



## TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANT

### **Lead National Consultant and National Consultant to conduct the implementation of the Mid-Term Evaluation of the project *Develop life skills and healthy behaviours of students in Vocational Education & Training for their development and job readiness.***

**Hiring Office:**

UNFPA, United Nations Population Fund, Moldova Country Office.

UNFPA is the lead UN agency for delivering a world where every pregnancy is wanted, every childbirth is safe and every young person's potential is fulfilled. UNFPA expands the possibilities for women and youth to lead healthy and productive lives. With respect to human rights and gender equality, UNFPA focuses on mainstreaming human rights and gender equality in sexual and reproductive health programming, as well as in strengthening national systems for advancing sexual and reproductive rights, promoting gender equality and non-discrimination, and addressing gender-based violence.

In the Republic of Moldova, UNFPA has been active since 1995 and is embarking on a new Country Programme for 2018-2022. As part of its mandate, the UNFPA helps young people remain healthy and reach their full potential through innovative education, training, and services. UNFPA fights to end violence against women and girls and protect them from harmful practices that prevent them from realizing their full potential.

**Background:**

Despite a solid economic performance over the past two decades, Moldova still remains among the poorest countries in Europe. Although a growth model reliant on remittance-induced consumption has generated high growth and reduced poverty, it had become less sustainable well before the COVID-19 pandemic. The decline in remittances, combined with a shrinking and aging population, has resulted in low productivity growth, and a significant number of the lower-income population has become dependent on pensions and social assistance.

The pandemic and a severe drought in 2020 more starkly exposed the vulnerabilities of this growth model to shocks. With a subsequent decline in GDP of 7 percent in 2020, Moldova was among the countries in Europe most affected by COVID, which significantly influenced households and businesses across the country.

The Republic of Moldova is undergoing a long-lasting demographic transition, which would mark the economic and social evolution in many decades to follow. A demographic crisis is constantly being discussed but it is clear that this crisis cannot be settled directly or quickly because it is the result of more profound negative social and economic trends, such as external migration of population, and some individual decisions related to the right time and number of children wanted by women and men. Moreover, it should be acknowledged that some policy interventions targeting the childcare system and the labour market would be inevitable. Access to education and employment for young people is a priority and, at the same time, one of the main challenges for Moldova's authorities, given the demographic issues mentioned above and other social challenges.

Adolescents and youth in VET must have equal opportunities for entering the labor market, which can be enhanced by empowering them to prevent and avoid risky behaviors and harmful practices that can impede them to complete their education and fulfil their professional aspirations. These are limited social and

healthy lifestyle skills, limited resilience to increased stress and social pressure, and increasing violence and discrimination in a rapidly changing world. A large proportion of VET students are coming from rural areas with limited opportunities for boys and girls but an increased number of adolescents' pregnancies compared to urban areas (the adolescent birth rate in 2020 in Moldova was 27,3 per 1,000 women aged 15-19 and is four times higher in rural areas<sup>1</sup>). According to the Study on knowledge, attitudes, and practices regarding the health and life skills of students in VET2, teen pregnancy among girls studying in VET institutions is quite common. One in 5 girls who got pregnant dropped out of school/college because of the pregnancy. The same data shows that in the last 12 months, 49% of girls and 47,2% of boys were exposed once and more often to at least one form of gender-based violence. About 20% of respondents have been exposed to at least one form of sexual violence (including sexual harassment). The study highlights that VET students face a series of health and wellbeing-related challenges during the internships and at the workplace, which is mostly linked to their physical adaptation and psychological wellbeing and has poor social and employment skills. However, the study proves that VET students who have the knowledge and healthy behaviors develop more often skills that facilitate their smooth integration into the labor market.

To empower VET students, in particular girls, to have more opportunities for decent employment and reduced transition time to labour market by building their life-skills and being empowered to practice safe and healthy behaviours, the United Nations Population Fund is implementing the project *“Develop life skills and healthy behaviours of students in Vocational Education & Training for their development and job readiness”*, funded by the Austrian Development Agency (ADA) with funds of Austrian Development Cooperation in partnership with the Ministry of Education and Research.

The Project is implemented in the period of 1 December 2019 – 30 November 2022 (36 months) and has a total budget of 700.411 Euros, out of which 90% are covered by ADA and 10% is UNFPA contribution.

