ADA contract number: 8316-00/2014

## Terms of Reference for Evaluation of 2 years of the REVOCC Project

**Project/Programme Title:** Re-Engineering Vocational Orientation and Career Counselling (REVOCC) for Moldovan labour force competitiveness

**Country:** Republic of Moldova

**Name of Partners**: Ministry of Education and National Employment Agency

1. **Introduction/Background**

The Re-Engineering Vocational Orientation and Career Counselling (REVOCC) for Moldovan labour force competitiveness project is implemented in the period 01 December 2014 – 30 November 2017 by the Centre for Entrepreneurial Education and Business Support (CEDA). Project Budget is 651,000 EUR, including a grant from the Austrian Development Agency (ADA) amounting to 627,000 EURand contributions from CEDA, MOE and ANOFM in the amount of 24,000 EUR.

With the REVOCC project CEDA is targeting the vocational orientation and career counselling (VOCC) services currently being provided in the Republic of Moldova with a view to bring in more information on the labour market and to establish a closer connection between schools and the structure of the Moldovan economy.

The project is in compliance with the main strategic document tracing development priorities of Moldova for the current decade - “Moldova 2020 - National Development Strategy: 7 solutions for economic growth and poverty reduction”. It stipulates that “The development of a qualified labour force will be ensured by promoting career counselling, starting with general education, and by offering lifelong education opportunities”. The project is also coherent with the governmental Strategy of VET development in 2013-2020 which aims at increasing the enrolment rate of secondary school graduates in VET schools.

The overall project objective is: To contribute to aligning the education system to labour market needs in order to enhance labour productivity and increase employment in the economy. The project aims to adapt the education system of Moldova to the specific needs of the labour market more particularly by increasing the quality of vocational guidance and vocational counselling in schools (secondary level) and in extracurricular facilities (e.g. Public Employment Service).

The **project purpose** is to develop national capacities to provide inclusive quality VOCC services to pupils from educational institutions at a secondary level in order to support their social and economic integration or transition to upper levels of education.

The **expected results** at project end are twofold:

1. Quality of vocational orientation and career counselling provided in educational institutions at a secondary level improved
2. Institutional capacities of out-of-school VOCC service providers is strengthened and new services developed and implemented

See details in Annex 1. Logframe/results matrix.

The target group comprises some 100 teachers and staff at schools, public institutions such as the Ministry of Education, the Ministry of Labour and the National Employment Service. In addition, approximately 1,200 students of general secondary and vocational schools are expected to benefit directly and around 250,000 - after project implementation.

The project has entered into its last year of implementation and has used around 55% of the resources allocated. The project is being implemented by a project team of 5 people in tight cooperation with key local partners from the Ministry of Education and from the National Employment Agency. Whenever necessary, the project team hires local consultancy, experts and trainers for specific tasks. The cooperation with key local partners is formalized through a Memorandum of Understanding signed among CEDA as an implementing organization and the Ministry of Education and National Employment Agency. Intensive communication is being kept so that partners share the ownership for the outputs from the activities carried out in common.

1. **Purpose**

The Evaluation is to provide the Austrian Development Agency, the implementing organization CEDA, and Moldovan partners (Ministry of Education and National Employment Agency) with an external view on important aspects of the project (mainly progress towards the Objectives, Relevance, Efficiency and Effectiveness). In addition, the evaluation is to make concrete recommendations that can add value to further steps in the remaining time of the project’s duration (until November, 2017), and beyond – for Moldovan partners as well as to bring in recommendations regarding the main issues to be addressed during the eventual following project phase.

1. **Objective**

An external evaluation was to take place during the first half of the third project year and its recommendations will be used for eventual adaptations of the project remaining phase. The results of the evaluation will be disseminated among the main stakeholders, such as CEDA team, MoE (VET and Pre-university Education Departments), ANOFM and its local offices; Regional Centres from Soroca, Cahul and Chisinau, pilot schools and, any interested NGOs and donors’ organizations.

