SPECIFIC TERMS OF REFERENCE

To conduct tracer Study of EU funded Technical and Vocational Education and Training Projects (Ex-post Evaluation)

2018/399326

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

EuropeAid/138778/DH/SER/multi

Contracting Authority: The European Union Delegation to Pakistan

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1. BACKGROUND

1.1 Relevant country / region / sector background

Pakistan's economy has been facing severe challenges since 2007/08 with a low rate of economic growth, high inflation (especially for food), power shortage, soaring oil prices and poor law and order situation. In recent years economic growth has increased to about 5.3%, but this growth is unevenly distributed and is mainly benefiting the large industrial and commercial centres of Karachi and Lahore. Ranked at 146 on the Human Development Index, 45.6% of Pakistan's population is facing situations of multidimensional poverty.

As per Population and Housing Census 2017, the Pakistan population has reached 207.77 million[1] making it the fifth most populous country of the world. Around 40% are in 15-40 years' age group. According to CIA World Fact Book[2], the proportion of population between 15-24 years is 21.14%. This population can be an asset if appropriately trained. Unfortunately, less than 20% complete secondary education and a very small percentage acquire employable skills. Gainful employment for its people is among the most pressing challenges that Pakistan faces. The unemployment rate stands at 5.9% in 2014-15. Nearly two-thirds of the employed labour force is in what is classified as vulnerable employment, which includes unpaid or low-paying jobs in the informal sector and self-employment. An increased demand for skilled labour in all sectors (both internationally and domestically) is to be expected in the coming years, particularly in infrastructure, industries and new technologies. Further development of China - Pakistan Economic Corridor (CPEC) and better energy supply are expected to play a significant role in improved economic growth in coming years.

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"[3] 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 Technical and Vocational Education and Training (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.

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

[2] https://theodora.com/wfbcurrent/pakistan/pakistan_people.html (Pakistan People 2018, CIA World Fact Book: Population between 15-24 Years of age is estimated as 21.14%).

[3] *http://aan.ndu.edu.pk/download/Post-Report-Ex-NSW-16.pdf*

One of the major causes of unemployment is 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, 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)). There is also gender disparity: enrolment figures show a gender gap, with only 37.6% female students in 2008-09. 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.

There is no system of internal assessment focusing at competency level. Similarly, employment and income verification for ensuring payments for training outcomes does not exist. Tracer studies done in a systematic way are not part of the existing TVET culture. Networking with employers' associations, 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 Policy[4] with participation of various stakeholders from public and private sector. Planning processes and objectives are clustered in the National TVET Policy which envisages a restructuring of the sector and identifies eight intervention areas.

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) 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 %.

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[4] *http://tvetreform.org.pk/wp-content/uploads/downloads/Reports%20and%20Publications/TVET%20Policy.pdf*

The processes in the TVET sector have been reformed since 2011 through ***Supporting TVET Reform in Pakistan (TVET II) project*** worth 50.3M EUR with EU's contribution of 26 M EUR (other donors 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; 61 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; 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.

The third phase of EU's support to the TVET sector is **"Supporting 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 56 million with EU contribution of EUR 43.5 million. Other donors include Government of Germany and Norway with contributions of EUR 8 million and EUR 4.5 million respectively.

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 Action to be evaluated[5]

The subject Terms of Reference refer to conduct tracer study of the six grant contracts that were implemented under component 2 of TVET I project. Implementation was done through five INGOs – (ACTED, Care International, Plan International, Concern Worldwide, Oxfam Novib) and one NGO (Technology Upgradation and Skill Development Company (TUCDEC)). The duration of these grant contracts was between three and four and half years and all started implementation in September-October 2012. The first project ended in September 2015 and the last one came to

[5] *The term 'Action' is used throughout the report as a synonym of 'project and programme'.*

an end in February 2017. In addition to training approximately 35,000 persons, some projects also worked on curriculum revision and teachers training. While some projects used a combination of public and private training service providers, others worked either only with public or private ones. Career counselling and enterprise development guidance were part of almost all the six grant projects.