The main objective of the project is to support VET students (boys and girls, including vulnerable and with disabilities) in practicing safe reproductive health behaviours and adopt a healthy lifestyle, that will be achieved through three main outputs and proposed indicators<sup>3</sup>:

**1. VET institutions are enabled to sustainably deliver the Decisions for a Healthy Lifestyle course, based on available materials, teacher preparation and friendly learning infrastructure.**

- **OP1 Ind1:** Number of teachers of Decisions for a Healthy Lifestyle course from targeted VET institutions who have skills to deliver quality life-skills education. Target value until November 2022: 25 (all teachers who are providing the course in 12 targeted VET institutions)
- **OP1 Ind2:** Number of VET institutions equipped with edutainment materials to provide quality life-skills education for students' (including vulnerable and with disabilities). Target value until November 2022: 12 (14% of all VET institutions in Moldova)
- **OP1 Ind3:** Number of targeted VET institutions that have friendly edutainment classrooms, endowed with IT equipment. Target value until November 2022: 12
- **OP1 Ind4:** Number of VET students (girls and boys, including vulnerable and with disabilities) from targeted institutions reached through peer-to-peer education activities to promote health-

<sup>1</sup> National Bureau of Statistics, 2020

<sup>2</sup> Study to evaluate the knowledge, attitudes, and practices regarding the health and life skills of students in VET, 2020, UNFPA, ADA, MECC, [https://moldova.unfpa.org/sites/default/files/pub-pdf/study\\_to\\_evaluate\\_the\\_knowledge\\_attitudes\\_and\\_practices\\_regarding\\_the\\_health\\_and\\_life\\_skills\\_of\\_students\\_in\\_vocational\\_education\\_and\\_training\\_in\\_the\\_republic\\_of\\_moldova.pdf](https://moldova.unfpa.org/sites/default/files/pub-pdf/study_to_evaluate_the_knowledge_attitudes_and_practices_regarding_the_health_and_life_skills_of_students_in_vocational_education_and_training_in_the_republic_of_moldova.pdf)

<sup>3</sup> Annex 1 – the Project Logframe

enhancing change/behaviour. Target value until November 2022: 2,000 (33% out of 6,000 targeted-students)

- **OP 1 Ind5:** Training programme for continuous education of teachers of Decisions for a Healthy Lifestyle course developed, piloted and approved by the MoECR. Target value until November 2022: Yes

**2. VET institutions and business companies have capacities to support young people in their healthy development and safe behaviours.**

- **OP2 Ind1:** Number of staff from targeted VET institutions (psychologists, dormitories staff, management, etc.) who have knowledge on healthy development of adolescents, how to address GBV and safe behaviours. Target value until November 2022: 240
- **OP2 Ind2:** Number of targeted VET institutions that learned good practices on integration of life skills based health education through study visit in Estonia. Target value until November 2022: 12
- **OP2 Ind3:** Number of targeted VET institutions who received services from Youth Clinics and Youth Centers as per the established partnership agreement. Target value until November 2022: 10 out of 12 VET institutions (83%)
- **OP2 Ind4:** Number of staff from 9 business companies who work with the selected VET schools have knowledge on healthy development of adolescents, how to address GBV at work place and on family friendly policies. Target value until November 2022: 450

**3. VET staff, students, parents and business companies understand and promote the youth right to life skills based health education and reproductive health services.**

- **OP3 Ind1:** Number of people from VET community, including policymakers are aware of the project philosophy, outcome and results through launching and closing conferences. Target value until November 2022: 150
- **OP3 Ind2:** KAP survey on healthy behaviours and life skills knowledge among students conducted and evidence available. Target value until November 2022: Yes
- **OP 3 Ind3:** The “Network of VET Youth Peer Educators on Life Skills” has been established and is functional. Target value until August 2022: Yes
- **OP3 Ind4:** Number of parents of VET students reached through information sessions on youth rights to life skills based health education and healthy behaviours. Target value until August 2022: 300

***The project’s main target groups are:***

- **12 VET institutions** from the South, Center and North regions of the country (from South region – Cahul; from Center region – Nisporeni, Rezina, Orhei; from North region – Edinet, Riscani, Bălți); among them there are 4 Centers of Excellence, 4 colleges and 4 professional schools
- **9 business companies**, including those that are part of dual VET and have established partnerships with the 12-targeted VET institutions.

