Maximum
Total score for Organisation and Methodology	50
<ul style="list-style-type: none">Understanding of ToR and the aim of the services to be provided	10
<ul style="list-style-type: none">Overall methodological approach, quality control approach, appropriate mix of tools and estimate of difficulties and challenges	25
<ul style="list-style-type: none">Technical added value, backstopping and role of the involved members of the consortium	5
<ul style="list-style-type: none">Organisation of tasks including timetable	10
Score for the expertise of the expert	50
OVERALL TOTAL SCORE	100

2. TECHNICAL THRESHOLD

Any offer falling short of the technical threshold of 75 out of 100 points, is automatically rejected.

¹⁰ For more details about the 80/20 rule, please see the PRAG, chapter 3.3.10.5 - https://ec.europa.eu/europeaid/funding/about-funding-and-procedures/procedures-and-practical-guide-prag_en

ANNEX II: INFORMATION THAT WILL BE PROVIDED TO THE EVALUATOR

- Legal texts and political commitments pertaining to the Action(s) to be evaluated
- Country Strategy Paper Mongolia and Indicative Programmes (and equivalent) for the periods covered
- Relevant national / sector policies and plans from National and Local partners and other donors
- Political Economy Analysis
- Action's quarterly and annual progress reports, and technical reports
- European Commission's Result Oriented Monitoring (ROM) Reports.
- Action's mid-term evaluation report and other relevant evaluations, audit, reports
- Relevant documentation from National/Local partners and other donors
- Gender Country Profile
- Calendar and minutes of all the meeting of the Steering Committee of the Action(s)
- Any other relevant document

Note: The evaluator has to identify and obtain any other document worth analysing, through independent research and during interviews with relevant informed parties and stakeholders of the Action.

ANNEX III: STRUCTURE OF THE FINAL REPORT AND OF THE EXECUTIVE SUMMARY

The contractor will deliver – preferably through their uploading in the EVAL Module - two distinct documents: the **Final Report** and the **Executive Summary**. They must be consistent, concise and clear and free of linguistic errors both in the original version and in their translation – if foreseen.

The Final Report should not be longer than the number of pages indicated in Chapter 6. Additional information on the overall context of the Action, description of methodology and analysis of findings should be reported in an Annex to the main text.

The presentation must be properly spaced and the use of clear graphs, tables and short paragraphs is strongly recommended.

The cover page of the Final Report shall carry the following text:

“This evaluation is supported and guided by the European Commission and presented by [name of consulting firm]. The report does not necessarily reflect the views and opinions of the European Commission”.

Executive Summary

A short, tightly-drafted, to-the-point and free-standing Executive Summary. It should focus on the key purpose or issues of the evaluation, outline the main analytical points, and clearly indicate the main conclusions, lessons to be learned and specific recommendations. It is to be prepared by using the specific format foreseen in the EVAL Module.

The main sections of the evaluation report shall be as follows:

1. Introduction

A description of the Action, of the relevant country/region/sector background and of the evaluation, providing the reader with sufficient methodological explanations to gauge the credibility of the conclusions and to acknowledge limitations or weaknesses, where relevant.

2. Answered questions / Findings

A chapter presenting the answers to the Evaluation Questions, supported by evidence and reasoning.

3. Overall assessment (optional)

A chapter synthesising all answers to Evaluation Questions into an overall assessment of the Action. The detailed structure of the overall assessment should be refined during the evaluation process. The relevant chapter has to articulate all the findings, conclusions and lessons in a way that reflects their importance and facilitates the reading. The structure should not follow the Evaluation Questions, the logical framework or the evaluation criteria.

4. Conclusions and Recommendations

4.1 Conclusions

This chapter contains the conclusions of the evaluation, organised per evaluation criterion.

In order to allow better communication of the evaluation messages that are addressed to the Commission, a table organising the conclusions by order of importance can be presented, or a paragraph or sub-chapter emphasizing the 3 or 4 major conclusions organised by order of importance, while avoiding being repetitive.

4.2 Recommendations

They are intended to improve or reform the Action in the framework of the cycle under way, or to prepare the design of a new Action for the next cycle.

Recommendations must be clustered and prioritised, and carefully targeted to the appropriate audiences at all levels, especially within the Commission structure.

4.3 Lessons learnt

Lessons learnt generalise findings and translate past experience into relevant knowledge that should support decision making, improve performance and promote the achievement of better results. Ideally, they should support the work of both the relevant European and partner institutions.

