

SPECIFIC TERMS OF REFERENCE – PART A

**To conduct tracer Study of "Support to the TVET Sector in Pakistan" Project (TVET III)
(Effectiveness Review)**

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

EuropeAid/138778/DH/SER/multi

SIEA-2018-2769

CONTRACTING AUTHORITY: THE EUROPEAN UNION DELEGATION TO PAKISTAN

CONTENTS

1	BACKGROUND	3
1.1	RELEVANT COUNTRY / REGION / SECTOR BACKGROUND	3
1.1.1	<i>Current situation in the sector</i>	3
1.2	THE INTERVENTION TO BE EVALUATED	5
1.3	STAKEHOLDERS OF THE INTERVENTION	7
1.4	OTHER AVAILABLE INFORMATION	8
2	DESCRIPTION OF THE EVALUATION ASSIGNMENT	8
2.1	OBJECTIVES OF THE EVALUATION	9
2.2	REQUESTED SERVICES	9
2.2.1	<i>Scope of the evaluation</i>	9
2.2.2	<i>Indicative Evaluation Questions</i>	11
2.3	PHASES OF THE EVALUATION AND REQUIRED OUTPUTS	12
2.3.1	<i>Synoptic table</i>	13
2.3.2	<i>Desk phase and Inception Phase</i>	15
2.3.3	<i>Field Phase</i>	16
2.3.4	<i>Synthesis Phase</i>	16
2.3.5	<i>Dissemination phase</i>	18
2.4	SPECIFIC CONTRACT ORGANISATION AND METHODOLOGY (TECHNICAL OFFER)	18
2.5	MANAGEMENT AND STEERING OF THE EVALUATION	19
2.5.1	<i>At the EU level</i>	19
2.5.2	<i>At the Contractor level</i>	19
3	LOGISTICS AND TIMING	19
3.1	PLANNING, INCLUDING THE PERIOD FOR NOTIFICATION FOR PLACEMENT OF THE STAFF	19
4	REQUIREMENTS	20
5	REPORTS	20
5.1	USE OF THE EVAL MODULE BY THE EVALUATORS	20
5.2	NUMBER OF REPORT COPIES	20
5.3	FORMATTING OF REPORTS	20
6	MONITORING AND EVALUATION	20
6.1	CONTENT OF REPORTING	20
6.2	COMMENTS ON THE OUTPUTS	20
6.3	ASSESSMENT OF THE QUALITY OF THE FINAL REPORT AND OF THE EXECUTIVE SUMMARY	20
7	PRACTICAL INFORMATION	20
	ANNEX I: SPECIFIC TECHNICAL EVALUATION CRITERIA	21
	ANNEX II: INFORMATION THAT WILL BE PROVIDED TO THE EVALUATION TEAM	22
	ANNEX III: STRUCTURE OF THE FINAL REPORT AND OF THE EXECUTIVE SUMMARY	23
	ANNEX IV: PLANNING SCHEDULE	25
	ANNEX V: QUALITY ASSESSMENT GRID	26
	ANNEX VI: LOGICAL FRAMEWORK MATRIX (LOGFRAME) OF THE ACTION	30

1 BACKGROUND

1.1 Relevant country / region / sector background

The conditions and perspectives of the TVET subsector cannot be assessed without a reference to the overall social and economic development achievements of Pakistan. According to national and international standards and reports, the beneficiary country is still faced with several critical issues like high inflation, low economic growth rate and insufficient literacy rates, expected years of schooling and gender and rural/urban imbalances. Some progress has been made on the social indicators but at a slower pace when comparing to other countries in South Asia. Among Pakistan population, which was estimated to be 207.77 million¹ according to Population census of 2017 (with current estimates indicating this number has reached 220 million), around 40% are in 15-40 years' age group, with 21.14% between 15-24 years². If properly trained, this young population can be an asset but unfortunately only less than 20% of the population complete secondary school, with still high differences between females and males³, and very small percentage acquire employable skills. Therefore, skilling for gainful employment and enhanced income is one of the most pressing outcome (if not the most critical), which the country must achieve, although the macro-economic conditions and the fluctuating position of PKR on the international exchange markets are not always propitious to employment increase policies in the Business and Industry world⁴. Recent economic events have though opened other windows for economic improvement opportunities, in particular the China Pakistan Economic Corridor (CPEC), which can be, if properly managed, a source of employment for TVET graduates, at federal level but also in Provinces, more probably in Sindh and Balochistan. Moreover, like rest of the world, recent Covid-19 pandemic has also severely hit the economy of the Country. When the current Government took power in 2018, Pakistan's GDP growth was around 5.8%; now it is 0.98% and is likely to be negative by next year as the Country's economy is constantly shrinking, unemployment is rising and various sectors are in crisis. Major victims of COVID-19 outbreak are the micro, small & medium-sized enterprises (MSMEs).

Building on the 10th Five-Year Plan and the Pakistan Framework for Economic Growth of 2011, the Federal government launched in May 2014 "The Vision 2025"⁵ as its key policy framework. Developing human and social capital forms the first pillar of Pakistan Vision 2025. It aims to channelize and streamline the energies of Pakistan's large youth population and realize their immense economic potential. Pakistan's youth bulge can drive innovation and entrepreneurship. The Government of Pakistan is committed to addressing this situation through major investment in youth.

1.1.1 Current situation in the sector

The TVET system in Pakistan is highly fragmented and comprises of a formal and a large informal sector. In the formal sector, the principle sources of TVET provision are public and private training providers, enterprise based skill trainings and NGOs. The informal sector is characterised by the Ustad-Shagird (master-apprentice) tradition of vocational training. The informal sector is important for training. It is estimated that it trains twice as many people as formal TVET.

One of the major causes of unemployment has been the lack of appropriate skills, caused by overall low access to TVET services. The distribution of public TVET institutions varies greatly within and between the provinces. Furthermore, the number of business, and particularly the number of industry establishments,

¹ Provisional summary results of 6th Population and Housing Census 2017

² Pakistan People 2018, CIA World Fact Book

³ Mean years of schooling for those who have left schools or training institutes are 3.8 for females as compared to 5.2 for males and the expected years of schooling for those now under schooling and training are respectively 7.8 and 9.3 5 (source 2018 UNDP statistical Update)

⁴ Thus opening more space and motivation for micro-enterprises and self-entrepreneurship increases

⁵ <http://aan.ndu.edu.pk/download/Post-Report-Ex-NSW-16.pdf>

that could facilitate completion of quality training vary greatly by provinces and are extremely limited in some provinces and regions (such as GB, AJK, Baluchistan and Khyber Pakhtunkhwa (KP)). Only 36% of the women acquire competencies in a formal TVET training.⁶ . Due to traditional social structures, access to TVET and the labor market is difficult for young women. The cultural limitations on female employment vary considerably between rural and urban populations and to a lesser degree between provinces.

Assessment system focusing on competency level is rather weak. Similarly, employment and income verification for ensuring payments for training outcomes does not exist. Systematic tracer studies are relatively new in the existing TVET culture. Networking with employers' associations, provincial Technical Education and Vocational Training Authorities (TEVTAs) and training providers needs further enhancement.

The Government of Pakistan has recognised that in order to achieve sustained economic and social development, remain globally competitive and to be able to respond to changes in technology and work patterns, skills development must be a political priority. The National Skills Strategy (NSS) (2009-13) defined three objectives: providing relevant skills for industrial and economic development; improving access, equity and employability; and assuring quality to address the major issues confronting the TVET system. Taking as foundations the NSS and the Pakistani strategy Vision 2025, the Ministry of Federal Education and Professional Training developed a broader National TVET Policy⁷ with participation of various stakeholders from public and private sector. Building on the National TVET Policy, the current Government has launched the National "Skills for All" Strategy in 2019. The strategy focuses on the same priority areas as the National TVET Policy. The *Strategy* addresses all the issues confronting TVET subsector, encompassing major areas such as governance, enhancing capacity, quality and relevance, access and equity, increasing industry ownership, targeting international labour market, public private partnership and raising awareness to counter the bias against TVET.