***The project’s direct beneficiaries are:***

- 6,000 students (boys and girls, including 95 students with disabilities) from 12 targeted VET institutions, which is 71,5% of students enrolled in the project targeted VET institutions on 1st September 2019;
- 25 teachers providing Decisions for a Healthy Lifestyle course in targeted VET institutions, which is 100% of teachers providing this course, based on

<sup>4</sup> Based on the data received from 12 project targeted VET institutions

	<p>the information collected from targeted institutions in September 2019;</p> <ul style="list-style-type: none"> <li>● 240 staff from targeted VET institutions: masters (VET trainers), administration, psychologists, medical and dormitories staff;</li> <li>● 450 management and production staff from 9 business companies who work with the selected VET institutions within dual education;</li> <li>● 300 parents of students from targeted VET institutions.</li> </ul> <p>The <i>indirect beneficiaries</i> are 8398 students of targeted VET institutions in the short term and teachers providing <i>Personal Development</i> and <i>Biology</i> courses in targeted VET institutions. In the long term all postsecondary level VET students will benefit from qualitatively provided <i>Decisions for a Healthy Lifestyle</i> course (the course is mandatory) and at least half of the VET students enrolled at secondary level (the course is optional). The indirect beneficiaries are also teachers providing <i>Decisions for a Healthy Lifestyle</i> course from other VET institutions (through training programme for continuous education of teachers); 86 VET institutions - 11 Centres of Excellences, 32 colleges and 43 VET schools throughout the country.</p> <p>The project will contribute to the following SDGs, specific targets, and EU objectives:</p> <ul style="list-style-type: none"> <li>- <u>SDG 3, target 3.7</u>: By 2030, ensure universal access to sexual and reproductive health care services, including for family planning, information and education.</li> <li>- <u>SDG 4, target 4.4</u>: By 2030, substantially increase the number of youth who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.</li> <li>- <u>EU Gender Action Plan II objective 7</u>: Girls and women free from all forms of violence against them (VAWG) both in the public and in the private sphere.</li> </ul>
Purpose of consultancy:	<p>The main purpose of the assignment is <b>to conduct the mid-term evaluation of the project</b> <i>“Develop life skills and healthy behaviours of students in Vocational Education &amp; Training for their development and job readiness”</i>:</p> <p><b>1. Based on the following objectives:</b></p> <p>a. <i>To assess the relevance, efficiency and impact of the project from its start in December 2019 to the time of this mid-term evaluation.</i></p> <p>To assess the project’s efficiency and achievements under the project’s overall objectives and to conduct an impact assessment on the direct and indirect beneficiaries.</p> <p>b. <i>To review and if needed suggest a revision of the Theory of Change behind the project.</i></p> <p>Theory of Change analysis will offer comprehensive description how and why desired changes are expected to happen as result of the all project activities.</p> <p>c. <i>To identify lessons learned during implementation so far and provide actionable recommendations for the remaining period of the project and its potential extension in the benefit of the entire system of the Vocational Education and Training in Moldova.</i></p> <p>To identify lessons learned from the implementation of the project’s activities and the outcomes achieved that will be useful for the next phase of this project (or similar projects in the future for the same sector).</p> <p><b>2. With focus on the OECD DAC evaluation criteria relevance, effectiveness and sustainability.</b></p> <p>This mid-term evaluation will apply the OECD Development Assistance Committee (DAC) evaluation framework as well as ADA’s guidelines for</p>