5. Annexes to the report

The report should include the following annexes:

- The Terms of Reference of the evaluation
- The names of the evaluators (CVs can be shown, but summarised and limited to one page per person)
- Detailed evaluation methodology including: options taken, difficulties encountered and limitations; detail of tools and analyses.
- Evaluation Matrix
- Intervention logic / Logical Framework matrices (planned/real and improved/updated)
- Relevant geographic map(s) where the Action took place
- List of persons/organisations consulted
- Literature and documentation consulted
- Other technical annexes (e.g. statistical analyses, tables of contents and figures, matrix of evidence, databases) as relevant
- Detailed answer to the Evaluation Questions, judgement criteria and indicators

ANNEX IV: PLANNING SCHEDULE

This annex must be included by Framework Contractors in their Specific Contract Organisation and Methodology and forms an integral part of it. Framework Contractors can add as many rows and columns as needed.

The phases of the evaluation shall reflect those indicated in the present Terms of Reference.

		Indicative Duration in working days ¹¹		
Activity	Location	Team Leader	Evaluator ...	Indicative Dates
Inception phase: total days				
•				
•				
Field phase: total days				
•				
•				
Synthesis phase: total days				
•				
•				
TOTAL working days (maximum)				

¹¹ Add one column per each evaluator

ANNEX V: QUALITY ASSESSMENT GRID

The quality of the Final Report will be assessed by the Evaluation Manager (since the submission of the draft Report and Executive Summary) using the following quality assessment grid, which is included in the **EVAL Module**; the grid will be shared with the evaluation team, which will have the possibility to include their comments.

Action (Project/Programme) evaluation – Quality Assessment Grid Final Report

Evaluation data			
Evaluation title			
Evaluation managed by		Type of evaluation	
CRIS ref. of the evaluation contract		EVAL ref.	
Evaluation budget			
EUD/Unit in charge		Evaluation Manager	
Evaluation dates	Start:		End:
Date of draft final report		Date of Response of the Services	
Comments			
Project data			
Main project evaluated			
CRIS # of evaluated project(s)			
DAC Sector			
Contractor's details			
Evaluation Team Leader		Evaluation Contractor	
Evaluation expert(s)			

Legend: scores and their meaning

Very satisfactory: criterion entirely fulfilled in a clear and appropriate way

Satisfactory: criterion fulfilled

Unsatisfactory: criterion partly fulfilled

Very unsatisfactory: criterion mostly not fulfilled or absent

The evaluation report is assessed as follows

1. Clarity of the report

This criterion analyses the extent to which both the Executive Summary and the Final Report:

- Are easily readable, understandable and accessible to the relevant target readers
- Highlight the key messages
- The length of the various chapters and annexes of the Report are well balanced
- Contain relevant graphs, tables and charts facilitating understanding
- Contain a list of acronyms (only the Report)
- Avoid unnecessary duplications
- Have been language checked for unclear formulations, misspelling and grammar errors
- The Executive Summary is an appropriate summary of the full report and is a free-standing document



Strengths	Weaknesses	Score
Contractor's comments	Contractor's comments	

2. Reliability of data and robustness of evidence

This criterion analyses the extent to which:

- Data/evidence was gathered as defined in the methodology
- The report considers, when relevant, evidence from EU and/or other partners' relevant studies, monitoring reports and/or evaluations
- The report contains a clear description of the limitations of the evidence, the risks of bias and the mitigating measures





Strengths	Weaknesses	Score
Contractor's comments	Contractor's comments	


3. Validity of Findings

This criterion analyses the extent to which:

- Findings derive from the evidence gathered
- Findings address all selected evaluation criteria
- Findings result from an appropriate triangulation of different, clearly identified sources