These six grant projects were spread all over Pakistan. The table below summarises their information:

Contract Number and Title	**Implementing partner**	**Duration**	**Budget (EUR)**	**Geographical location**	**Target group**
284-419: Improving access, quality and service delivery of the TVET sector to marginalised rural communities through innovative approaches	ACTED	42 months Start date: 01/08/2012 End date: 01/02/2016	3,046,494.00	Azad Jammu Kashmir (AJK): District Muzaffarabad; Khyber Pakhtunkhwa (KPK): Districts Lower Dir, Upper Dir and Swat; Sindh: Districts Kashmore, Jacobabad and Shikarpur.	8000
284-406: Enhancing Socio-economic Development through investing in human capital in Punjab and Sindh	Care International	40 months Start date: 24/08/2012 End date: 31/12/2015	2,687,396.54	Punjab: District Vehari, Multan, Muzaffargarh, and Rajanpur Sindh: Districts Tando Allahyar, Thatta and Mirpur Khas.	3200
284-416: Supporting TVET in Northern Balochistan.	Concern Worldwide	42 months Start date: 30/07/2012 End date: 29/02/2016	1,700,000	Balochistan: Districts Ziarat, Loralai and Harnai.	4000
284-421: EQUATE-Enhancing Quality and Access to TVET for Employability	Oxfam Novib	36 months Start date: 01/10/2012 End date: 30/09/2015	3,120,397.08	Sindh: Districts Kahirpur, Jamshoro and Dadu.	4200
284-414: Provision of access to market-driven training and employment opportunities to vulnerable youth and women in rural districts of Southern	Plan International	45 months Start date: 27/07/2012 End date: 31/05/2016	2,484,726	Punjab: Districts Layyah, Rajanpur, Muzzaffargarh.	3694

Punjab					
299-277: Supporting TVET sector for the socio-economic uplift of rural marginalized communities in Pakistan	TUSDEC	54 months Start date: 27/08/2012 End date: 28/02/2017	3,934,072	Khyber Pakhtunkhwa (whole Province) and FATA	12000

1.3 Stakeholders of the Action

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.

Ministry of Federal Education and Professional Training is playing lead role in policy formulation. However, after the 18th constitutional amendment devolving major functions to provinces, its role is limited.

NAVTTC is the apex body working under the Ministry with regulatory and co-ordination role but due to high staff turnover, it suffers from limited technical capacity. However during the recent years, this issue has been controlled to some extent.

At the provincial and regional level, TEVTAs / *Directorates* have key role in planning, coordination and implementation of TVET. However, these agencies also face the problem of inadequate technical capacity and resources. Their collaboration with private sector is at very primitive stage. TVET at provincial level is quite fragmented as other departments also implement TVET in some provinces. Poor coordination, duplication of efforts, weak governance combined with thinly spread resources result in weakening the whole sector.

At the provincial level, *Trade Testing Boards (TTBs) and Boards of Technical Education (BTEs)* have Assessment and Certification responsibilities. Their functioning is not entirely satisfactory and sometimes there is duplication as well.

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 are important stakeholders responsible for teachers training. Despite large number of human resources, and institutional and physical facilitates, these institutions mostly work in stand-alone manner. TVET III intends to strengthen their capacity for TVET quality improvement.

Ministries of Industries and Production, Commerce and Textile, and Petroleum and Natural Resource represent important economic sectors but do not have any direct role in TVET.

In consideration of a stronger involvement of the private sector in the development and implementation of TVET qualifications as well as in the conduct of assessment, *business and industry associations (BIAs), Chambers of Commerce and Industry (CCI) as well as enterprises* constitute important role in the TVET sector. For instance, builders and developers association, textile mills association, garments manufacturers and exporters association, hotel associations etc. BIAs and enterprises have key role in identifying skills gaps and demands and are ultimately the organisations closest to individual employers. Although, represented in NAVTTC and TEVTAs, their participation is often limited and can be seen as largely ceremonial due to the limited role in decision making.