In January 2020, the Government launched "Hunarmand Pakistan (Skilful Pakistan)" Programme as part of its national level youth development programme (Kamyab Jawan). Hunarmand Pakistan is being implemented by National Vocational and Technical Training Commission (NAVTTTC). NAVTTTC has developed a comprehensive PC-I of 9.8 billion to augment the efforts of the Hunarmand Pakistan Programme.

Education, including human resource development, is one of the focal areas for EU's development cooperation with Pakistan. With an overall contribution of EUR 91 million, the EU has supported TVET in Pakistan through three projects. Of these, two have been successfully completed: (i) Support to TVET Sector in Pakistan (TVET I); and (ii) Supporting TVET Reform in Pakistan (TVET II). Both TVET projects fell under the umbrella of the NSS framework and its priorities. They supported the reform agenda and were expected to produce significant impact on the institutions to be assisted, and ultimately, on the target beneficiaries.

"Support to the TVET Sector in Pakistan" (TVET I) (2011-16) had a total cost of 21.17 M EUR where EU's contribution was 19.47 M EUR. The project purpose was to improve the quality and outreach of skill trainings provision predominantly in the rural areas of Pakistan in response to the needs of the economic sector. The project had two components: Component 1 (3.9M EUR)- Capacity building of provincial Technical Education and Vocational Training Authorities (TEVTAs) and training providers (Implementing Partner was GIZ); Component 2 (14.9M EUR)- Outreach programme to improve quality and provision of TVET services predominantly in rural areas.

Key achievements of TVET I include: ISO Certification of Punjab and Sindh TEVTA; systems development within TEVTAs; Management training; developing Public Private partnership models; training of approximately 35,000 youth in rural areas with an overall employment rate of about 45-50 %.

The processes in the TVET sector have been reformed since 2011 through "**Supporting TVET Reform in Pakistan (TVET II) project**" (2011-16) worth 50.3M EUR with EU's contribution of 26 M EUR (other donors

⁶ Supply Side Survey 2014-15, National Skills Information System, NAVTTTC.

⁷ <http://tvetreform.org.pk/wp-content/uploads/downloads/Reports%20and%20Publications/TVET%20Policy.pdf>

included Netherlands (15M€), Germany (2M€) and Norway (7.3M€)). The project was implemented by GIZ through a Delegation Agreement. The project purpose was to increase the access, equity, relevance and quality of the TVET sector in Pakistan. TVET II covered all provinces and regions of Pakistan. The project supported the reform of TVET sector through three Components: Governance; National Qualifications Framework and Human Resource Development; Innovative training delivery and labour market information and services.

Key achievements of TVET II include: National TVET Policy launched; implementation of National Skills Strategy initiated; National Vocational Qualifications Framework (NVQF) introduced; A new Competency-Based Training & Assessment (CBT&A) approach introduced to align training delivery with the demand of the market; Recognition of Prior Learning (RPL) introduced - A system to bring the skilled workforce from informal economy into mainstream TVET system; 1100 programmes accredited across Pakistan; 71 competency based qualifications for NVQF registration developed (of which 33 (54%) are suitable for women); 130 lead trainers have trained 8500 TVET teachers in pedagogical skills; 36 projects awarded under Fund for Innovative Training (FIT) from which 124,000 people benefitted in total (both directly and indirectly); Learning Region launched in FATA with 1,500 beneficiaries trained in small-scale farming; Cooperation between public and private sector promoted through various approaches; National Skill Information System (NSIS) set up at NAVTTC and interactive web based NSIS developed; and 102 vocational counselling and job placement centres developed.

Both TVET I and II went through mid term and final evaluations as well as tracer study of the graduates to assess their employment and earnings⁸. Geographical and sector specific market assessment studies to design more demand driven trainings, extensive involvement of private sector throughout training process and linking trainings with employment and income were some key lessons learnt and recommendations from these studies.

The third phase of EU's support to the TVET sector is **"Support to the TVET sector in Pakistan (TVET III)"**. It is based on the key achievements of TVET I and II and the lessons learnt from their implementation and the recommendations of their evaluations. TVET III is implemented by GIZ through a Delegation Agreement. The total cost of the project is EUR 55.7 million with EU contribution of EUR 43.5 million⁹. Other donors include Government of Germany and Norway with contributions of EUR 08 million and EUR 4.2 million respectively.

The overall objective of TVET III is to contribute towards socio-economic growth of Pakistan through development of human resources that enable people to engage in productive employment. The specific objective is to improve governance and private sector participation in the TVET sector to enhance access to quality skills development that meets demand of the labour market. The project has two expected results- Expected result 1: Equitable access to market led TVET system and enhanced employability of graduates through implementation of relevant provisions of National TVET Policy and National Skills Strategy. Expected result 2: Trainings designed and delivered with increased collaboration and private sector involvement, leading to greater employability.

1.2 The Intervention to be evaluated¹⁰

Title of the Intervention to be evaluated	"Support to the TVET sector in Pakistan (TVET III)"
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⁸ These reports will be shared as part of the desk review.

⁹ The Total EU funding for TVET III is 45M EUR. Out of this, 43.5M EUR is contributed in the Delegation Agreement.

¹⁰ The term 'Action' is used throughout the report as a synonym of 'project and programme'.

Budget of the Intervention to be evaluated	Total budget: EUR 55.7 M (EU Contribution EUR 43.5M)
CRIS and / or OPSYS number of the Intervention to be evaluated	2016/380-295 SIEA-2018-2769
Dates of the Intervention to be evaluated	<ul style="list-style-type: none"> • Start: 01/01/2017 • End: 31/12/2021

The subject Terms of Reference refer to conduct tracer study of the trainees who have been trained under the ongoing TVET III project (also known as TVET Sector Support Programme (TVET SSP)). Content wise, TVET SSP is being implemented through 04 cross cutting intervention areas: 1) Policy and Governance, 2) Private Sector Participation in TVET, 3) Capacity Building of TVET Personnel/Human Resource Development (HRD), 4) Implementation of Reformed TVET. The private sector holds an instrumental role to transform and strengthen the TVET system for producing a tailor- made skilled workforce.

Indicator 3 in the logframe against specific objective states that *“CBT&A trained and certified graduates have experienced increased employability in their field and are seen as an asset by employers”*. The following three targets are planned against this indicator:

3.a. 54,600 people who have been through CBT&A training and/or assessment and have been certified under the NVQF of which 30% are female. Target value: 54,600

3.b. 70% of the enterprises, which have employed CBT graduates in a field relevant to their qualification, are 8 months after the start of employment satisfied or very satisfied with the competences of their new employees. Target value: 70%

3.c. 75% of the graduates (30% women) are employed or self-employed in their trade after 8 months of graduation from CBT&A courses. Target value: 75% of the graduates (30% women).

Indicator 4 in the logframe against specific objective states that *“Monthly income of training graduates has met the Pakistani minimum income threshold”*. The following targets is planned against this indicator:

4a. Graduates have an income of PKR 15,000/ month after completion of training (at end 8 months). Target value: 75% graduates, 15,000PKR

The subject tracer study will specifically focus on the above mentioned indicator and targets. This however does not mean that the study will not look at other targets and indicators mentioned in the logframe.

Under result area 1, training is provided across Pakistan using **Competency based training (CBT)** approach in trades whose curricula were developed under TVET II as well as the ones that are developed under TVET III. During the project life, around 9,500 trainees were trained using curricula developed under TVET II and around 17,600 trainees were trained using curricula developed under TVET III. Until November 2020, a total of 27,000 plus trainees have been trained under result area 1.