<ul style="list-style-type: none"> When assessing the effect of the EU intervention, the findings describe and explain the most relevant cause/effect links between outputs, outcomes and impacts The analysis of evidence is comprehensive and takes into consideration contextual and external factors 		
Strengths	Weaknesses	Score
Contractor's comments	Contractor's comments	
4. Validity of conclusions		
This criterion analyses the extent to which:		
<ul style="list-style-type: none"> Conclusions are logically linked to the findings, and go beyond them to provide a comprehensive analysis Conclusions appropriately address the selected evaluation criteria and all the evaluation questions, including the relevant cross-cutting dimensions Conclusions take into consideration the various stakeholder groups of the evaluation Conclusions are coherent and balanced (i.e. they present a credible picture of both strengths and weaknesses), and are free of personal or partisan considerations (If relevant) whether the report indicates when there are not sufficient findings to conclude on specific issues 		
Strengths	Weaknesses	Score
Contractor's comments	Contractor's comments	
5. Usefulness of recommendations		
This criterion analyses the extent to which the recommendations:		
<ul style="list-style-type: none"> Are clearly linked to and derive from the conclusions Are concrete, achievable and realistic Are targeted to specific addressees Are clustered (if relevant), prioritised, and possibly time-bound (If relevant) provide advice for the Action's exit strategy, post-Action sustainability or for adjusting Action's design or plans 		
Strengths	Weaknesses	Score
Contractor's comments	Contractor's comments	

6. Appropriateness of lessons learnt analysis (if requested by the ToR or included by the evaluators)		
<p>This criterion is to be assessed only when requested by the ToR or included by evaluators and is not to be scored. It analyses the extent to which:</p> <ul style="list-style-type: none"> Lessons are identified When relevant, they are generalised in terms of wider relevance for the institution(s) 		
Strengths	Weaknesses	
Contractor's comments	Contractor's comments	
Final comments on the overall quality of the report		Overall score

ANNEX VI: LOGICAL FRAMEWORK MATRIX (LOGFRAME) OF THE EVALUATED ACTION

STVET 1

TAPs - Support to Technical and Vocational Education and Training (TVET) DCI-ASIE/2011/022-921

Appendix 1 – Logical Framework

Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
OVERALL OBJECTIVE			
<ul style="list-style-type: none"> To support the economic development and human capital potential of Mongolia 	<ul style="list-style-type: none"> Economic development consonant with the fit between supply and demand of labour 	<ul style="list-style-type: none"> Data from the State Statistical Committee/Labour market surveys GoM budget Reports from MSWL Reports from MONEF NDIC Economic Review 	<ul style="list-style-type: none"> Economic growth trends and political stability remain constant Government keeps momentum to move towards a demand and employer-led TVET system and continues towards diversification of the economy and ownership of enterprises
PROJECT PURPOSE			
<ul style="list-style-type: none"> To strengthen and consolidate the work of the TVET Agency to establish and initiate an efficient, quality assured, sustainable and demand driven TVET sector 	<ul style="list-style-type: none"> Effective Network of National and Sector Councils in place AVET-led coordination strategies with MECS, MSWL, Ministry of Food, Agriculture and Light Industries (MOFALI) & other line ministries AVET-led coordination of the TVET sector Working Group Increase number of staff appointed who have been capacity-built through the project 	<ul style="list-style-type: none"> National Council Reports AVET Reports Coordination programme with ministries GoM-Donor TVET Working Group reports Reports donors working in the area of TVET Feedback from RMCs and VTPCs 	<ul style="list-style-type: none"> Government continues to give high priority to VET and to ensure that AVET has sufficient (human and financial resources) to carry out its work effectively Active participation of all stakeholders at national, regional and local levels in the project's activities. Improved donor coordination to ensure alignment of project objectives
RESULTS			
<p>Strengthened leadership capacities of the Agency for TVET and support to the National Council on Vocational Education and Training (NCVET) and Sector Councils to ensure an effective and coherent TVET modernization process which is consonant with the reform agenda of GoM, alignment of donor funded</p>	<ul style="list-style-type: none"> Improved leadership in TVET institutions Institutionalized public-private partnership Improved cost effectiveness of TVET provision NCVET's Financial decisions Operational capacity of NCVET and Sector councils 	<ul style="list-style-type: none"> GoM budgeting documents Annual AVET report Millennium Challenge Account Final Report Ministry of Education, Culture and Science (MECS) reports Ministry of Social Welfare and Labour (MSWL) reports Mongolian National Employers' 	<ul style="list-style-type: none"> VET reform is perceived as integral to a national human resource development strategy Smooth transition of leadership / management from AVET of project MCA activities Full cooperation from involved Ministries, local authorities and VET schools

Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
projects, and inclusion of private investors.	<ul style="list-style-type: none"> Joint AVET-led donor-project performance management reviews 	<ul style="list-style-type: none"> Federation (MONEF) Reports NCVET's and sector councils protocols and decisions GoM-Donor TVET Working Group reports Donor Reports 	<ul style="list-style-type: none"> Improved donor coordination based on programme approach (with SDAC)
Strengthened capacities of VET schools to meet the qualification requirements of an expanding and diversifying labour market through the nation-wide implementation of competence-based programmes and quality assurances processes	<ul style="list-style-type: none"> Annual percentage increase in the numbers of VET Institution graduates who get jobs in their respective disciplines Improved 'localization' of jobs by industry Qualifications issued by TVET institutions matched to occupational standards 	<ul style="list-style-type: none"> TVET Institutional & Career guidance reports National stats for employments GoM-Donor TVET Working Group reports Reports from MSWL Comparative international stats for employment National Labour Market Statistics MONEF Reports Reports from MOFALI 	<ul style="list-style-type: none"> VET reform is perceived as integral to a national human resource development strategy Full cooperation from involved Ministries, local authorities and VET schools
Increased coverage of the VET agriculture curricula and strengthened implementation capacities of VET agriculture programmes to benefit rural economies	<ul style="list-style-type: none"> Newly qualified agriculture graduates matching skills demands Reduced migration from rural to urban areas Expanded opportunities for non formal education for disadvantaged areas 	<ul style="list-style-type: none"> Reports from MOFALI Reports from MSWL Data from State Statistical Committee/Labour market surveys NGO and other community-based reports 	<ul style="list-style-type: none"> Government and social partners accept need for coordinated non formal VET strategy and programmes for disadvantaged groups
ACTIVITIES			
<ul style="list-style-type: none"> Strengthen strategic decision-making capacities at AVET to foster private-public partnerships 	<ul style="list-style-type: none"> AVET capacities to support NC VET and SCVET increased Yearly PPP forums implemented Increased private sector funding for the TVET sector Communication on TVET improved 	<ul style="list-style-type: none"> Reports from SC, PPP forums, AVET website, and publications MONEF Reports NDIC Reports Financial statements of private sector funding 	<ul style="list-style-type: none"> AVET continues to invest in capacity building Willingness of the private sector to support TVET institutions/ seminars etc
<ul style="list-style-type: none"> Set-up a leadership programme for TVET-related managers 	<ul style="list-style-type: none"> Training programmes implemented Training is linked with reward 	<ul style="list-style-type: none"> Training materials in place Participants – Number/ professional background 	<ul style="list-style-type: none"> Commitment of AVET to leadership and change management training

Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
	programme	<ul style="list-style-type: none"> • AVET Report • NCVET Reports • PSC Reports • Participants details & reports 	
<ul style="list-style-type: none"> • Strengthen the TVET quality assurance system to ensure uniformity of acceptance of qualifications 	<ul style="list-style-type: none"> • Employer awareness of national occupational standards • Increased recognition & acceptance of national TVET qualifications • AVET management and Educators understand QA principles/NVQF • Standards and tools developed 	<ul style="list-style-type: none"> • Labour market statistics • Private sector reports (e.g. MONEF, NDIC Committee etc) • AVET reports • VPTC reports • PSC Reports 	<ul style="list-style-type: none"> • Value of QA appreciated in the VET sector • NVQF accepted and understood by TVET establishment & employers
<ul style="list-style-type: none"> • Strengthen Vocational Training and Production Centres & National Learning Resource Centre to embed new curricula and provide continuous professional development. 	<ul style="list-style-type: none"> • Qualified human resources for new curricula implementation available & trained • Developed and revised curricula being applied • E-learning programmes & systems developed • Guidelines developed & disseminated 	<ul style="list-style-type: none"> • AVET Reports • NLRC and MRC Reports • VPTC Reports • PSC Reports 	<ul style="list-style-type: none"> • NLRC established under MCA programme • Staff from NLRC and MRCs released for capacity-building • Funding for MRC training programmes available
<ul style="list-style-type: none"> • Support to technical and vocational training at regional and provincial levels 	<ul style="list-style-type: none"> • Report on number and scope of new curricula to be developed • New curricula disseminated and in use • Access to formal/non-formal TVET education improved 	<ul style="list-style-type: none"> • Identification Report for new curricula • New curricula • AVET Reports • Agriculture Sector Council Reports • PSC Reports • MOFALI Reports 	<ul style="list-style-type: none"> • Cooperation with other donor groups & projects • Close cooperation with the Ministry of Food, Agriculture and Light Industries