On micro level, further intermediaries are 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.

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 project oriented.

1.4 Other available information

A number of donors are active in the TVET sector in Pakistan:

- *Germany and Norway* are also funding the EU TVET programme supporting the overall TVET reform. This is the only programme assisting the federal and provincial governments in a systemic way
- *The World Bank* was implementing a TVET project in Sindh, which focuses on the development of CBT programmes with Sindh TEVTA (S-TEVTA). The project recently came to an end. The Bank is currently funding a five year skills project for Punjab that aims to provide about USD 45 million of budgetary support (with additional USD 5 million as Technical Assistance (TA) and is directly working with the Industries department in Punjab.
- *The Department for International Development (DFID*) of the UK, in partnership with the Government of Punjab (GoP), is working in Punjab on a six year project with £63 million. In this project, DFID will work across all 36 districts of Punjab with £59 million (GoP has committed to match DFID's investment). The majority of these funds will support the training of poor and vulnerable across Punjab. World Bank, DFID and GIZ are closely coordinating all cooperation to ensure synergies. From the remaining £4 million, half will be spent on TA and the remaining are shared with the World Bank as a contribution to the progress of specific Disbursement Linked Indicators (DLIs) jointly identified. To avoid duplication, DFID's support will not work in areas such as teacher training, CBT, assessment and capacity enhancement of training providers, which is already covered by other development partners and, in particular, TVET III programme.
- *International Labour Organization's (ILO)* supports governance of management of labour migration and Pakistan's efforts to apply 12 of the 34 ratified related conventions.
- *Japan International Cooperation Agency (JICA)* is providing sector specific support and is linking its industrial and TVET programmes. Its current support, foreseen to finish in 2023, is focused on the textile and construction sectors through funding three training institutes (in Islamabad, Lahore and Faisalabad). JICA plans in the future to replicate this model across Punjab and then in Sindh. It has also an ongoing project in border areas in KP focusing on vocational training for mechanics and electricians.
- *United States Agency for International Development (USAID)* has TVET integrated in various projects implemented at the provincial level in Punjab, Sindh and FATA. However, due to the changing priorities of the US Government, their future interventions are rather unclear.
- *Government of Italy,* in collaboration with GIZ, has been planning for a few years to provide skills training in agriculture sector with estimated budget of EUR 15 million.
- *The British Council*is provided TA to Sindh TEVTA to establish an employer representative body for the hospitality sector. In KP, it is working on performance management mechanism for over 2,000 teachers from 71 institutions. Recently they have worked with NAVTTC to organize the National Skills Competition and provincial and federal level.

2 DESCRIPTION OF THE EVALUATION ASSIGNMENT

Type of evaluation	**Tracer Study (ex-post evaluation)**
Coverage	Six grant contracts
Geographic scope	Pakistan
Period to be evaluated	Jan 2013-June 2018

2.1 Objective of the Evaluation

Global objective

The global objective of the study is to provide comprehensive information to allow the implementing partners and the European Commission to make an accurate assessment of the immediate and long-term value and contribution of TVET I Project to the employability of its graduates including the uptake of self-employment opportunities.

Specific objective

The specific objective of the assignment is to conduct a tracer study on TVET I graduates and comprehensively analyse empirical data regarding TVET I graduates and to present the findings and recommendations in a clear and logical report. This report should be comprehensive enough to allow EU Delegation to make an accurate assessment of the immediate and long-term value and contribution of TVET I to the employability of its graduates including the uptake of self-employment opportunities.

Purpose of the Evaluation

Systematic and timely evaluation of its programmes and activities is an established priority[6] of the European Commission[7]. The focus of evaluations is on the assessment of achievements, the **quality** and the **results[8]** of Actions in the context of an evolving cooperation policy with an increasing emphasis on **result-oriented approaches and the contribution towards the implementation of the SDGs.**[9]

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 effects links** between inputs and activities, and outputs, outcomes and impacts. Evaluations should serve accountability, decision making, learning and management purposes.