	<p>programme and project evaluations<sup>5</sup>.</p> <p><b>3. Applying specific evaluation questions:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance</b> <ol style="list-style-type: none"> <li>a. To what extent are the objectives of the <i>Develop life skills and healthy behaviours of students in Vocational Education &amp; Training for their development and job readiness</i> project still valid for the partner country and comply with the sectorial policies and country development agenda? (especially considering the latest development and impact of COVID-19)</li> <li>b. How important is the intervention for the target group - young people from VET institutions (in special young girls), and to what extent does it address their needs and interests?</li> </ol> </li> <li>• <b>Effectiveness</b> <ol style="list-style-type: none"> <li>a. To what extent has the <i>Develop life skills and healthy behaviours of students in Vocational Education &amp; Training for their development and job readiness</i> project already achieved its outcome(s) or will be likely to achieve it/them within the foreseen project period?</li> <li>b. To what extent have the outcomes contributed to results in environmental, gender and social inclusion?</li> </ol> </li> <li>• <b>Sustainability</b> <ol style="list-style-type: none"> <li>a. How does the project ensure sustainability of its planned results and what can be done to improve sustainability in the remainder of the project period?</li> <li>b. What good practices, results and interventions have to be extended and scaled up in the benefits of the entire system of the Vocational Education and Training in Moldova?</li> </ol> </li> </ul> <p><b>4. Considering cross-cutting issues</b> (poverty, gender, environment) as described in the ADA Guidelines for project and Programme Evaluations<sup>6</sup>.</p>
<p>Scope of work:</p> <p><i>(Description of services, activities, or outputs)</i></p>	<p>Two Consultants will conduct the mid-term evaluation of the project <i>“Develop life skills and healthy behaviours of students in Vocational Education &amp; Training for their development and job readiness”</i> that will cover all activities undertaken from December 2019 when the project started until December 2021 when the midterm evaluation will start:</p> <ol style="list-style-type: none"> <li>1. <i>Lead Consultant</i> – will lead the mid-term evaluation process and will be responsible for delivering on time and in appropriate quality the deliverables on behalf of the entire evaluation team of consultants. He/she will be also responsible for editing, proofreading, and finalizing the Evaluation report and will be in close communication with the UNFPA focal point.</li> <li>2. <i>National consultant</i> - will support the mid-term evaluation at all stages, will be responsible for delivering on time and in appropriate quality the deliverables, and will work in close coordination with the Lead Consultant and UNFPA.</li> </ol> <p>The evaluation team should propose the methodology to be used to carry out the evaluation. It is expected that the evaluation will compare planned outputs/outcomes of the Project to actual outputs/outcomes and assess the actual results to determine their contribution to the attainment of the project objectives. The mid-term evaluation will extract lessons learned, diagnose and analyse issues and formulate a concrete and viable set of recommendations to be implemented until the end of the project by November 2022.</p>

<sup>5</sup> [https://www.entwicklung.at/fileadmin/user\\_upload/Dokumente/Evaluierung/Evaluierungs\\_Leitfaeden/Guidelines\\_for\\_Programme\\_and\\_Project\\_Evaluations\\_ADA\\_2020.pdf](https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Evaluierung/Evaluierungs_Leitfaeden/Guidelines_for_Programme_and_Project_Evaluations_ADA_2020.pdf)

<sup>6</sup> [https://www.entwicklung.at/fileadmin/user\\_upload/Dokumente/Evaluierung/Evaluierungs\\_Leitfaeden/Guidelines\\_for\\_Programme\\_and\\_Project\\_Evaluations\\_ADA\\_2020.pdf](https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Evaluierung/Evaluierungs_Leitfaeden/Guidelines_for_Programme_and_Project_Evaluations_ADA_2020.pdf), Annex 7.5, pg 27

The evaluation team is expected to respect the ethical standards and guiding principles for evaluation, including impartiality and independence. The evaluation team will respect gender balance within the team and at least one team member should be female.

The evaluation will be undertaken in Moldova. Field visits will be conducted as part of this evaluation and in accordance to the epidemiological situation related to COVID-19 pandemic. If the epidemiological situation will not allow conducting field visits, the online connection with targeted groups will be arranged. The field visits/online meetings will take place in the project's target area and coordinated with the stakeholders and project team. The project staff will assist the evaluator in identifying relevant contact persons in these organisations mentioned above if requested and arrange logistics.

The evaluation consists of several phases:

#### **I. Inception phase**

*Contract and Kick-off meeting:* Contract is signed, and a discussion of the assignment takes place. First documents, including available data, are provided to the evaluation team.

*Desk Study:* The evaluator studies all necessary project documents; re-construct and analyse the intervention logic theory and theory of change and its assumptions. Existing data need to be analysed and interpreted to better design the methodology for the evaluation.

*Design the methodology and inception report:* The evaluation team provides to UNFPA the inception report that needs to correspond to the standards and structure laid down in the ADA Guidelines for project and Programme Evaluations<sup>7</sup> which will describe the detailed design of the evaluation and will elaborate on how information will be obtained and analysed. The proposed methodology should address sufficiently the preliminary issues and questions outlined within the ToR, specifying the specific evaluation issues, list tentative questions, methods of data collection and analysis that will be undertaken to achieve a comprehensive assessment of the evaluation questions. It should base its analysis on triangulation of qualitative and quantitative methods and data.