STVET 2

Intervention logic	Objectively verifiable indicators	Sources of verification	Assumptions
OVERALL OBJECTIVE			
<p>The overall objective of the project, of which this contract will be a part is as follows: To support the economic development and human capital potential of the Mongolia government by enabling key stakeholders to provide an efficient, sustainable and demand driven Technical and Vocational Education and Training in a way that is responsive to the needs of a rapidly changing labour market with attention to rural areas.</p> <p>The purpose of this contract is as follows: To support relevant stakeholders at national, regional and Aimag level in identifying and replicating 'best practices' which will allow the development of rural economy and the rural employment in Mongolia, especially in the vegetable and livestock sectors along their value chain and in the textile industry sector.</p>	<ul style="list-style-type: none"> • National figures on uptake of vocational education and training • Employment increase and diversification especially in rural areas • The VET system is reformed through consultation with and participation of key stakeholders. • Reformed VET system has stakeholder agreement and approval • • Best practices have been replicated at large scale across the selected Aimags • Increased amount of VET institutions deliver best practices • Selected sectors use improved occupational standards, curricula and training material 	<ul style="list-style-type: none"> • Economic data (e.g. statistical office) • LECO data on employment • Feedback from stakeholders • International reports on VET and economic development in Mongolia (e.g. ETF) • • Inspection of the VET system in line with project's objectives and Master Plan/VET strategy objectives • Documentation of participative development of the new structure • Feedback from VET stakeholders on changes in communication and cooperation within and between organisations 	<ul style="list-style-type: none"> • The macro-economic and public finance situation does not deteriorate due to exogenous/endogenous shocks (for example, global crisis, regional conflict etc.) and jeopardise the sustainability of the project. • • Strong ownership and commitment on the side of the Mongolian authorities • Willingness and resources of stakeholders to work on and within new VET structure • VET strategy 2013-2016 will be finalised and approved for implementation • Realistic resources are available for implementation of the VET strategy
RESULTS TO BE ACHIEVED BY THE CONSULTANT			
<ol style="list-style-type: none"> 1. An exhaustive Survey on best practices in the vegetable, livestock and textile sectors in Mongolia is carried out and is presented to the PSC 2. The Survey on best practices in the vegetable, livestock and textile sectors is assessed, presented, nationally shared and discussed among stakeholders and a catalogue is edited 3. The implementation of pilot training and related capacity building for the replication and up-scaling of best 	<ul style="list-style-type: none"> • Surveys submitted and approved • • Stakeholder officially sign up to the catalogue • • Pilot training implemented • Capacity building measures designed and approved 	<ul style="list-style-type: none"> • Approval of the MoL and EUD • • Minutes of meetings, workshops • Written Statements/comments by stakeholders on the survey • • Lists of participants • Agenda of training • Manuals and training material 	<ul style="list-style-type: none"> • Stakeholders are motivated to provide data and information • Labour Market data is available at local/regional level • • Stakeholders will participate in the selection of best practices • • Employers, training providers and training delegates will engage in pilot training relating to

Intervention logic	Objectively verifiable indicators	Sources of verification	Assumptions
<p>practices is supported</p> <p>4. Capacities of the stakeholders (at national, regional and Aimag levels) for the replication and up-scaling of best practices are enhanced</p> <p>5. Project's outputs are well coordinated and embedded among various stakeholders, including private sector and other donor funded projects, to further finance and implement the replicability and upscaling of the best practices.</p>	<ul style="list-style-type: none"> Capacity building measures implemented Workshop on survey results held Capacity building programme agreed on with beneficiaries Capacity of key stakeholders enhanced ToT and CB in/for NLRC, RMCs and VET trainers and school teachers conducted Monitoring and evaluation of results on capacity Up-scaling has taken place through stakeholders Formal communication/coordination structures are set up between TAT, MoL and NLRC. Existing and planned interventions have been considered in planning and implementation of all activities Other interventions of donors are explicitly incorporated into the scaling up process where applicable Participation in VETP platform 	<ul style="list-style-type: none"> Baseline data on capacity and competences within VET institutions Monitoring data on capacities and competencies after the intervention Feedback from end-users (Students) and end beneficiaries (Employers) Design of interventions Minutes of regular meeting (MoL, TAT, NLRC) Collected feedback from donors/projects Active/passive membership approval from VETP 	<p>identified best practices</p> <ul style="list-style-type: none"> Stakeholders are motivated to collaborate with the Project team to develop their capacities Stakeholders at all levels will contribute to the up-scaling programme Stakeholders and donors are willing and have the capacity to continue the up-scaling process
ACTIVITIES			
<p>A1. Carry out a Survey on Best Practices in Mongolia and conduct a Capacity Building Assessment.</p> <p>A2. Based on the Survey, assess and present the best practices to be replicated in Mongolia</p> <p>A3. Present the catalogue of best practices in vegetable, livestock and textile sector; share it nationally and discuss it among stakeholders.</p>	<ul style="list-style-type: none"> Survey team approved Survey design fine tuned and approved Surveys submitted and approved Cost benefit analysis of identified practices conducted Performance monitoring indicators defined and made public Report of best practices presented to MoL and advisory board Catalogue design presented to MoL and advisory board Relevant public has been involved and informed Feedback collection on the catalogue has taken place Feedback has been commented and considered by TAT Catalogue has been edited and put online 	<ul style="list-style-type: none"> Approval of the MoL and EUD Written Statements/comments by stakeholders on the survey List of performance indicators Minutes of meetings, workshops Approval of report by advisory board. and MoL Evidence of capacity of short term training providers to replicate the best practices Feedback questionnaires, minutes, written statements Report on collated and considered feedback Dissemination list of recipients Signature of approval of the report Approval of draft catalogue design by 	<ul style="list-style-type: none"> Willingness of the survey subjects to participate in the survey Participation of stakeholders to assess the best practices Stakeholder full participation in the discussion process