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[6] *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 1905/200; Regulation (EC) No 1889/2006; Regulation (EC) No 1638/2006; Regulation (EC) No 1717/2006; Council Regulation (EC) No 215/2008*

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

[8] *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.*

[9] *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*

The main objectives of this tracer study are to provide the relevant services of the European Union, the interested stakeholders with:

- an overall independent assessment of the past performance of the "Support to the TVET sector in Pakistan (TVET I)" project*,* paying particular attention to its results measured against its training and employment objectives;
- key lessons and recommendations in order to improve current and future Actions.

In particular, this tracer study will serve to assess the performance of component 2 of TVET I 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, implementing partner NGOs all the key stakeholders of TVET sector at federal and provincial level from public and private sector (NAVTTC, TEVTAs, Training Institutes, private sector enterprises). Other EU Delegations working on TVET projects in other countries may also get benefit from the findings of this tracer study.

2.2 Requested services

2.2.1 Scope of the evaluation

1. Geographical Areas: As mentioned in table on page 6 and 7.

2. Graduate number (population size): approximately 35,000 men and women

3. 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.

The evaluation will assess the Action with specific focus on impact.

The sample size and method of sampling must be part of the organisation and methodology.

2.2.2 Indicative Evaluation Questions

The specific Evaluation Questions as formulated below are indicative. Based on the latter and following initial consultations and document analysis, the evaluation team will discuss them with the Evaluation Manager[10] 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 ex-post evaluation/ tracer study will make an analysis of the following *evaluation questions*:

- Extent to which the objectives of the project have been achieved as intended in particular the project planned overall objective.
- whether the effects of the project:
  a) have contributed to economic and social development

[10] 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.

b) have contributed to poverty reduction

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.

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

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

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 grant project's 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 grant project's graduate compared to other freshly employed (workers
5. Opinion on usefulness of short training courses

Others

1. Whether the grant project's graduate is providing any training to workers (informal apprenticeship, providing internships…), if not- why not
2. Whether grant project's 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 three phases:

- Inception and desk
- Field
- Synthesis

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 0.

Phases of the evaluation[11]	Key activities	Deliverables and *meetings*
Desk Phase and Inception Phase (indicatively 13 working days with minimum 8 working days inside Pakistan)	• Initial background document/data collection and study and definition of methods of analysis. • Background analysis and document analysis • Interviews with EU Project Manager (PM), reference group and the partner NGOs. • Methodological design of the tracer study (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 will 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	• *Kick-off meeting* [face-to-face] • Inception report • Slide presentation of inception report • *Meeting with Reference Group*
Field Phase (indicatively min 30 working days)	• Pre-test questionnaires and adjust them as required • Train surveyors, collect information • Contact and organise the target population, ensure that they are available for survey (the partner NGOs will assist in this regard) • Entry, cleaning and quality control of quantitative data, collate raw qualitative data.	• Slide Presentation *Meeting/ Debriefing with the Reference Group* and with the EUD • *Final presentation seminar*
Synthesis phase (indicatively 12 working days)	• Collate and analyse data • Final analysis of findings (with focus on the Evaluation Questions) • Formulation of the overall assessment, conclusions and recommendations • Reporting	• *Draft Final Report* • *Executive Summary* according to the standard template published in the EVAL module • *Final Report*

[11] *The number of working days is indicative. The contractor should propose the working days in their offer for each expert in line with the number of indicative working days for each expert as defined in section 3.1*

2.3.2 Desk phase and Inception Phase

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, 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 visits, 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 Matrix, which will be included in the Inception Report.

The **methodology of the evaluation/ 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 0.

At the end of this phase a Slide Presentation will be prepared; its content is described in Chapter 0. 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 enterprises. The experts and their team will collect primary data through appropriate quantitative and qualitative methods 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 presentation[12]) in a meeting with the project management, the EU Delegation and the Reference Group.