It should also allow to include the collection of qualitative information from all relevant partners and stakeholders via interviews, focus groups or other methods. Such consultations/ the format of qualitative data collection will be dependent on current COVID 19 rules and regulations applicable in Moldova at the time of travel. It is suggested that the methodology should include, but not be limited to the above mentioned, but consultants must propose their own methodology, justify, and explain that proposal.

The use of a data collection planning worksheet<sup>8</sup> or a similar tool is required, evaluation matrix is prepared. Methodological details on the formulation of cross-cutting issues (particularly gender) and the extent of which the intervention logic will be analysed in the evaluation also need to be included in the inception report.

The inception report should contain no more than 20–25 pages.

The field trip/online interview sessions will only take place upon official approval of the inception report by the contracting party. The evaluation team will adhere

<sup>7</sup> <https://www.oecd.org/derec/austria/AUSTRIA%20ADA%20ADC%20Guidelines.pdf>, Annex 7.9, p. 37

<sup>8</sup> <https://www.oecd.org/derec/austria/AUSTRIA%20ADA%20ADC%20Guidelines.pdf>, Annex 7.10, p. 38

to applicable safety protocols.

## II. Data collection phase

*Field-phase:* Data need to be gathered. This phase will also include interviews with beneficiaries, partners and other stakeholders. Possible restrictions of travel due to COVID 19 will be taken into consideration while planning interview sessions. The evaluation team will adhere to applicable safety protocols. All data collected need to be disaggregated where feasible and meaningful by sex, age and residence geographical location.

## III. Analysis phase

*Preliminary analysis:* Data gathered during field-phase, data obtained from project team (reports, documentation...), as well as data from other sources (studies, statistical information, etc.) are analysed and synthesised by the evaluation team. Consultation with project team members and presentation of preliminary results. Collection of feedback, comments and possible open questions.

## IV. Reporting phase

*Final draft report:* Preparation of final draft report need to be structured according to the OECD/DAC/ADA criteria and format<sup>9</sup>. It has to be presented to UNFPA, ADA, MER and stakeholders to give the opportunity to comment on findings, conclusions, recommendations and lessons learned. These comments should be reflected in the final report.

*Final Report:* Submission of the final report according to the ADA Format<sup>10</sup>. The evaluation report should contain at most 50-60 pages without annexes. The final evaluation report shall include any relevant annexes including the present ToR as well as the Results Assessment Form to be downloaded from the following link: [Evaluation - Austrian Development Agency \(entwicklung.at\)](https://www.entwicklung.at/en/evaluation)

For the different phases, it is expected that data and information will be obtained through a variety of methods such as analysis of documents, structured interviews, semi-structured interviews face-to face or by telephone, group discussions, online-survey (if applicable), others. All data collected need to be disaggregated where feasible and meaningful by sex, age and residence geographical location. The Guidelines for Project and Programme Evaluations developed by the Austrian Development Agency need to be considered throughout the entire evaluation process.<sup>11</sup>

Duration and working schedule:

The National Consultants will perform the work within the period: 14 January 2022 – 30 April 2022 based on the following working schedule:

Action	Responsible	Timeline
Contract signed and kick-off meeting conducted	Consultant / Evaluation team / UNFPA	December 2021 – January 2022
Desk Study	Evaluation team	January 2022
Design the methodology and approval of the inception report	Evaluation team	January 2022
Data collection (field visits, interviews etc.)	Evaluation team / UNFPA	January – February 2022
Preliminary analysis and presentation	Evaluation team	February 2022

<sup>9</sup> <https://www.oecd.org/derec/austria/AUSTRIA%20ADA%20ADC%20Guidelines.pdf>, annex 7.11, pp. 39.

<sup>10</sup> <https://www.oecd.org/derec/austria/AUSTRIA%20ADA%20ADC%20Guidelines.pdf>, annex 7.11, pp. 39.