The main objective of the evaluation is to assess and present results (output, outcome), conclusions, lessons learnt and recommendations.

Under the relevant OECD DAC evaluation criteria (relevance, , effectiveness, efficiency and) the evaluation/review team has to analyse the following points:

1. the design and coherence of the REVOCC project including the design of the log-frame matrix.
2. the extent to which the project has progressed towards its objectives and results, as well as the likeliness to achieve them, the extent to which and how the project results influence beneficiaries’ (women, men, girls, boys) lives. To that end, the results-assessment form (see Annex 2) needs to be completed by the evaluator and submitted as part of the final report.
3. the strengths and weaknesses in terms of project planning, management, implementation and monitoring.
4. the extent to which socially vulnerable groups, including persons with disabilities and cross-cutting issues (gender and environment mainstreaming) were applied.
5. **Subject and Focus**

The subject of this evaluation is to generate comprehensive information on the influence of the REVOCC project activities on current vocational orientation practices and policies in the Republic of Moldova. In particular, the evaluation will aim to ascertain

* If the project interventions contribute to reach the REVOCC project objectives
* If the interventions on the beneficiaries and the career guidance education have been relevant
* If the programming and implementation process and procedures have been effective
* If the programming and implementation process and procedures have been efficient in terms of resources, including time.

During the interviewing process, the OECD DAC evaluation criteria relevance, effectiveness, and efficiency,) will be used.

1. **Specific Evaluation Questions**

***Relevance***

* To what extent are the objectives of the REVOCC project still valid for the country, for the MoE, ANOFM and for students, teachers, class-masters?
* Are the results/outputs at this stage of the REVOCC project consistent with the outcome, immediate impact?
* Which recommendation can be proposed for increasing the project’s relevance?

***Effectiveness***

* To what extent has the REVOCC project at this stage already achieved its purpose and expected results or will be likely to achieve them?
* What were the major factors influencing the progress towards the expected results?
* Was the REVOCC project managed as planned? If not, what issues occurred and why?
* How did the CEDA project team collaborate with MoE and ANOFM? Does the support provided to teachers and class-masters contribute to the achievement of/progress towards the expected results?
* To what extent was gender and environmental mainstreaming included in the REVOCC project and to what extent were recommendations from the ADA gender-assessment considered and implemented?
* Are there any recommendations which would increase the effectiveness of project’s implementation?

***Efficiency***

* To what extent is all equipment that was purchased under the project used as planned?
* Was the REVOCC project implemented in the most efficient way (time, personnel resources)? Have any issues emerged, if so which ones and why?
* Which recommendations can be proposed for enhancing the project’s efficiency?

***Sustainability***

* To what extent will the benefits of the REVOCC project continue after the withdrawal of the donor?
* In how far can the three Vocational Orientation and Career Counselling (VOCC) centres established under the project be considered sustainable (institutionally, technically, financially)?
* Will the project be integrated in local structures and/or funded by other sources after its end?
* What were the major factors which influenced the achievement or non-achievement of sustainability of the REVOCC project?
* What needs to be done and/or improved to ensure sustainability?
1. **Approach and Methods**

The evaluation/review consists of several phases:

Contract and Kick-off meeting: Contract is signed and a discussion of the assignment takes place in the CEDA office. First documents, including available data, are provided by project team to the evaluator.

Desk Study: The evaluator studies all necessary project documents; re-construct and analyse the intervention logic. Existing data needs to be analysed and interpreted.

Inception-Phase: In the inception report the evaluator will describe the design of the evaluation and will elaborate on how data will be obtained and analysed. The use of a data collection planning worksheet or a similar tool is required. First interviews take place.

Data triangulation and quality control are very important and need to be discussed in the inception report.

The field trip will only take place upon official approval of the inception report by project team.

Field-phase: Data needs to be gathered, analysed and interpreted. It is expected that the evaluation will include quantitative and qualitative data disaggregated by sex, teachers and students.