After incorporating the comments received from the reference group, project management and EU Delegation, the evaluators will present the final revised version of the preliminary findings through a seminar with the relevant stakeholders in Islamabad.

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.

The analysis should pay attention to the following issues:

- 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 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 six grant contract should be made contract wise. Moreover, as these projects were implemented in various districts across entire Pakistan, <u>a provincial analysis will also be useful</u>.

[12] Its content is described in Chapter 0.

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 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.

2.4 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.

<u>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.</u>

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)].

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.

2.6 Language of the specific contract

The language of the specific contract is to be English.

3 EXPERTISE REQUIRED AND ORGANISATION AND METHODOLOGY

3.1 Number of experts and of working days per category

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

Category of experts	Minimum number of evaluators	Total minimum number of working days (total)	(Out of which) minimum number of working days on mission
Cat I	1	55	38
Cat II	1	50	35
Cat III	1	25	20

In particular, the Team Leader (to be identified in the Organisation and Methodology and in the Financial Offer) is expected to be a Cat I expert, possess a demonstrable senior evaluation expertise coherent with the requirements of this assignment and not provide less than 55 working days, out of which 38 in the field. The team leader for this study will also be responsible for the overall coordination and reporting.

A number of research assistants are also required. Their role and number should be explained and justified in organisation and methodology.

3.2 Expertise required

Minimum requirements of the team

Both 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 equivalent specific professional experience of at least thirteen years (in addition to the general professional experience indicated below);

- have full working knowledge of English, computer literacy, excellent report writing skills, good commination, adoptability and social awareness.

Additional requirements of the team

At least one member of the team (from team leader (category I) and deputy team leader (category II)) should have:

- At least twelve 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, Napal, 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.
- At least five years experience in external verification of modularised outcomes/competence based National Vocational Qualifications.
- At least 5 years experience in TVET related socio-economic research and analysis.
- Experience of implementing and/or evaluating at least five TVET projects and three should be EU funded.
- Experience of conducting at least 3 tracer studies and at least 1 should be of EU funded projects.
- Experience in statistical data collecting, processing and analysis, and designing MIS systems for capturing data (e.g. SPSS)
- Experience of survey analysis and interpretation
- Post graduate studies and/or specific training in subjects related to the assignment under this contract (TVET and Evaluation).
- Professional experience in volatile environments.

IT Statistician (Category III for 25 working days)

- A first degree in statistics
- At least five years experience in educational research including qualitative and quantitative analysis
- Experience in statistical data analysis preferably for tracer studies
- Computer literacy, with experience in the use of MIS for capturing data and specific data analysis softwares e.g. SPSS

Research Assistant(s)

- A degree in sociology or education
- Professional experience in data collection relevant to the assignment
- Strong communication and personal and interpersonal skills
- Fluency in English and Urdu
- Computer literacy

Language skills of the team

- English: Both team leader and deputy team leader shall possess a level C2 expertise. IT statistician and research assistants shall possess B2 level expertise ;
- Urdu: at least 1 member (from three key experts) shall possess a level C1 expertise;

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

The European Union pursues an equal opportunities policy. Gender balance in the proposed team, at all levels, is highly recommended.

3.3 Presence of management team for briefing and/or debriefing

The presence of member(s) of the management team is not required for briefing or debriefing purposes.

4 LOCATION AND DURATION

4.1 Starting period

Provisional start of the assignment: Indicatively September 2018

4.2 Foreseen duration

Maximum duration of the assignment: 150 calendar days (05 months (including time for finalising the final report).

This overall duration includes working days, week-ends, periods foreseen for comments, for review of draft versions, debriefing sessions and distribution of outputs. It is assumed that the consultants will work on the basis of a five-day week but can be adjusted as deemed appropriate by either side.

4.3 Planning, including the period for notification for placement of the staff[13]

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, project beneficiaries and enterprises. This is also important because for some of the restricted areas, request for No Objection Certificates (NOCs) are to be made to the Government of Pakistan at least 6 weeks in advance.