Result Area 2, operational in Sindh and Balochistan, fosters private sector engagement at the grassroots level within the TVET System through the introduction and promotion of CBT based **On the Job Training (OJT) or Workplace-based Training Initiatives** in order to provide 18,000 youths (30% women) the opportunity to acquire skills in demand by employers, thus leading to employment. Until December 2019, the programme has awarded a total of 39 contracts to public and private training providers in Sindh and Balochistan for the provision of workplace-based training of around 11,000 trainees (including almost 4,000

females). Of these, until November 2020, 5357 (2470 females) were declared competent.¹¹ The Covid-19 crisis affected not only the trainings but it is assumed that it may have also affected the prospects of employment for the trainees.

These public and private training providers have selected training courses from the National Vocational Qualification Framework (NVQF). Training providers have started the training courses, and some have completed and organized the assessment.

1.3 Stakeholders of the Intervention

Pakistan's TVET system is fragmented and involves a number of national and provincial bodies from the public as well as private sector with some overlapping functions.

At Federal (macro) level,

The Ministry of Federal Education and Professional Training (MoFEPT) is playing a lead role in policy formulation, limited however after the 18th constitutional amendment devolved major governance functions to provinces.

The National Vocational and Technical Training Commission (NAVTTTC) is the apex body working under the MoFEPT with regulatory and co-ordination role, to be stabilized and consolidated by more stability and its management staff and technical capacity building.

At Provincial and regional (meso) level,

The Technical Education and Vocational Training Authorities (TEVTAs) have key role in planning, coordination and implementation of TVET with also limited and/or inadequate technical capacity and resources (in particular for procurement of VT labs and workshops equipment). Such HR capacity limitations, aggravated by the fragmentation of TVET governance between various departments have resulted in limited coordination capacity and duplication of efforts; Trade Testing Boards (TTBs) and Boards of Technical Education (BTEs) have Assessment and Certification responsibilities with sometimes limited capacities due to shortage of technical staff and even duplication of efforts.

For TVET teacher training,

National Training Bureau (NTB) and National Institute for Science and Technical Education (NISTE) at the federal level and Staff Training Institutes (STIs) and Technical Teacher Training Centres (TTTCs) at provincial level were important stakeholders, suffering also however of fragmentation or duplication of efforts, resulting in stand-alone operation styles. Centers of Excellence (CoE) have been set up by TVET III SSP with the purpose of streamlining and mainstreaming the teacher training function but without yet achieving the expected critical mass.

In the Private Business & Industry sector,

Business and industry associations (BIAs), Chambers of Commerce and Industry (CCI¹²) as well as *large or medium enterprises* are key stakeholders which are currently playing an increasing role in the implementation and development of EU on-going TVET III SSP Programme, in particular for their participation in curriculum development, work place training and certification instruments .

At local (micro) implementation level,

All staff of institutions providing vocational training are further stakeholders, i.e. the management and teaching personnel in public and private TVET training providers as well as instructors in enterprises.

As per NSIS Survey 2014-15, TVET services are offered through 3,581 public and private training institutes. Around 1,177 of these are public sector TVET institutes.

¹¹ November 2020 has been set as the cut-off month for the data of trainees as it takes on average 2 to 8 months for graduates after training to be (self) employed.

¹² In particular in hospitality, construction, textile, mining, IT sectors.

Local Non-Governmental Organizations (NGOs) and Civil Society Organizations (CSOs) play role in poverty alleviation and improved living through skills development but their contribution is relatively small and is limited to the informal sector.

Trainees: Last but not the least, trainees are also the key stakeholders. Since TVET is considered a blue collar job, most of the trainees either are drop outs from schools or those who are unable to continue their education due to financial/ other constraints.

1.4 Other available information

Since TVET has become one of Pakistan Government's priority, in particular with the NSS adoption in 2018 and NAVTTC becoming TVET Apex body with the reinforcement of its regulatory and accreditation powers with Provincial TEVTAs and associated TVET implementation organs, there is a trend among stakeholders and, in particular those working in education and training, to adopt the NVQ/CBT&A paradigm for their support to TVET initiatives at federal, provincial and local levels. The following table illustrated this trend.

Partners	Province/ Regions	Components
World Bank	Punjab	Use of 30 CBT courses under Punjab Skills Development Project
		Levelling of WB developed 33 CBT packages
		Supporting Punjab Skills Advisory Forum Joint secretariat
DFID	Punjab	Use of 8CBT&A packages
British Council	Punjab & Sindh	Apprenticeship toolbox and handbook for SSCs
	Across the country	Miscellaneous apprenticeship activities
China	Across the country	Skilled Workforce to meet increased future demand generated by CPEC initiatives
USAID	Punjab, Sindh	Small and Micro Enterprises development
JICA and TICA	Punjab	Teacher Training
French government		Teacher Training
JICA	Punjab	Lab improvement
Helvetas Swiss Inter-cooperation	Khyber Pakhtunkhwa	Skills training component

2 DESCRIPTION OF THE EVALUATION ASSIGNMENT

Type of evaluation	Tracer Study of TVET Graduates
Coverage	Assessment of effectiveness and early signs of impact on trainees trained under result 1 and 2 of the project in terms of employment and income.
Geographic scope	Pakistan
Period to be evaluated	from 01/01/2017 to 30/11/2020

2.1 Objectives of the evaluation

Systematic and timely evaluation of its programmes and activities is an established priority¹³ of the European Commission¹⁴. The focus of evaluations is on the **assessment of achievements**, the **quality** and the **results**¹⁵ of Interventions 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**.¹⁶

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** among: 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 and the interested stakeholders with:

- comprehensive information contributing to an accurate assessment of the immediate and long-term value and contribution of trainings conducted during the project to the income and employability of its graduates including the uptake of self-employment opportunities.;
- key lessons learned, conclusions and related recommendations in order to improve current and future Interventions.

In particular, this tracer study will serve to assess the performance of the training component of TVET III in terms of employment, level of income and livelihood of the TVET graduates and usefulness of the training programme to them. It will also assess the usefulness of the skills of graduates of the project to the employers.

The main users of this tracer study will be the EU Delegation Pakistan, the implementing partner GIZ, other implementing organisations, all the key stakeholders of TVET sector at federal and provincial level from public and private sector (NAVTTTC, TEVTAs, Training Institutes, private sector enterprises). Other EU Delegations working on TVET projects in other countries may also benefit from the findings of this tracer study.

2.2 Requested services

2.2.1 Scope of the evaluation

1. Population size: Approximately 32,500 men and women that have been trained under result 1 and 2. The database of these graduates (who have been declared competent) is maintained by GIZ as its

¹³ 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

¹⁴ SEC (2007)213 "Responding to Strategic Needs: Reinforcing the use of evaluation", https://ec.europa.eu/smart-regulation/docs/com_2013_686_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

¹⁵ 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

¹⁶ 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>

monitoring tool and will form the basis of this study. It provides information such as: contact information; geographical location; trade in which they were trained, training year and duration of course; name of training institute etc.

2. Employers: The number depends on the rate of employment of graduates from the sample size and ease of access to the enterprises where they are employed. Graduates and enterprise will be surveyed at the same time.

One purpose of this assignment is to test the hypothesis that **"OJT or workplace-based trainings have produced better employment outcomes in terms of employability, increased employment and income of trainees."**

The assignment will analyse the income and employment outcome of the graduates that have participated in Competency Based Training (CBT) and the "workplace-based training"- interventions which, as indicated in section 1.2 above (page 9), are coordinated by the Result Area 1 and 2 of the TVET SSP.