Presentation: Presentation of key findings (feedback workshop) at the end of the field trip.

Final Draft Report: Submission and presentation of final draft report, inclusion of comments from partners (MoE and ANOFM) and project team.

Final Report: Submission of final report, see reporting requirements under point 9.

For the different phases, it is expected that data and information will be obtained through different methods such as: analysis of documents, structured interviews, semi-structured interviews face-to face or by phone, group discussions, online-survey (if applicable), others.

Bidders are invited to submit a detailed evaluation methodology that is considered appropriate to answer the evaluation questions.

The evaluation shall take place in 3 regions: the north, south and centre of the country (Soroca, Cahul and Chisinau), because in these areas career guidance centres have been established. Beneficiaries and employees of the 3 career guidance centres (Soroca, Cahul and Chisinau) should be interviewed in the evaluation process, as well as, representatives of the ANOFM Central Office, MoE (the two directions targeted by the project), local educational authorities and 13 pilot educational institutions.

All data collected needs to be disaggregated by sex, teachers and students.

It is expected that the evaluator will present concrete recommendations which are addressed to the specific stakeholders (MoE, ANOFM and CEDA team).

1. **Timetable**

|  |  |  |
| --- | --- | --- |
| Action | Responsible | Date |
| Publication of the TOR and the Call | CEDA  | 21.03 |
| Submission of bid (electronically) and selection the company/evaluators | CEDA | 31.03 |
| Contract signed and documents provided and Kick-Off meeting | CEDA and evaluator | 31.03-10.04 |
| Presentation of the evaluation methodology. Detailed framework/design, implementation plan and data collection tools  | Evaluator | 10.04 |
| Desk study and submission of draft inception report | Evaluator | 14.04 |
| Inclusion of comments in inception report and submission of final inception report | Evaluator | 14-18.04 |
| Field Visit, interviews etc. and feedback workshop | Evaluator | 18-21.04 |
| Submission of final draft report  | Evaluator | 28.04 |
| Feedback for the final draft report | CEDA  | 02.05 |
| Inclusion of feedback in final draft report and submission of final evaluation report (hard copy and electronic copy) to CEDA | Evaluator | 12.05 |

1. **The Evaluator/Evaluation Team**

The bidder/consortium (i.e. the evaluation team) should fulfil the following key qualifications:

* Relevant academic degree (master level) in education or/and social field
* A minimum of three years’ experience and expertise in the education field
* Evaluator has conducted at least three evaluations in the last five years, at least one of them in the education field
* Experience in project cycle management
* Experience and expertise in evaluating cross-cutting issues
* Experience in social science methods
* Excellent oral and written English and Romanian skills;
* Communications skills in Russian is an advantage.
* Sound MS Office and IT skills

A national/Moldovan evaluation team would be preferred to be hired for this task, however individual bids or bids from international teams would be also considered.

The evaluator/evaluation team members must not have been involved in the design, implementation or monitoring of the REVOCC project.

*The bidders have to provide the technical offer with evaluation concept, CVs and a financial offer.*

1. **Reports**

The evaluator will submit the following reports:

* an inception report (7-10 pages without annexes)
* a final draft evaluation report (about 15-20 pages without annexes), includinga draft executive summaryand the results-assessment form (part of the reporting requirement)
* and the final evaluation report (15-20 pages without annexes), the final executive summaryand the results-assessment form (part of the reporting requirement)

All reports need to be written in English and Romanian.

The executive summary should summarize key findings and recommendations (three to five pages) and needs to be submitted as part of the final draft report.

The findings and recommendations of the draft final report and final report have to be

structured according to the evaluation questions. An outline of the report’s structure needs to be agreed upon during the inception phase.