4.4 Location(s) of assignment

The assignment will take place in Islamabad, with field visits in all the four provinces (Punjab, Sindh, Balochistan and KP) and two regions (AJK and FATA). The 'Indicative dates' are not to be formulated as fixed dates but rather as days from the beginning of the assignment.

5 REPORTING

5.1 Content, timing and submission

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

[13] *As per art 16.4 a) of the General Conditions of the Framework Contract SIEA*

List of outputs:

	Number of Pages *(excluding annexes)*	Main Content	Timing for submission
Inception Report	15-20 pages	• 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	End of Inception Phase and desk phase
Draft Final Report	max 50 pages	• **Cf. detailed structure in Annex III**	End of Synthesis Phase
Draft Executive Summary – by using the EVAL online template	N/A	• **Cf. detailed structure in Annex III**	End of Synthesis Phase
Final report	Max 50 pages	• Same specifications as of the Draft Final Report, incorporating any comments received from the concerned parties on the draft report that have been accepted	02 weeks after having received comments to the Draft Final Report.
Executive Summary – by using the EVAL online template	N/A	• Same specifications as for the Draft Executive Summary, incorporating any comments received from the concerned parties on the draft report that have been accepted	Together with the final version of the Final Report

5.2 Use of the EVAL module by the evaluators

The **submission of all reports, their annexes and the executive summary of the final report** by the selected contractor **will be performed through their uploading in the EVAL Module**, an evaluation process management tool and repository of the European Commission. The selected contractor will receive access to online and offline guidance in order to operate with the module during the related Specific contract validity.

5.3 Comments on the outputs

For each report, the Evaluation Manager will send to the Contractor consolidated comments received from the Reference Group or the approval of the report within 03 calendar days for inception report and 30 calendar days for draft final report. The revised reports addressing the comments shall be submitted within two [2] calendar days (for inception report) and 14 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.

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

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

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

5.5 Language

All reports shall be submitted in English.

5.6 Number of report copies

Apart from their submission via the EVAL Module, the approved version of the Final Report will be also provided in 08 paper copies and in electronic version at no extra cost.

5.7 Formatting of reports

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

6 INCIDENTAL EXPENDITURE

Incidental expenditure covers the following:

- Security cost can be accepted as reimbursable if all these costs have been specified in the offer. The delegation however maintains the right to only partially accept the proposed security costs before signature of the contract, after discussion with the contractor. Furthermore it is clear that the available amount as communicated in the RfS (Request for Service) will remain the same.

The local taxes upon eligible incidental expenditure incurred under the Specific Contract shall be reimbursed in full.

No expenditure verification report is expected under this assignment.

ANNEXES

ANNEX I: SPECIFIC TECHNICAL EVALUATION CRITERIA

SPECIFIC TECHNICAL EVALUATION CRITERIA

2018/399326/1

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 price[14].

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

Criteria	Maximum
Total score for Organisation and Methodology	***45***
• Understanding of ToR and the aim of the services to be provided	**10**
• Overall methodological approach, quality control approach, appropriate mix of tools and estimate of difficulties and challenges	**25**
• Technical added value, backstopping and role of the involved members of the consortium	**5**
• Organisation of tasks including timetable	**5**
Score for the expertise of the proposed team	***55***
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 07/08/2018 to 17/08/2018.

[14] *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 Action(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 identification studies
- Action feasibility / formulation studies
- Action financing agreement and addenda
- For each of the six grant contracts:
    - Action's description of action document
    - Action’s annual and final progress reports
    - Other external and internal monitoring and evaluation reports of the Action
    - Action’s mid-term evaluation report and other relevant evaluations, audit, reports
- 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 Action(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 Action.