The contractor is responsible for providing the following services:

- Document employment and income outcomes, 2-8 months after the graduation, of the following target groups for comprehensive and comparative analysis;
 - i) graduates from the traditionally/conventionally designed school-based training,
 - ii) graduates from the CBT&A (Competency-based training and assessment) school- based training - result area 1,
 - iii) graduates from CBT&A workplace-based training (WBT)- result area 2.
- Develop an understanding about the mechanisms through which interventions affected employment outcomes of graduates for the above-mentioned categories;
- Draw lessons-learned to improve decision making and the design of future interventions for the "workplace-based training";

The contractor is responsible for following specific task in this assignment:

- Verification of income and employment outcomes of a representative sample of about 5,300 WBT graduates who have been declared competent until November 2020 for which the data will be provided by the Result Area 2; (ex-post-test);
- Verification of income and employment outcomes of a representative sample of 27,000 plus CBT&A graduates from KPK, Punjab Sindh, Balochistan and AJK region who have been declared competent until November 2020 for which the data will be provided by the Result Area 1;(ex-post-test);
- Data collection and analysis of a representative sample of graduates from the traditional/conventional school-based, CBT&A school-based and CBT&A WBT to compare the employment outcomes across different pathways; (ex-post-test with comparison group);
- Quantitative and Qualitative data collection, documentation and analysis of a representative sample of graduates from the CBT&A WBT group to determine the extent to which the interventions contributed to improved employment and income outcomes and how the future interventions could be designed differently to enhance employment outcomes for the result area 1 and 2. The qualitative and quantitative method should capture the important dimensions of the labour market outcomes: (pre-test and post-test);

GIZ conducted a tracer study of the graduates of result area 2 in 2020. Its report will be shared during the desk review phase of the study.

2.2.2 Indicative Evaluation Questions

The Evaluation Questions as formulated below are indicative. The contractor is expected to further refine them and present them as part of the Organisation and Methodology. Based on the latter and following initial consultations and document analysis, the evaluation team will discuss them with the Evaluation Manager¹⁷ 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.

All questions must segregate male, female, persons with disabilities where meaningful and possible.

This tracer study will make an analysis of the following *evaluation questions*:

- Extent to which the objectives of the project with regards to income and employment have been achieved as intended.
- whether the effects of the training:
 - a) have contributed to economic and social development of trainees
 - b) have contributed to poverty reduction of trainees
 - c) have made a difference in terms of cross-cutting issues like gender equality.
 - d) were spread between economic growth, salaries and wages, foreign exchange, and budget.
 - e) have contributed to improved training quality.

To answer/ address the above mentioned aspects, following is a list of possible/ indicative questions the evaluators can use to gather the required information. However, this should not be confused with the *evaluation questions*.

Questions for graduates

Basic information to graduates

1. Current contact
2. Contact current employer
3. Other information can be drawn from each grant project's database (for results 2)

Employment related

1. Type of current employment: permanent/ temporary, full/ part time
2. Whether wage, self, or unemployed at present
3. If unemployed, why? (There are mainly two possible answers: suitable jobs not available or lack of professional qualifications and job experience)
4. If s/he lost or quit a job/ self-employment, why?
5. If ever employed- for how long, how long it took to find a job?
6. Whether s/he switched job, how many times and reasons for it.
7. Whether job is in line with training received.
8. Whether the practical aspect of the training received was adequate (disaggregated by gender, etc.).
9. Means of finding a job- Training Service Provider (TSP) support, word of mouth, newspaper ad, etc.

¹⁷ 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.

Earning

1. Current income and other benefits
2. If jobs switched-whether income increased compared with previous job

Improvement of livelihood

1. Perception of improvement-much, somewhat, little, no improvement
2. If improvement, areas of improvement- food intake, access to basic services like education, health care, clothing,...social status

Training received

1. If employed - how well did the training prepared him/ her for the job; if not why, suggested change.

Questions for enterprises

Basic information

Location, contacts

1. Type of business
2. Business licence
3. Number of employees
4. Yearly financial turnover
5. Workforce structure and turnover
6. etc.

Information and opinion about graduate(s)

1. Name of graduate, TSP, month/year of employment
2. Opinion to competency of graduate when hired (level of satisfaction with skills and performance)
3. If competent/ not competent, why (lack of basic skills, technical skills, transversal skills)
4. When freshly employed- performance of graduate compared to other freshly employed workers
5. Opinion on usefulness of short training courses

Others

1. Whether the graduate is providing any training to workers (informal apprenticeship, providing internships...), if not- why not
2. Whether graduate is interested to participate in enterprise based training if opportunity comes up and support is provided.

2.3 Phases of the evaluation and required outputs

The tracer study will be carried out in four phases:

- Inception and desk
- Field
- Synthesis
- Dissemination

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 team as well as the key meetings with the Contracting Authority and the Reference Group. The main content of each output is described in Chapter 5.

Phases of the evaluation ¹⁸	Key activities	Deliverables and meetings
<u>Desk Phase and Inception Phase</u>	<ul style="list-style-type: none"> • Initial background document/data collection and study and definition of methods of analysis. • Background analysis and document analysis. • Interviews with EU Project Manager (PM), GIZ and the partner Implementing organisations/ Institutes. • Methodological design of the tracer study (finalisation of Evaluation Questions with judgement criteria, indicators and methods of data collection and analysis) and evaluation matrix. • Identification of information gaps and of hypotheses to be tested in the field phase. • Methodological design of the field Phase • Refine the work plan with time line and milestones and have it approved by the EU PM or reference group. • Establish the data collection approach (how to collect data) and decide on data analyses tools and get PM or reference group approval. Define the sample size and sampling method and of the target groups (graduates, employers) and get PM or reference group approval. The sample size for each project under result 2 may vary as each project had different number of target beneficiaries. • Design questionnaires in English and Urdu for each of the target populations and get feedback and approval from PM or reference group. • Pre-test questionnaires and adjust them as required. 	<ul style="list-style-type: none"> • <i>Kick-off meeting</i> [face-to-face or virtual as the situation may be] • Inception report • Slide presentation of inception report • <i>Meeting with Reference Group</i> • Meeting with Implementing partner (GIZ) and partner organisations/ Institutes (result 1 and 2).
<u>Field Phase</u>	<ul style="list-style-type: none"> • Train surveyors • Contact and organise the target population, ensure that they are available for survey (the implementing organisations/ institutes will assist in this regard) • Gathering of primary evidence with the use of the most appropriate techniques and tools agreed¹⁹. • Data collection and analysis • Entry, cleaning and quality control of quantitative data, collate raw qualitative data. 	<ul style="list-style-type: none"> • <i>Slide Presentation Meeting/ Debriefing with the Reference Group, selected stakeholders and with the EUD</i>
<u>Synthesis phase</u>	<ul style="list-style-type: none"> • Collate and analyse data • Final analysis of findings (with focus on the Evaluation Questions) • Formulation of the overall assessment, conclusions and recommendations • Reporting • Final report 	<ul style="list-style-type: none"> • <i>Draft Final Report</i> • <i>Executive Summary</i> according to the standard template published in the EVAL module • <i>Final Report</i>

Dissemination phase	<ul style="list-style-type: none"> • Organisation of the final presentation seminar 	<ul style="list-style-type: none"> • <i>Final presentation seminar</i>
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2.3.2 Desk phase and Inception Phase

This phase aims at structuring the evaluation and clarifying the key issues to be addressed. The phase will start with initial background and project documents study, to be conducted by the evaluators from home. It will then continue with a kick-off session in EU Delegation Office in Islamabad between the Reference Group and the evaluators. Half-day presence of evaluators is required. The meeting aims at arriving at a clear and shared understanding of the scope of the evaluation/tracer study, its limitations and feasibility. It also serves to clarify expectations regarding evaluation/ tracer study outputs, the methodology to be used and, where necessary, to pass on additional or latest relevant information.