The quality of the reports will be judged according to the following criteria:

* Is the results-matrix format part of the report?
* Does the report contain a comprehensive and clear executive summary?
* Were the Terms of Reference fulfilled and is this reflected in the report?
* Is the report structured according to the OECD/DAC criteria?
* Are all evaluation questions answered?
* Are the methods and processes of the evaluation sufficiently documented in the evaluation report?
* Does the report describe and assess the intervention logic (e.g. log-frame, program theory)?
* Are cross-cutting issues analyzed in the report?
* Are the conclusions and recommendations based on findings and are they clearly stated in the report?
* Does the report clearly differentiate between conclusions, lessons learnt and recommendations?
* Are the recommendations realistic and is it clearly expressed to whom the recommendations are addressed to?
* Were the most significant stakeholders involved consulted?
* Does the report present the information contained in a presentable and clearly arranged form?
* Is the report free from spelling mistakes and unclear linguistic formulations?
* Can the report be distributed in the delivered form?
1. **Co-Ordination/Responsibility**

Ms. Sofia Suleanschi will be the contact person for this evaluation.

Contact details: +373 60122874, sshuleansky@ceda.md

1. **Annexes:**
2. Project Log Frame
3. Results-Assessment Form, to be filled in by the evaluation team

**Annex 1) Project Log Frame. Project results/ project status**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Intervention logic** | **Indicator as planned (target)** | **Indicator actual status as at *30.11.2016* (achievement)** | **% achieved** | **Sources of Verification** | **Deviations/ comments/ observations** |
| **Overall Objective:**To contribute to aligning the education system to labor market needs in order to enhance labor productivity and increase employment in the economy | **OO Ind1** Unemployment rate, disaggregated by gender %**OO Ind2** Share of employers satisfied with labor force quality, % **OO Ind3:** Share of VET graduates employed (%) | -78.6%52.5% | --- | Analytical annual NDS implementation reportsAnalytical annual NDS implementation reportsMinistry of Education’s statisticsTracer Study conducted by CEDA in 2017 | No risks were identifiedVOCC is kept on the reform agenda of the Ministry of Education |
| (Changes of) Assumptions |  |  |  |  |  |
| **Project Purpose**National capacities developed to provide inclusive quality VOCC services to pupils from educational institutions at a secondary level in order to support their social and economic integration or transition to upper levels of education | **PP Ind1:** Increased enrolment in VET, gender disaggregated Target value: Tentatively by 5%**PP Ind2:** Number of pupils and VET students benefiting from VOCC services provided by the VOCC regional centersTarget value: 2,600 persons**P Ind3:** Number of teachers, labour officers and project partners trained in gender stereotypes regarding occupations and VETTarget value: At least 115 people | - 612115 | -23.5 %100% | Ministry of Education’s statisticsAnalytical annual NDS implementation reports |  Not available |
| (Changes of) Assumptions |  |  |  |  |  |
| **Expected Result 1**Quality of vocational orientation and career counselling provided in educational institutions at a secondary level improved | **ER1** **Ind1:** Number of persons benefiting from new VOCC education in the pilot schools, gender disaggregatedTarget value: At least 1200 p.**Ind2**: Number of teachers trained in new VOCC module delivery, gender disaggregated. Target value: 100 teachers**Ind3:** Share of persons at the end of classes 9 and 12 who recognize the role of VOCC in determining their career choice, % Target value: At least 75% | 1662 persons (855 girls 807 boys)96 (including 5 men)- | 138,5% (51,45 % girls, 48,55% boys)96%- | Lists of persons List of teachers benefitting from ToTsQuestionnaires filled-in by participants | -The questionnaire will be filled in during March - April 2017, after the Module will be studied by students on a national level |
| **Major activity planned** | **Current status at 30.11.2016** | **Deviations/ comments** |
| 1.1 Assessment of the current situation in providing VOCC to pupils from educational institutions at a secondary level | A Baseline study on the current VOCC practices and policies was carried out. The Memorandum of Understanding with the MoE and National Employment Agency (ANOFM) was signed and a Project Steering Committee was created. |  Accomplished |
| 1.2. Elaboration and dissemination of suggestions to improve the VOCC policies | A study visit to Austria was held during 18 – 23 May, 2015 by the main stakeholders in order to learn the newest good practices relating VOCC services.Suggestions how to improve the Moldovan VOCC regulatory framework, policies, curriculum and practices were elaborated. The results of the visit were reflected in two shows on national television Moldova 1, providing visibility of the REVOCC project.9 TV shows have been broadcasted. All TV programs can be seen on CEDA's Facebook page- <https://www.facebook.com/ceda.ong> and CEDAs web-page <http://ceda.md/en/gallery/video/>  |  |
| 1.3. Improvement of the legal/regulatory framework related to VOCC | Laws (relevant to career guidance process) and education policy documents (Concepts and strategies: tackling the educational process; Concepts and strategies: career guidance; Curriculum; Institutions and the VOCC system structure) was subjected to comprehensive expert analysis. Now working on the revision of the Concept of education for Career. |  |
| 1.4 Revision of VOCC curriculum for educational institutions at a secondary level | The career guidance concept for lyceums and gymnasiums and the methodology for the development of career design competence for civic education and class masters lessons in grades V- XII has been elaborated. Additionally, was completed career guidance concept for vocational schools. The Curricula of the Module “Personal Development and Career Guidance” for gymnasiums, lyceums and VET institutions was approved by the MoE and implemented in all schools around the country. The approved Curricula were posted on CEDA’s site - [www.ceda.md](http://www.ceda.md) and MoE’s site - [www.edu.md](http://www.edu.md)  | Accomplished |
| 1.5 Development and printing of VOCC curriculum supporting materials for piloting  | The following didactic materials were elaborated and approved by the MoE: * “Personal development and career guidance” Module of Civic Education for V-XII grades of secondary education institutions
* “Personal development and career guidance” Module of Civic Education for students of the Ist and IInd year from VET institutions
* Didactic projects for teachers that teach Civic Education for V-XII grades of secondary education institutions
* Didactic projects for class masters of V-XII grades of secondary education institutions and class masters of students of the 1st and 2nd year from VET institutions