<sup>11</sup> <https://www.oecd.org/derec/austria/AUSTRIA%20ADA%20ADC%20Guidelines.pdf>

	of the preliminary results.															
	Presentation and submission of the draft report	Evaluation team	March 2022													
	Inclusion of feedback in the draft report	Evaluation team	March 2022													
	Submission of final evaluation report (electronic copy) to contractor	Evaluation team	March – April 2022													
Place where services are to be delivered:	The work will be performed in the field (and online if the case).															
Delivery dates and how work will be delivered (e.g. electronic, hard copy etc.):	<p>The lead consultant will work 40 days to conduct the midterm evaluation and finalize the Evaluation report. The second consultant will work 35 days to provide deliverables as part of the evaluation team.</p> <p>The deliverables must be provided in Romanian (specifically the field visits, interviews, etc.) and English (the analysis and reports), as follows:</p> <table border="1"> <thead> <tr> <th>Deliverables</th> <th>Deadline</th> <th>No of working days</th> <th>Place</th> </tr> </thead> <tbody> <tr> <td> <p><b>1. Desk study conducted.</b></p> <p>The evaluation team studies all-necessary project documents; re-construct and analyse the intervention logic theory and theory of change and its assumptions. Existing data is analysed and interpreted to better design the methodology for the evaluation.</p> </td> <td rowspan="2">By 30 January 2022</td> <td rowspan="2">15 days</td> <td rowspan="2">The work will be performed online or offline and depends on the COVID-19 epidemiological situation.</td> </tr> <tr> <td> <p><b>2. Inception report finalized.</b></p> <p>(According to the ADA Guidelines for project and Programme Evaluations format<sup>12</sup>).</p> <p>The draft inception report will be submitted for consultation and validation by the UNFPA, MoER and VET schools. It will include the detailed design of the evaluation and will elaborate on how information will be obtained and analysed.</p> <p>After receiving the feedback, the consultant/s address the comments and submit the final version of the inception report.</p> <p>The report to be submitted in English.</p> </td> </tr> <tr> <td> <p><b>3. Data collection (field visits etc.) completed.</b></p> <p>This phase will include interviews with beneficiaries, partners and other stakeholders.</p> <p>It is expected that data and information will be obtained through a variety of methods such as: analysis of documents,</p> </td> <td>By 28 February 2022</td> <td>10 days</td> <td>The work will be performed online or offline and depends on the COVID-19 epidemiological situation.</td> </tr> </tbody> </table>			Deliverables	Deadline	No of working days	Place	<p><b>1. Desk study conducted.</b></p> <p>The evaluation team studies all-necessary project documents; re-construct and analyse the intervention logic theory and theory of change and its assumptions. Existing data is analysed and interpreted to better design the methodology for the evaluation.</p>	By 30 January 2022	15 days	The work will be performed online or offline and depends on the COVID-19 epidemiological situation.	<p><b>2. Inception report finalized.</b></p> <p>(According to the ADA Guidelines for project and Programme Evaluations format<sup>12</sup>).</p> <p>The draft inception report will be submitted for consultation and validation by the UNFPA, MoER and VET schools. It will include the detailed design of the evaluation and will elaborate on how information will be obtained and analysed.</p> <p>After receiving the feedback, the consultant/s address the comments and submit the final version of the inception report.</p> <p>The report to be submitted in English.</p>	<p><b>3. Data collection (field visits etc.) completed.</b></p> <p>This phase will include interviews with beneficiaries, partners and other stakeholders.</p> <p>It is expected that data and information will be obtained through a variety of methods such as: analysis of documents,</p>	By 28 February 2022	10 days	The work will be performed online or offline and depends on the COVID-19 epidemiological situation.
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<sup>12</sup> <https://www.oecd.org/derec/austria/AUSTRIA%20ADA%20ADC%20Guidelines.pdf>, Annex 7.9, p. 37