In the Inception phase and desk phase, the relevant documents will be reviewed (see annex II). The desk phase (to be done from home) aims at conducting most of the documental analysis needed for carrying out the study. The analysis of the relevant documents shall be systematic and reflect the methodology developed and approved during the Inception Phase.

Selected interviews with the project management can be conducted during this phase as to support the analysis of secondary sources.

During this phase the evaluators will fine tune the evaluation questions, finalise the evaluation/tracer study methodology, the sample size and sampling methods and the questionnaire and its pre-testing, the selection of data collection tools and sources, the planning of the following phases including the list of people to be interviewed, dates and itinerary of visits²⁰, and attribution of tasks within the team. The evaluators will also work on development of training package to train data collectors for field phase. They will also summarise their approach in a tracer study Design Matrix²¹, which will be included in the Inception Report.

The methodology of the tracer study 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 exercise will be discussed and mitigation measures defined. Finally, the work plan for the overall exercise 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 Project Manager.

On the basis of the information collected, the evaluation team should prepare an **Inception Report**; its content is described in Chapter 5.

¹⁸ The contractor should propose the number of working days in their offer for each key expert for each phase in line with the number of indicative working days for each expert as defined in section 3.1

¹⁹ Disclaimer: Any and all in-person meetings and field visits might need to be replaced by alternative, virtual meetings depending on the evolution of the travel and meeting restrictions related to the COVID-19 pandemic.

²⁰ Ibid

²¹ 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,

At the end of this phase a Slide Presentation will be prepared; its content is described in Chapter 5. A presentation by the evaluation team to the Reference Group, if needed, will take place in Islamabad. Half day presence of evaluators is required (excluding travel time).

2.3.3. Field Phase

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

Field Phase aims at bringing further information through primary research through various data collection methods and tools focusing on both quantitative and qualitative data.

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 experts shall hold a briefing meeting with the project management, and local authorities and other relevant stakeholders. The experts will conduct training workshop to train the team of data collectors to collect data during field work. The duration, contents and methodology of the training should be part of the overall organisation and methodology.

During the field phase, the experts shall ensure adequate contact and consultation with the target beneficiaries and enterprises²². The experts and their team will collect primary data through appropriate quantitative and qualitative methods mutually agreed and finalised during the inception phase (such as focus group discussions, in-depth interviews, and guided questionnaires). Throughout the mission the experts and their team shall 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 experts shall summarise their work, analyse the reliability and coverage of data collection, and present preliminary findings (through a slide presentation²³) in a meeting with the project management, the EU Delegation, selected stakeholders and the Reference Group.

The evaluators will incorporate the comments received from the reference group, project management and EU Delegation in the preliminary findings and use them as basis for the synthesis phase.

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 desk and field phases to answer the Evaluation Questions and preparation of the overall assessment, conclusions and recommendations of the evaluation.

²² Any and all in-person meetings and field visits might need to be replaced by alternative, virtual meetings depending on the evolution of the travel and meeting restrictions related to the COVID-19 pandemic.

²³ Its content is described in Chapter 5.

The analysis should pay attention to the following issues. However, please note that this is an indicative list and more issues could be included during inception:

- Whether the graduates obtained employment in their chosen vocational areas within 3, 6, 9 and 12 months of graduating.
- Establish waiting times for first employment and criteria which affects waiting times e.g. rural/urban, gender, etc.
- Determine the numbers of graduates that enter employment including the private and public sectors and self-employment.
- The employment destinations of graduates, giving attention to whether graduates found employment in the formal, informal, or self-employment sectors.
- The (average) income of the graduates. Determine the percentage of graduates that earn minimum income of 15,000 PKR per month.
- The career paths of graduates, considering such issues as promotion, further professional development, job satisfaction, etc.
- Determine the factors that hinder graduates from entering employment in the informal sector, or self-employment.
- Determine the overall employment rate in terms of level, programme and institution.
- Assess the effectiveness of the project to prepare students for self-employment.
- Explore the effects of gender on employability and employment.
- Determine the percentage of graduates by vocational area that go on to further study in higher education institutions, and analyse the factors that influence that decision.
- Determine the extent to which the skills, knowledge and attitudes acquired by graduates are relevant to the present and future needs of local employers and national higher educational institutions.

Analysis of these issues should also give attention to cross-cutting themes such as gender, disability and disadvantaged groups. Gender disaggregated analysis is also required.

The analysis for each of the categories mentioned in section 2.2.1 should be made separately. Moreover, as these trainings are implemented across entire Pakistan, a provincial analysis will also be useful.

The evaluation team 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 experts team will make sure that:

- Their assessments are objective and balanced, statements are accurate and evidence-based, and recommendations realistic.
- 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 experts will deliver 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 evaluation team 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 evaluation team to verify if further improvements are required, and the evaluation team will be invited to comment on the conclusions formulated in the QAG (through the EVAL Module).

The evaluation team 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 evaluation team 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.

2.3.5 Dissemination phase

Once the report is finalised, it will be widely shared through a formal seminar inviting the larger circle of TVET stakeholders (donors, NAVTTC, TEVTAs, NGOs, institutes, private sector etc.) where the evaluators will present the findings. The evaluators will also produce a brief report of the seminar to capture the discussion, feedback of the participants and lessons learnt.

The contractor will be responsible for doing all the preparatory work (preparation of presentation, invitation, agenda, list of participants, arranging the venue, getting confirmation from participants etc.) for organising the seminar which will be held in Islamabad. However, depending on the evolution of the travel and meeting restrictions related to the COVID-19 pandemic, seminar may have to be organised virtually. The indicative number of participants could be 50-70. The core team of evaluators should attend the seminar as they will be presenting the findings. Depending on the situation, the contractor may also have to make available printed copies of the report (max 75) for dissemination at the seminar. For wider dissemination of findings, the contractor should also propose some other means such as (but not limited to) infographic, showing 'how change happens' to be shared through social media.

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.

By derogation of what is specified in the standard SIEA template B-VII-d-i, the maximum length of the specific Contract Organisation and Methodology is 7 pages, written in Times New Roman 12 or Arial size 11, single interline, excluding the framework contractor's own annexes (maximum length of such annexes: 3 pages), additional to the Annexes foreseen as part of the present Specific ToRs. The timetable is not accounted and may be presented on an A3 page].

Organisation and methodology that mainly copies the terms of reference will not be considered sufficient. Rather it will generate negative marking while evaluating the offer.

Please also note that in current situation of Covid crisis, if the situation does not permit to do filed visits physically, alternate methods of data collection and analysis should also be part of Organisation and

Methodology. In other words, the contractor should present their views and plans for adjusting to the effect and context of the global Covid-19 crisis. The Organisation and Methodology should also explain how the contractor will deal with the issues of attrition, and other confounding factors.

2.5 Management and Steering of the evaluation

2.5.1 At the EU level

The evaluation is managed by the Project Manager Ms. Saadia Ainuddin, responsible for TVET I; the progress of the evaluation will be followed closely with the assistance of a Reference Group consisting of members of EU Services [Delegation and Headquarter (B3)] and GIZ.

The main functions of the Reference Group are:

- To define and validate the Evaluation Questions.
- To facilitate contacts between the evaluation team and the EU services and external stakeholders.
- To ensure that the evaluation team 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 evaluation team. Comments by individual group members are compiled into a single document by the Evaluation Manager and subsequently transmitted to the evaluation team.
- 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 Team Leader in its role, mainly from a team management perspective. In this regard, the contractor should make sure that, for each evaluation phase, specific tasks and outputs for each team member are clearly defined and understood.
- Provide backstopping and quality control of the evaluation team's work throughout the assignment.
- Ensure that the evaluators are adequately resourced to perform all required tasks within the time framework of the contract.

3 LOGISTICS AND TIMING

Please refer to Part B of the Terms of Reference.

3.1 Planning, including the period for notification for placement of the staff²⁴

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.