The elaborated materials have been approved by the Ministry of Education and then multiplied for students and teachers from all pilot institutions  | Accomplished |
| 1.6 Training of teachers and class masters from pilot schools | 96 teachers were trained (22 teachers of civic education and 74 class masters) from secondary education institutions and VET institutions  |  Accomplished |
| 1.7 Piloting of the new curricula/module on VOCC | * The piloting of the elaborated materials started in April, based on the Disposition of the Ministry of Education from March 23, 2016.
* In the piloting process were involved 96 teachers, 1662 students (including 216 from VET institutions). Students and teachers received on time all necessary materials for successful piloting.
* The results of piloting were discussed with the MoE during two meetings where were decided that the Module “Personal Development and Career Guidance” will be taught at the beginning of the second semester of the school year 2016/2017 and not at the end, as it has been before.
 | Accomplished |
| 1.8 Revision of the modules based on piloting results and submission of the final version to MoE for endorsement and rollout in all educational institutions at a secondary level | * All teachers have filled in evaluation sheets after each activity and sent them to CEDA. All the information was summed up in a database and the summaries were transmitted to the MoE in September 2016.
* The piloting process and future perspectives were discussed with representatives of the ME during 2 meetings. It was decided that the final version will be presented for roll-out in all educational institutions at a secondary level in September-October 2016.
* The teaching/learning materials were approved by the MoE and after the approval they were published. It is planned that the materials will be distributed to the schools during the informational seminars organized by CEDA. The seminars are for teachers of civic education from gymnasiums, lyceums and VET schools.
 | Planned for December 2016 - January 2017 |
| **Expected Result 2**Institutional capacities of out-of-school VOCC service providers is strengthened and new services developed and implemented  | **ER2** **Ind1:** Number of VOCC Centre personnel trained. Target value: 15 persons**Ind2:** Number of persons benefiting from new VOCC services, gender disaggregatedTarget value: At least 2600 participants**Ind3:** Number of Employers cooperating with VOCC Centres and educational institutionsTarget value: 30**Ind4:** Number of Educational Institutions cooperating with VOCC CentresTarget value: 12 | 21612 (303 girls and 309 boys)8 10 | 140%23.5%(49,5% girls,50,5% boys)26.6%83.3% | List of persons benefitting from VOCC centers trainingsEvents’ monitoring reportsRegistrations of the VOCC centersRegistrations of the VOCC centersVET school monitoring visits’ reports | The training was conducted by the international expert Cahul and Soroca Centers are opened in September 2016 |
| **Major activity planned** | **Current status as at 30.11.2016** | **Deviations/ comments** |
| 2.1. Elaboration of proposals regarding the out-of-school VOCC services’ improvement  | Decision made regarding the three types of VOCC services to be provided by the Centres - assessment/self-assessment, information, and marketing.Roles between school and Centers distributed:* assessment/self-assessment – responsibility of schools
* information and marketing services - responsibility of Centers/AOFMs