	<p>structured interviews, semi-structured interviews face-to face or by telephone, group discussions, online-survey (if applicable), others.</p> <p>Preliminary analysis and presentation of the preliminary results with engaged/relevant stakeholders will be also completed.</p>			
	<p><b>4. Evaluation Report developed and finalized.</b> (according to the ADA Format<sup>13</sup>)</p> <p>The evaluation team will develop and present for consultations the draft report.</p> <p>The collected feedback will be addressed and the final the report will be provided to the contractor. The evaluation team will ensure that all feedback and comment, received on the initial draft report and on the next versions of the draft report is addressed in a proper manner.</p> <p>The final report will be submitted to contractor and a validation meeting conducted.</p> <p>The report to be written in English.</p> <p>The quality of the reports will be judged according to the criteria listed in Annex 5 and Annex 6 of ADA's Guideline for Programme and Project Evaluations<sup>14</sup>.</p>	<p>By 25 March 2022</p> <p>By 25April 2022</p>	10 days	The work will be performed online or offline and depends on the COVID-19 epidemiological situation.
	<p><b>5. The Evaluation fully completed</b> under the leadership and coordination of the Leading National Consultant (evaluator) and all deliverables submitted on time to the UNFPA.*</p> <p>*This deliverable is valid only for the Leading National Consultant (Evaluator).</p>	By 25 April 2022	5 days	The work will be performed online or offline and depends on the COVID-19 epidemiological situation.
Monitoring and progress control, including reporting requirements, periodicity format and deadline:	<p>Monitoring will be carried out through regular updates on the progress: by e-mail, by phone and meetings. UNFPA will also approve all deliverables and will have an active role in providing feedback at all stages.</p> <p>Any challenges that may impede in achievements of the deliverables will be communicated to UNFPA along with mitigating measures.</p>			
Supervisory arrangements:	<p>The contracted <i>Consultant</i> will work under the overall guidance and will report to the UNFPA Project Officer on life skills education in VET. The programme Analyst on Youth will be also engaged.</p>			
Expected travel:	<p>Travel to rayons where the 12 VET institutions are located may be expected, to the 9 business companies' beneficiaries of the project, to partners and other key actors of the project. UNFPA will cover all travel and logistics costs.</p>			

<sup>13</sup> <https://www.oecd.org/derec/austria/AUSTRIA%20ADA%20ADC%20Guidelines.pdf>, annex 7.11, pp. 39.

<sup>14</sup> [https://www.entwicklung.at/fileadmin/user\\_upload/Dokumente/Evaluierung/Evaluierungs\\_Leitfaeden/Guidelines\\_for\\_Programme\\_and\\_Project\\_Evaluations\\_ADA\\_2020.pdf](https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Evaluierung/Evaluierungs_Leitfaeden/Guidelines_for_Programme_and_Project_Evaluations_ADA_2020.pdf)

<p>Required expertise, qualifications and competencies, including language requirements:</p>	<p>The UNFPA Moldova Country Office is looking the Lead National Consultant and the National Consultant. Consultants will have the following qualifications and expertise:</p> <p><b>Lead National Consultant:</b></p> <p><u>Academic Qualifications</u></p> <ul style="list-style-type: none"> <li>Advanced university degree in education, social sciences or related field (master degree).</li> </ul> <p><u>Years of Experience</u></p> <ul style="list-style-type: none"> <li>Minimum 7 years of experience and expertise in project management and institutional needs assessment, analysis, research, and evaluation;</li> <li>Experience in leading minimum two evaluation processes/teams multi donor-funded projects and /or programmes;</li> <li>Knowledge and experience in gender equality, environmental sustainability and social inclusion is an asset;</li> <li>Demonstrated ability and knowledge to collect and analyze qualitative and quantitative;</li> <li>Familiarity with UNFPA or UN programming is a strong asset;</li> <li>Excellent writing and communication skills.</li> </ul> <p><u>Languages</u></p> <ul style="list-style-type: none"> <li>Fluency in written and oral English is required. Working knowledge of one or more additional languages relevant for Moldova, including Romanian, Russian, Bulgarian, Gagauzian, Romani, Ukrainian, or sign language would be an asset.</li> </ul> <p><u>Computer skills</u></p> <ul style="list-style-type: none"> <li>Good computer skills, including the use of online platforms like ZOOM, Google meet, etc.</li> </ul> <p><b>National Consultant:</b></p> <p><u>Academic Qualifications</u></p> <ul style="list-style-type: none"> <li>University degree in education, social sciences or related field.</li> </ul> <p><u>Years of Experience</u></p> <ul style="list-style-type: none"> <li>At least 5 years of experience in conducting evaluations as a member of evaluation team or individually;</li> <li>Knowledge of life skills development programmes and youth preparedness for the labour market is an asset;</li> <li>Knowledge and experience in gender equality, environmental sustainability and social inclusion is an asset;</li> <li>Demonstrated ability and knowledge to collect and analyze qualitative and quantitative;</li> <li>Familiarity with UNFPA or UN programming is a strong asset;</li> <li>Excellent writing and communication skills.</li> </ul> <p><u>Languages</u></p> <ul style="list-style-type: none"> <li>Fluency in written and oral Romanian and English is required. Working knowledge of one or more additional languages relevant for Moldova, including Russian, Bulgarian, Gagauzian, Romani, Ukrainian, or sign language would be an asset.</li> </ul> <p><u>Computer skills</u></p> <ul style="list-style-type: none"> <li>Good computer skills, including the use of online platforms like ZOOM, Google meet, etc.</li> </ul>
Inputs / services to be	UNFPA will provide the Individual consultant with the necessary information and