²⁴ As per art 16.4 a) of the General Conditions of the Framework Contract SIEA

4 REQUIREMENTS

Please refer to Part B of the Terms of Reference.

5 REPORTS

For the list of reports, please refer to Part B of the Terms of Reference.

5.1 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.

5.2 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 05 paper copies and in electronic version MS Word and PDF format at no extra cost.

5.3 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.

6 MONITORING AND EVALUATION

6.1 Content of reporting

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 Intervention is required (to be attached as Annex).

6.2 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 03 calendar days for inception report and 15 calendar days for draft final report. The revised reports addressing the comments shall be submitted within two [2] calendar days (for inception report) and 07 calendar days for the draft report from the date of receipt of the comments. The evaluation team 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.

6.3 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.

7 PRACTICAL INFORMATION

Please address any request for clarification and other communication to the following address: Delegation-Pakistan-CFS@eeas.europa.eu

ANNEXES TO TOR - PART A

ANNEX I: SPECIFIC TECHNICAL EVALUATION CRITERIA

SPECIFIC TECHNICAL EVALUATION CRITERIA

SIEA-2018-2769

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 price²⁵.

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

Criteria	Maximum
<i>Total score for Organisation and Methodology</i>	40
<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	20
<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	5
<i>Score for the expertise of the proposed team</i>	60
OVERALL TOTAL SCORE	100

2. TECHNICAL THRESHOLD

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

3. INTERVIEWS DURING THE EVALUATION OF THE OFFERS

During the evaluation process of the offers received the Contracting Authority reserves the right to interview by phone one or several members of the proposed evaluation teams.

Phone interviews will be tentatively carried out during the period from [1/03/2021] to [15/03/2021]

²⁵ 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 EVALUATION TEAM

- Legal texts and political commitments pertaining to the Intervention(s) to be evaluated
- Country Strategy Paper Pakistan and Indicative Programmes (and equivalent) for the periods covered
- Relevant national / sector policies and plans from National and Local partners and other donors
- Action financing agreement and addenda
- For each of the grant contracts/ agreement under result 2:
 - description of action document
 - annual and final progress reports
 - Other external and internal monitoring and evaluation reports
- Action's mid-term evaluation report and other relevant evaluations, audit, reports
- Action's quarterly and annual progress reports, and technical reports
- European Commission's Result Oriented Monitoring (ROM) Reports, and other external and internal monitoring reports of the Intervention
- Relevant documentation from National/Local partners and other donors
- Guidance for Gender sensitive evaluations
- Calendar and minutes of all the meeting of the Steering Committee of the Intervention(s)
- Any other relevant document

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

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 Intervention, 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 Intervention, 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 Intervention. 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 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.

4.2 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.

4.3 Recommendations

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

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
- Relevant geographic map(s) where the Intervention 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

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 ²⁶		
Activity	Location	Team Leader	Evaluator ...	Indicative Dates
Inception and desk phase: total days				
•				
•				
Field phase: total days				
•				
•				
Synthesis phase: total days				
•				
•				
Dissemination phase: total days				
•				
•				
TOTAL working days (maximum)				

²⁶ 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.

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

Evaluation data			
Evaluation title			
Evaluation managed by		Type of evaluation	
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/OPSYS # 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



- 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:

- 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:

- 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 Intervention's exit strategy, post-Intervention sustainability or for adjusting Intervention'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)

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:



- 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 ACTION

	Intervention logic	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)
Overall objective	To contribute towards socio-economic growth of Pakistan through development of human resources that enable people to engage in productive employment	- GDP growth rate - Employment and Unemployment Rate - Proportion of trained /skilled persons in labour force	- Growth Rate 4.14% (2015) - Unemployment Rate 6% (2015) - Proportion of technicians/ associate professionals in employed labour force 5.94% (LFS 2012-13)	- Growth Rate 5.2% (2020) Unemployment Rate 5.25% (2020) - Proportion of trained/skilled persons in employed labour force increased by 5% (2020)
Specific objective(s): Outcome(s)	To improve governance and private sector participation in the TVET sector to enhance access to quality skills development that meets the demands of the labour market.	1. Private sector engagement in decision making bodies (NAVTTTC/TEVTAs/ Institute Management Committees (IMCs) is improved	Base value: 46% of the board members of NAVTTC and an average of 40% of the board members of regional TEVTAs (range from 20% in Sindh to 60% in Punjab) are from BIAs / private sector representatives.	1.a At least 50% Board members being from BIAs in key decision-making bodies (TEVTAs and NAVTTC). <u>Target value:</u> 50%
			<u>Base value:</u> 0	1.b. At least 4 SSCs are functional and in conjunction with IMCs from institutes servicing their sectors produce for each of the 3 sectors regular reports on labour market demand for skills and occupations <u>Target value:</u> 4 SSCs; 3 reports annually (one per SSC) setting out labour market demand for skills and occupations
			<u>Base value:</u> 0 (290 notified under TVET I, 03/2016)	1.c. At least 550 TVET institutions to have IMCs with more than 50% BIA representation <u>Target value:</u> 550

	Intervention logic	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)
		2. OJT or workplace-based training has produced better employment outcomes	<u>Base value:</u> 0 (86 agreements under C5 TVET RSP, 03/2016)	2.a. Agreements between 400 companies individually or organised via employer/trade organisations and the TEVTAs/ TVET institutes signed that include the provision of on-the-job training or workplace based training to trainees <u>Target value:</u> 400 (incl. 18,000 youth in approx. 20 TVET institutes)
		3. CBT&A trained and certified graduates have experienced increased employability in their field and are seen as an asset by employers.	<u>Base value:</u> 0	3.a. 54,600 people who have been through CBT&A training and/or assessment and have been certified under the NVQF of which 30% are female <u>Target value:</u> 54,600
			<u>Base value:</u> Base value I: 66% of 69 interviewed employers are on average very satisfied (on a five point scale) with regard to the following eight categories of CBT graduates performance (Technical Concepts / Practical Skills / Repair & Maintenance / Safety Consciousness / Quality consciousness / Communication / Efficiency / Productivity; source: AC Nielsen report from 11/2016).	3.b. 70% of the enterprises, which have employed CBT graduates in a field relevant to their qualification, are 8 months after the start of employment satisfied or very satisfied with the competences of their new employees. <u>Target value:</u> 70%

	Intervention logic	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)
			<p>Base value II: 63% satisfaction rate (54 out of 86 interviewed enterprises were very satisfied; source: internal CVT monitoring data from 06/2016).</p> <p><u>Base value:</u> Base value I: 32% of the CBT graduates (35% of the 786 male and 18% of the 141 female respondents) were employed or self-employed after graduation (297 out of 927 interviewed graduates; source: AC Nielsen report from 11/2016). Base value II: 55% of the CVT graduates (no gender disaggregated data due to very small number of female</p>	
			<p><u>Base value:</u> Base value I: 32% of the CBT graduates (35% of the 786 male and 18% of the 141 female respondents) were employed or self-employed after graduation (297 out of 927 interviewed graduates; source: AC Nielsen report from 11/2016). Base value II: 55% of the CVT graduates (no gender disaggregated data due to very small number of female</p>	<p>3.c. 75% of the graduates (30% women) are employed or self-employed in their trade after 8 months of graduation from CBT&A courses <u>Target value:</u> 75% of the graduates (30% women)</p>
Outputs	Expected Result 1: Equitable access to quality TVET and enhanced employability of TVET graduates through implementation of relevant provisions of	A Sectoral studies and analysis have established priority economic sectors for action	<u>Base value:</u> 0	<p>A1. 7 studies/analysis (1 per province/region) to prioritise at least 3 economic sectors both nationally and for major provincial labour markets used for TVET planning Target value: 7 studies identifying at least 3 priority sectors</p>