Scope of services to be provided by the AOFMs determined as information and visits to schools, to local authorities, employers, information on labour legislation, support in personal marketing (CV, letter of intention, etc.), entrepreneurial information, as well as information from the occupations’ barometer.As a result of Internet research and study visit in Romania, the Centres of Career Guidance were equipped with the platform Cognitrom Career Planner, which offers computer testing for pupils in order to identify the most suitable profession – a special service which in the Republic of Moldova is available only at those 3 Centres of Career Guidance.  |  |
| 2.2 Establishment of 3 VOCC centres in the North, Centre, and South of Moldova. | The first Career Guidance Center in Chisinau was opened on April 4, 2016.VOCC Centers’ concept being developed by National Employment Agency representatives. The Centers form Cahul and Soroca were equipped and opened in September 2016. The opening of Centres of Career Guidance was broadcasted at TV show “Education for Career” (May and November 2016 editions). Now Centres offer to the pupils the services of career guidance.  | Accomplished |
| 2.3. Developing training program and supporting materials for new/upgraded VOCC services to be offered by VOCC centres | The first summer school for young women was organized on July 24-30, 2016. The representatives of the Centres of Career Guidance have participated at the event. Thus, they have got new experience for using the model of the summer school. It is planned that they will use their experience for organising summer schools at rayon level.Based on Summer School 2016 experience, CEDA team are working on developing several methodological documents for VOCC Centers with the description of such services as meetings with succesful people, visits to local companies and educational institutions, organizing a local one-day Summer School where main topics are “Job readiness”, “Could I be an Entrepreneur?”,” Lean Canvas Methodology”. |  According to the project document, summer school is planned for June-July 2017 |
| 2.4 Developing capacities of VOCC centres and local partners to provide VOCC related services  | A 2-days training conducted by the international expert on November 24-27, 2015 for representatives of Cahul, Soroca and Chisinau AOFMs, ANOFM, pilot schools and experts.On October 4, 2016 CEDA has organized a workshop with the representatives of AOFM Cahul, Soroca, Chisinau and ANOFM. The goal of the workshop was learning about the new electronic tool – platform Cognitrom Carer Planner, developed by a team of experts from Romania. The platform CCP represents a series of testing tools for youth with producing vocational profile and linking it to existing 1150 vocational profiles. Such special service is already offered to the pupils by the Centres of Career Guidance Chisinau, Cahul and Soroca.  |  |
| 2.5 Upgrading Regional Career Fairs/Forums agendas and methodologies in order to increase the quality and number of participants from secondary school and VET pupils  | Forums of professions and Job fair for Youth were organized in May 28, 2015 and May 27-28, 2016. The Forums agendas and methodologies were upgraded in order to increase the quality and number of participants from secondary school and VET pupils. The event was reflected during the “Education for Career” TV show.  | - |
| 2.6 Developing of VOCC Illustrative, informative and promotional materials | 2 informative articles were published in the pedagogical magazine “Didactica Pro” by CEDA team.10 images presenting various trades/professions were elaborated.Partnerships with some local and international organizations and projects involved in VOCC were established. The result of the cooperation with Youth Media Center is the elaboration of the methodology for creating:* + 25 movies on various trades and professions
* 10 photos that present images about profession.