<p>provided by UNFPA or implementing partner (e.g support services, office space, equipment), if applicable:</p>	<p>materials for the fulfilment of the tasks. He/she will use its personal laptop, etc.</p>
<p>Other relevant information or special conditions, if any:</p>	<p><b>The ownership and visibility:</b> The ownership of the outputs under this consultancy will remain with UNFPA. The National Consultant will ensure that the communication about the deliverables as per the current ToR (on social media, mass media, other media channels) will be coordinated with UNFPA.</p> <p><b>Basis of payment:</b> Payment will be done <b>in 3 instalments</b>, upon approval by UNFPA of the deliverables and progress report as follows:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> instalment (15 w.d.): upon submission and approval of deliverables 1 and 2 – fully, not later than 30 January 2022;</li> <li>• 2<sup>nd</sup> instalment (10 w.d.): upon submission and approval of deliverable 3 – fully, not later than 28 February 2022;</li> <li>• 3<sup>rd</sup> instalment – upon submission and approval of deliverable 4 – fully (10 w.d.) and deliverable 5 – fully (5 w.d. - only for the Leading Consultant) not later than 25 April 2022.</li> </ul> <p>The amount to be paid for this assignment will be established based on the requirements included in this Terms of Reference, expertise of the National Consultant in alignment with UNFPA Policy and Procedures for Contracting Individual Consultants and in the limits of available budget.</p> <p><b>Submission of the proposal/application:</b> The eligible and interested candidates will submit to UNFPA the CV and short proposal (up to 3 pages) describing the vision and key aspects foreseen for conducting the evaluation. The proposal will also describe in short the consultant experience in similar assignments and key aspects to be considered for the successful fulfilment of the deliverables from the perspective of the candidate.</p> <p>The non-binding proposal/application, free of charge, will be submitted in the English language via Email to <a href="mailto:jobs.moldova@unfpa.org">jobs.moldova@unfpa.org</a> before <b>12 December 2021, 18:00 (Chisnau Time)</b>. Please indicated “<b>Mid-Term Evaluation</b>” in the subject line. Please note that only electronically submitted applications will be considered.</p> <p><b>Evaluation of proposals/applications:</b> UNFPA will evaluate the applications considering the below-mentioned scoring and criteria.</p> <ul style="list-style-type: none"> <li>- Experience in programme evaluations and consultancies (<i>maximum 60 points</i>).</li> <li>- Well described vision of the proposed evaluation meeting ToR requirements (<i>maximum 40 points</i>).</li> </ul> <p>The passing score is 70 points.</p> <p><b>Premises for signing the Contract with IC:</b> Selected consultant will be asked to submit a series of documents (health statement, certification of health insurance; passport, vendor form, etc.).</p> <p>Before signing the Contract with the UNFPA, the Individual Consultant is required to pass the following mandatory online courses and submit the graduation Certificates to UNFPA:</p> <ul style="list-style-type: none"> <li>• Protection from Sexual Exploitation and Sexual Abuse <a href="https://extranet.unfpa.org/Apps/PSEA2017/">https://extranet.unfpa.org/Apps/PSEA2017/</a></li> </ul>

- Fraud and Corruption Awareness and Prevention  
[https://extranet.unfpa.org/Apps/Antifraud/English/story\\_html5.html](https://extranet.unfpa.org/Apps/Antifraud/English/story_html5.html)
- BSAFE Security Training  
<https://training.dss.un.org/course/category/6>

Signature of Head of Requesting Officer in Hiring Office:

DocuSigned by:

*Viorica Ivancenco*

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**Ms. Viorica Ivancenco,**

Project Officer on life skills education in VET,  
UNFPA Moldova CO

30-Nov-2021

**Date:**

Reviewed/cleared by

DocuSigned by:

*Ludmila Sirbu*

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**Ms. Ludmila Sirbu,**

Programme Analyst on Youth,  
UNFPA Moldova CO

30-Nov-2021

**Date:**

Signature of Approving Officer:

DocuSigned by:

*Kamolkhon Inomkhodjayev*

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**Mr. Kamolkhon Inomkhodjayev,**

Assistant Representative, ad. Interim  
UNFPA Moldova CO

30-Nov-2021

**Date:**