	Intervention logic	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)
	the National TVET Policy and National Skills Strategy.	B Qualifications covering the full 5 NVQF levels are put into practice in key economic sectors	<u>Base value:</u> 0	B1. NVQF (level 1-5) in at least 4 economic sectors for trades in high demand is operational <u>Target value:</u> 4
<u>Base value:</u> 0			B2. NVQF system functional with complete pathways available (covering institutional off-the-job delivery, on-the-job and workplace training, and RPL/RCC) for identified sectors <u>Target value:</u> 4	
C Implementation of plans developed by NAVTTC and TEVTAs have improved implementation of National TVET Policy		<u>Base value:</u> 0 Implementation plans	C1. NAVTTC as well as provincial and regional TEVTAs have comprehensive implementation plans developed, budgeted and implemented for the roll out of National TVET Policy and NVQF that are updated and monitored annually <u>Target value:</u> development and implementation of 8 plans	
		<u>Base value:</u> 0	C2. 12 agreements for the implementation of joint activities of provincial and/or federal actors in order to stabilize National TVET Policy ownership among public and private stakeholders <u>Target value:</u> 12 (at least 1 per province/ 1 for federal level)	

	Intervention logic	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)
			<u>Base value:</u> 0 (National management and QA processes within the TVET system and in line with the NVQF are not in operation - systems only finished trialling during 2016)	C3. NAVTTC, TEVTAs and other government regulatory agencies plus related private sector organisations effectively carry out their roles in management and quality assurance of the TVET system based on the requirements of the operational manuals for the NVQF. Target: 80% compliance of core requirements specified in NVQF operational manuals
		D Number of competency standards / qualifications developed and implemented*.	<u>Base value:</u> 0 (70 under TVET II & C5, 03/2016)	D1. At least 72 new CBT&A packages (qualification, competency standards & assessment package) are developed in selected occupations in demand. <u>Target value:</u> 72
			<u>Base value:</u> 0	D2. 6 competency-based standards for the application of green skills within the context of a green economy are implemented. <u>Target value:</u> 6
			<u>Base value:</u> 0	D3. 6 competency-based standards for qualifications in demand for labour migration are implemented. <u>Target value:</u> 6

	Intervention logic	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)
			<u>Base value:</u> 0 (20 under TVET II, 03/2016)	D4. At least 21 CBT&A packages (from 70 developed during Phase II and not yet implemented and with levels adjusted for needs) are implemented by the end of 2019 <u>Target value:</u> 21
			<u>Base value:</u> 0 (20 under TVET II, 03/2016)	D5.60 CBT&A packages (out of 72 targeted for development in TVET III) are implemented <u>Target value:</u> 60
			<u>Base value:</u> 0 (111 under TVET II, 03/2016)	D6. At least 1,800 assessors are trained and certified nationwide according to CBT&A assessment guidelines and identified prioritized economic sectors <u>Target value:</u> 1,800 RNE: 25% are female
		E National Vocational Qualification (NVQ) system in operation with clear certification and equivalency functions	<u>Base value:</u> 0 (3,534 under TVET II, 03/2016)	E1. NVQF functional with at least, 18,600 youths (30% women) trained, assessed and certified during project using new CBT&A qualifications <u>Target value:</u> 18,600 (30% women)
			<u>Base value:</u> 0	E2. 18,000 equivalencies issued or recognition of prior learning (RPL/RCC) assessed and certified within the NVQF; <u>Target value:</u> 18,000

	Intervention logic	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)
		F Teacher Training Institutes are upgraded to offer teachers/trainers skills in Competency Based Training and Assessment (CBT&A)	<u>Base value:</u> 0	F1. 5 Centres of Excellence established through upgrading and are functional to offer teacher training on CBT&A plus other professional courses <u>Target value:</u> 5
	<u>Base value:</u> 0		F2. 40 Chief Master Trainers and 110 Master Trainers are trained and in place <u>Target value:</u> 40 chief master trainers and 110 master trainers	
	<u>Base value:</u> 0		F3. 600 heads/principals of public and private institutes are trained in TVET institute management <u>Target value:</u> 600	
	<u>Base value:</u> 0 (187 under TVET II, 03/2016)		F4. 220 TVET institutes accredited <u>Target value:</u> 220 RNE: including 50 female institutions	
		G No. of teachers trained using CBT&A packages are trained	<u>Base value:</u> 0 (8,518 under TVET II, 03/2016)	G1. 4,000 teachers technically trained in CBT&A methodologies (can also be assessors) <u>Target value:</u> 4,000
		H Preconditions for a systematic stakeholder	<u>Base value:</u> 0	H1. 60 TVET institutes, of which 24 are in Sindh and Baluchistan, have implemented at least one joint project activities with the private sector in order to promote TVET

	Intervention logic	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)
		dialogue on TVET on all levels are created		(work shadowing, internships, enterprise visits, etc.) <u>Target value:</u> 60 TVET institutes conduct joint project activities
			<u>Base value:</u> 0	H2. Function for cooperation with the private sector in 48 TVET institutes, of which 24 are in Sindh and Baluchistan, has also carried out annually 10 activities across the country to improve relations with the private sector (Round tables, joint planning sessions, agreed operational plan, job fairs, etc.) <u>Target:</u> 48 TVET institutes (24 in Sindh and Baluchistan), 10 activities with the private sector
			<u>Base value:</u> 0	H3. 20 provincial/regional as well as 5 federal fora on progress of CBT&A reform have taken place jointly with actors from the public and private sector. <u>Target value:</u> 4 forum meetings per province/region annually + 1 conference on federal level annually+ 2 federal fora meetings annually RNE: Gender being an agenda item of each meeting/conference

	Intervention logic	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)
		I Information that is available on demand for internal TVET system decision makers is available for coordination and decision-making	Base value: 0	I1 20 information products developed based on demand of decision-makers/private sector on different levels of the TVET system in 4 sectors. <u>Target value:</u> 20 information products (5 products each in 4 sectors)
	<u>Base value:</u> 0		I2. 75% of NSIS users (TEVTAs, QABs, NAVTTC, employer and industry associations) are satisfied or very satisfied with the quality and timeframe in which the information is delivered (on a scale from 1-6) <u>Target value:</u> 75% of NSIS users	
	<u>Base value:</u> 0		I3. A knowledge management system managed by public and private sector stakeholders is operational and it also makes available 4 monthly information products (e.g. progress reports, background materials, concept papers, planning documents, etc.) on CBT&A reform process <u>Target value:</u> 4 monthly reports	

	Intervention logic	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)
	Expected Result 2: Trainings designed and delivered with increased collaboration and private sector involvement, leading to greater employability.	J No. of Business and Industry Associations (BIAs) have participated in training process (design stage to employment)	<u>Base value:</u> 0	J1. At least 15 BIAs in 4 sectors play effective role in training process – trades selection, training monitoring and in employment placement. <u>Target value:</u> 15
		K Number of people trained using CVT, OJT, teaching factory	<u>Base value:</u> 0	K1. 18,000 (including 3,000 from Baluchistan) youths trained through CBT&A methodology under the NVQF (30% women) <u>Target value:</u> 18,000
			<u>Base value:</u> 0	K2. For world-of-work exposure, at least one of the three approaches (CVT, OJT and Teaching Factory) will be used and institutionalized <u>Target value:</u> 1

TERMS OF REFERENCE – PART B

BACKGROUND INFORMATION

1. Benefitting Zone

Pakistan

2. Contracting authority

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

3. Contract language

English

LOCATION AND DURATION

4. Location

- Normal place of posting of the specific assignment: Islamabad
- Mission(s) outside the normal place of posting and duration(s): All the four provinces (Punjab, Sindh, Balochistan and KP) and three regions (AJK, GB and FATA). The exact locations and duration will depend on the sample and its size and will be finalised during inception.