Career Guidance Centers will be equipped with those movies and photos. CEDA has signed a contract with the Youth Media Center. They will produce 10 new videos about professions.  | January-March, 2017 |
| (Changes of) Assumptions for Expected Results and changes, if any |  |  |  |  |  |

**Annex 2: Results-Assessment Form for Project Evaluations**

**This form has to be filled in electronically by the evaluator. No evaluation report will be accepted without this form. The form has to be included at the beginning of the evaluation report.**

|  |
| --- |
| Title of project (please, spell out):  |
| Contract Period of project: |
| ADC number of project: |
| Name of project partner:  |
| Country and Region of project: |
| Budget of project:  |
| Name of evaluator: |
| Date of completion of evaluation:  |
| Please tick appropriate box:V1. Evaluation managed by ADA/ADC Coordination Office
2. Evaluation managed by project partner:
 |
| Please tick appropriate box:a) Evaluation b) Final Evaluation c) Mid-Term Review d) Final Review V |
| **Project Outcome *(Please, include as stated in the Log-frame Matrix):***  |
| **Please, also explain your assessment: What exactly was achieved and why? If not achieved, why not?** (Please, consider description of outcome and relevant indicators) |
| **For Evaluation[[1]](#footnote-1): Project Outcome: To what extent do you think the project will most likely achieve its outcome(s) according to the Log-frame Matrix. Please, tick appropriate box**Outcome(s) will most likely be:

|  |  |  |  |
| --- | --- | --- | --- |
| Fully achieved: | Almost achieved: | Partially achieved: | Not achieved: |

**Please, also explain your assessment:** (Please, consider description of outcome and relevant indicators) |
| **Project Outputs: To what extent has the project already achieved its outputs according to the Log-frame Matrix? Please, tick appropriate boxes****Output 1*:* *Quality of vocational orientation and career counselling provided in educational institutions at a secondary level improved***Output was:

|  |  |  |  |
| --- | --- | --- | --- |
| Fully achieved: | Almost achieved: | Partially achieved: | Not achieved: |

**Please, explain your assessment:** (Please, consider description of output and relevant indicators)**Output 2: *Institutional capacities of out-of-school VOCC service providers is strengthened and new services developed and implemented*** Output 2 was:

|  |  |  |  |
| --- | --- | --- | --- |
| Fully achieved: | Almost achieved: | Partially achieved: | Not achieved: |

**Please, explain your assessment:** (Please, consider description of output and relevant indicators) |
| **Impact/Beneficiaries:** How many women, men, girls, boys and people in total have already benefited from this project directly and indirectly? Please, explain:What exactly has already changed in the lives of women, men, girls, boys and/or institutions from this project? Please, explain:Which positive and/or negative effects in terms of gender can be possibly be attributed to the project? Please, explain:If applicable, which institutions have benefitted from this project and how? |
| **Mainstreaming cross-cutting issues:****Gender:** To what extent was gender mainstreaming included in the project? To what extent were the recommendations - if any- from the ADA internal gender-assessment considered and implemented? **Environment:** To what extent was environmental mainstreaming included in the project? To what extent were the recommendations - if any- from the ADA internal environment-assessment considered and implemented? Which positive and/or negative effects in terms of environment can be possibly be attributed to the REVOCC project? Please, explain |
| **Overall/Other Comments:** |

1. Please, only fill in in case this is a mid-term evaluation. [↑](#footnote-ref-1)