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

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

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

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

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

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

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

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

1. Introduction	A description of the Action, of the relevant country/region/sector background and of the evaluation, providing the reader with sufficient methodological explanations to gauge the credibility of the conclusions and to acknowledge limitations or weaknesses, where relevant.
2. Answered questions / Findings	A chapter presenting the answers to the Evaluation Questions, supported by evidence and reasoning.
3. Overall assessment *(optional)*	A chapter synthesising all answers to Evaluation Questions into an overall assessment of the Action. The detailed structure of the overall assessment should be refined during the evaluation process. The relevant chapter has to articulate all the findings, conclusions and lessons in a way that reflects their importance and facilitates the reading. The structure should not follow the Evaluation Questions,

the logical framework or the evaluation criteria.

4. Conclusions and Recommendations

4.3 Lessons learnt	Lessons learnt generalise findings and translate past experience into relevant knowledge that should support decision making, improve performance and promote the achievement of better results. Ideally, they should support the work of both the relevant European and partner institutions.
4.1 Conclusions	This chapter contains the conclusions of the evaluation, organised per evaluation criterion. In order to allow better communication of the evaluation messages that are addressed to the Commission, a table organising the conclusions by order of importance can be presented, or a paragraph or sub-chapter emphasizing the 3 or 4 major conclusions organised by order of importance, while avoiding being repetitive.
4.2 Recommendations	They are intended to improve or reform the Action in the framework of the cycle under way, or to prepare the design of a new Action for the next cycle. Recommendations must be clustered and prioritised, and carefully targeted to the appropriate audiences at all levels, especially within the Commission structure.

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 Action took place • List of persons/organisations consulted • Literature and documentation consulted • Other technical annexes (e.g. statistical analyses, tables of contents and figures, matrix of evidence, databases) as relevant • Detailed answer to the Evaluation Questions, judgement criteria and indicators

ANNEX IV: PLANNING SCHEDULE

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

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

		Indicative Duration in working days[15]		
Activity	**Location**	**Team Leader**	**Evaluator …**	**Indicative Dates**
Inception phase: total days				
•				
•				
•				
Desk phase: total days				
•				
•				
•				
Field phase: total days				
•				
•				
•				
Synthesis phase: total days				
•				
•				
•				
Dissemination phase: total days				
•				
•				
•				
TOTAL working days (maximum)				

[15] *Add one column per each evaluator*

ANNEX V: QUALITY ASSESSMENT GRID

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

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

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

Legend: scores and their meaning

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

Unsatisfactory: criterion partly fulfilled
Very unsatisfactory: criterion mostly not fulfilled or absent

The evaluation report is assessed as follows		
1. Clarity of the report		
This criterion analyses the extent to which both the Executive Summary and the Final Report: • Are easily readable, understandable and accessible to the relevant target readers • Highlight the key messages • The length of the various chapters and annexes of the Report are well balanced • Contain relevant graphs, tables and charts facilitating understanding • Contain a list of acronyms (only the Report) • Avoid unnecessary duplications • Have been language checked for unclear formulations, misspelling and grammar errors • The Executive Summary is an appropriate summary of the full report and is a free-standing document		
Strengths	**Weaknesses**	**Score**
Contractor's comments	**Contractor's comments**	
2. Reliability of data and robustness of evidence		
This criterion analyses the extent to which: • Data/evidence was gathered as defined in the methodology • The report considers, when relevant, evidence from EU and/or other partners' relevant studies, monitoring reports and/or evaluations • The report contains a clear description of the limitations of the evidence, the risks of bias and the mitigating measures		
Strengths	**Weaknesses**	**Score**
Contractor's comments	**Contractor's comments**	
3. Validity of Findings		
This criterion analyses the extent to which: • Findings derive from the evidence gathered • Findings address all selected evaluation criteria • Findings result from an appropriate triangulation of different, clearly identified sources		

• 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 Action's exit strategy, post-Action sustainability or for adjusting Action's design or plans		
Strengths	**Weaknesses**	**Score**
Contractor's comments	**Contractor's comments**	

6. Appropriateness of lessons learnt analysis *(if requested by the ToR or included by the evaluators)*		
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**