5. Start date and period of implementation

The indicative start date is 18/04/2021 and the period of implementation of the contract will be 244 days from this date (indicative end date: 18/12/2021).

REQUIREMENTS

6. Expertise

The minimum requirements covered by the team of experts as a whole are detailed below:

- Qualifications and skills required for the team: Each of the two experts (Team Leader (category I) and Deputy Team Leader (category II)) should have a relevant University degree at least at Master's level in Education, social science, economics or human resource development or a relevant University degree at Bachelor's level with an additional relevant specific professional experience of at least five years (in addition to the general professional experience indicated below); Each of the two experts should have full working knowledge of English, computer literacy, excellent report writing skills, good communication, adaptability and social awareness.
- General professional experience of the team: At least one member of the core team (from team leader and deputy team leader) should have: # At least ten years solid and diversified experience of working in the area of skills development and human resource development/ economic development in particular in the TVET sector including labour market analysis and experience of developing and implementing TVET projects preferably in Asia; # At least ten years professional experience of working in Asia, preferably in South Asia (Afghanistan,

Bangladesh, Bhutan, India, Nepal, Maldives, Pakistan, Sri Lanka); # At least seven years solid and diversified experience of working in project and programme evaluation, research design and analysis especially conducting tracer studies and should be well versed in tracer study methods and techniques. # Professional experience in volatile environments.

- Specific professional experience of the team: At least one member of the core team (from team leader and deputy team leader) should have: # Experience of implementing and/ or evaluating at least five TVET projects. # Experience of conducting at least 2 tracer studies in TVET preferably including international experience. # Experience in statistical data collecting, processing and analysis, and designing MIS systems for capturing data (e.g. SPSS) # Experience of survey analysis and interpretation.
- Language skills of the team: • English: Both team leader and deputy team leader shall possess a minimum level C2 expertise. IT statistician and research assistants shall possess minimum B2 level expertise; • Urdu: at least 1 member (from three key experts) shall possess a level C1 expertise;

Additional expertise requirements for the team composition:

Position	Expert category	Minimum requirements	Minimum number of working days	Additional information
Expert	Cat. I (>12 years of experience)	The evaluation team will comprise of a core team comprising of the Team Leader (category I) and Deputy Team Leader (category II). In addition the team will also include an IT Statistician and a team of research assistants (outsourced) to conduct the data collection in the field. Qualifications and skills required for the core team: # Each of the two experts should have a relevant University degree at least at Master's level	60	

Position	Expert category	Minimum requirements	Minimum number of working days	Additional information
		<p>in Education, social science, economics or human resource development or a relevant University degree at Bachelor's level with an additional relevant specific professional experience of at least five years (in addition to the general professional experience indicated below); Each of the two experts should have full working knowledge of English, computer literacy, excellent report writing skills, good communication, adaptability and social awareness.</p> <p>General professional experience of the core team: At least one member of the core team (from team leader and deputy team leader) should have: # At least ten years solid and diversified</p>		

Position	Expert category	Minimum requirements	Minimum number of working days	Additional information
		<p>experience of working in the area of skills development and human resource development/ economic development in particular in the TVET sector including labour market analysis and experience of developing and implementing TVET projects preferably in Asia; # At least ten years professional experience of working in Asia, preferably in South Asia (Afghanistan, Bangladesh, Bhutan, India, Nepal, Maldives, Pakistan, Sri Lanka); # At least seven years solid and diversified experience of working in project and programme evaluation, research design and analysis especially conducting tracer studies and should be well versed in tracer study methods</p>		

Position	Expert category	Minimum requirements	Minimum number of working days	Additional information
		<p>and techniques. Professional experience in volatile environments. # Specific professional experience of the core team: At least one member of the core team (from team leader and deputy team leader) should have: # Experience of implementing and/or evaluating at least five TVET projects. # Experience of conducting at least 2 tracer studies in TVET preferably including international experience. # Experience in statistical data collecting, processing and analysis, and designing MIS systems for capturing data (e.g. SPSS) # Experience of survey analysis and interpretation.</p>		
Expert	Cat. II (>6 years of experience)	The evaluation team will comprise of a core team comprising of	58	

Position	Expert category	Minimum requirements	Minimum number of working days	Additional information
		<p>the Team Leader (category I) and Deputy Team Leader (category II). In addition the team will also include an IT Statistician and a team of research assistants (outsourced) to conduct the data collection in the field. Qualifications and skills required for the core team: # Each of the two experts should have a relevant University degree at least at Master's level in Education, social science, economics or human resource development or a relevant University degree at Bachelor's level with an additional relevant specific professional experience of at least five years (in addition to the general professional experience indicated below); Each of the two experts</p>		

Position	Expert category	Minimum requirements	Minimum number of working days	Additional information
		<p>should have full working knowledge of English, computer literacy, excellent report writing skills, good communication, adaptability and social awareness.</p> <p>General professional experience of the core team:</p> <p>At least one member of the core team (from team leader and deputy team leader) should have:</p> <ul style="list-style-type: none"> # At least ten years solid and diversified experience of working in the area of skills development and human resource development/ economic development in particular in the TVET sector including labour market analysis and experience of developing and implementing TVET projects preferably in Asia; # At least ten years professional experience of 		

Position	Expert category	Minimum requirements	Minimum number of working days	Additional information
		<p>working in Asia, preferably in South Asia (Afghanistan, Bangladesh, Bhutan, India, Nepal, Maldives, Pakistan, Sri Lanka); # At least seven years solid and diversified experience of working in project and programme evaluation, research design and analysis especially conducting tracer studies and should be well versed in tracer study methods and techniques.</p> <p># Professional experience in volatile environments.</p> <p>Specific professional experience of the core team:</p> <p>At least one member of the core team (from team leader and deputy team leader) should have:</p> <p># Experience of implementing and/or evaluating at least five TVET projects.</p> <p># Experience</p>		

Position	Expert category	Minimum requirements	Minimum number of working days	Additional information
		<p>of conducting at least 2 tracer studies in TVET preferably including international experience.</p> <p># Experience in statistical data collecting, processing and analysis, and designing MIS systems for capturing data (e.g. SPSS)</p> <p># Experience of survey analysis and interpretation.</p>		
Expert	Cat. III (>3 years of experience)	<p>IT Statistician</p> <ul style="list-style-type: none"> o A first degree in statistics o At least five years experience in educational research including qualitative and quantitative analysis o Experience in statistical data analysis preferably for tracer studies o Computer literacy, with experience in the use of MIS for capturing data and specific data analysis softwares e.g. SPSS 	33	

7. Incidental expenditure

No incidental expenditure provided for in this contract.

8. Lump sums

No lump sums provided for in this contract.

9. Expenditure verification

No expenditure verification report is required.

10. Other details

1 - 2. Research Assistant(s) o A degree in sociology or education o Professional experience in data collection relevant to the assignment o Strong communication and personal and interpersonal skills o Fluency in English and Urdu o Computer literacy

Minimum quantity (if applicable): 20

REPORTS AND DELIVERABLES

11. Reports and deliverables requirements

Title	Content	Language	Submission timing or deadline
Inception report	<ul style="list-style-type: none">• Methodology for the conducting tracer study• Questionnaire, judgement criteria and indicators• Evaluation Matrix• Sampling, data analysis and collection methods• Work plan• Stakeholder map• Consultation strategy• Field visit approach [including the criteria to select the field visits and beneficiaries]• Analysis of risks and of mitigating measures• Issues still to be covered and assumptions to be tested	English	Within 20 Day(s) After the project start
Draft final report	Detailed structure as in Annex 3	English	Within 4 Week(s) After the project end

Title	Content	Language	Submission timing or deadline
Final report	Same specifications as of the Draft Final Report, incorporating any comments received from the concerned parties on the draft report that have been accepted.	English	Within 6 Week(s) After the project end