Intervention logic	Objectively verifiable indicators	Sources of verification	Assumptions
A4. Support the implementation of pilot training and related capacity building for the replication and up-scaling of best practices.	<ul style="list-style-type: none"> • Best practices and pilots have been selected by advisory board • Stakeholder officially sign up to the catalogue • CBT Occupational Standards and curricula and training material developed • Training material produced, disseminated and used by training participants and trainers • Quality Assurance in line with NQF/NVQF in place • In absence of NQF/NVQF adequate alternative QA procedures in place • Inspection of the Quality Framework in line with project's objectives and results • Approved Curriculum Development methodology applied • Approved OS Template applied • ToTs and Pilots delivered 	<ul style="list-style-type: none"> • advisory board. and MoL catalogue accessible online • Minutes of best practice selection meeting • Minutes/report on OS development from working groups • OS/curricula submitted to MoL • Developed Training material, in line with CBT approach/best practices • Documentation of procedures and standards for the process of OS/curriculum development • MoL approved templates and guidelines/checklists are filled in/used • ToT participants lists • Monitoring reports of pilots 	<ul style="list-style-type: none"> • Commitment and capacity of stakeholders to develop OS and curricula • Application of the approved methodologies for the development of occupation standards/curricula • Agreement between Education and Labour authorities to integrate NVQF within the NQF • Capacity of both authorities to implement/monitor the system • Sufficient capacity of MoL and NLRC to implement and monitor the QA system
A5. Enhance the capacities of the stakeholders (at aimag, regional and national levels) for the replication and up-scaling of best practices.	<ul style="list-style-type: none"> • Workshop on survey results held • Capacity building programme agreed on with beneficiaries and implemented • Capacity of key stakeholders enhanced • ToT and CB in/for NLRC, RMCs and VET trainers and school teachers conducted • Up-scaling has taken place through stakeholders 	<ul style="list-style-type: none"> • Baseline data on capacity and competences within VET institutions, incl MoL and NLRC • Monitoring data on capacities and competencies after the intervention • Feedback from end-users (Students) and end beneficiaries (Employers) on best practices 	<ul style="list-style-type: none"> • Sufficient capacity for the NRLC / RMC to operate effectively
A6. Co-ordinate and embed the Project's outputs among various stakeholders, including private sector and other donor funded projects,	<ul style="list-style-type: none"> • Formal communication/coordination structures are set up between TAT, Mo, NLRC and SVET I • Advisory Board established and meets regularly • Existing and planned interventions of other projects have been considered in planning and implementation of all activities • Other interventions of donors are explicitly incorporated into the scaling up process where applicable • PPP established for up-scaling • Participation in VETP platform 	<ul style="list-style-type: none"> • Statute of Advisory board • Minutes of regular meeting (MoL, TAT, NLRC) • Design of SVETII interventions • Collected feedback from donors/projects • Active/passive membership approval from VETP • MoU with private sector institutions on PPP 	<ul style="list-style-type: none"> • Other donors and projects are willing to share their planning and results with SVET I • Advisory Board and MoL willing to invest resources into the supervision of the process • Private Sector provides resources for the up-scaling process