**TERMS OF REFERENCE (ToR) FOR**

**FINAL EXTERNAL EVALUATION**

Project/Programme Title:

**Re-Engineering Vocational Orientation and Career Counselling (REVOCC II) for Moldovan labour force competitiveness**

**Country:** Republic of Moldova

**Project Number:** ADA reference: 8316-00/2017

**Implementing**

**Organisation:** Center for Entrepreneurial Education and Business Support (CEDA),

**Name of Partners**: Ministry of Education and Research (MOER) and National Employment Agency (ANOFM), with funding from Austrian Development Agency (ADA) and financial contributions from CEDA, MOER and ANOFM

**Implementation period:** December 2017 – May 2022

**Total budget:** Project Budget is 893,300 EUR, including a grant from the Austrian Development Agency (ADA) amounting to 800,000 EURand contributions from CEDA, MOER and ANOFM in the amount of 93,300 EUR.

1. **Background information**

**1.1. General background**

The current Re-Engineering Vocational Orientation and Career Counselling (REVOCC) for Moldovan labour force competitiveness project is the second stage of an intervention targeting the vocational orientation and career counselling services currently provided in the Republic of Moldova. It is a follow-up of the REVOCC first stage, which was implemented from 01 December 2014 to 30 November 2017. Both stages of the intervention have been implemented by the Center for Entrepreneurial Education and Business Support (CEDA) – a public association by its legal status.

Because of the major impact of the COVID 19 pandemic, the implementation timeframe of the current phase was extended by 6 months, based on a separate agreement between CEDA and ADA, and covers now the period from 01 December 2017 to 31 May 2022.

A Project Management Unit led by the Project Director was created by CEDA. There exist also a Project Steering Committee and an Advisory Group within the Project framework.

**1.2. Overall project description**

While REVOCC’s first phase was paying more attention to the curricular content in both general education and VET, the second phase is focussed on establishing a closer connection between VET schools and the labour demand of the Moldovan economy.

## *The overall Impact* of the REVOCC II project is

## *The career choices of young Moldovans are based on labour market needs and result in increased employment and enhanced labour productivity in the national economy.*

## *The outcome* of the REVOCC II project is

## *Inclusive in-school and out-of-school career guidance (CG) services available to young persons for their social and economic integration.*

The project is being implemented throughout a 4,5-year period and is focussed on the following 3 outputs:

**Output 1:** VET school students have gender equal and inclusive access to relevant CG services supporting their economic empowerment and integration into the labour market.

Activities to achieve this expected output include:

* Training needs assessment,
* Training programs for VET teachers and administration from 85 VET institutions,
* Development of a set of didactic materials, including the specific of CG education of young persons with special educational needs, for VET teachers,
* Internships/Apprenticeships/mentorships and master-classes for VET students, and
* “Leadership for entrepreneurship” post-VET trainings offer for young women.

**Output 2:** In-service Training and Teacher Professional Development in CG issues are in place.

Activities to achieve this expected output includes:

* An assessment of how the “Personal Development and Career Planning” module, revised during the first REVOCC project, is being implemented by general education institutions,
* Development of the Guide for trainers and “Career Management” training module as part of the in-service training offer, and
* Translation of the final version materials in the Russian language after piloting, TOT for 16 trainers.

**Output 3:** Coherent career guidance mechanism established at regional/territorial level.

Activities to achieve this expected output includes:

* Three local partnerships among local public administrations, territorial DEYS, ANOFMs territorial subdivisions, VET institutions, local employers, relevant NGOs and three socio-economic development strategy supplemented with the career guidance component,
* Summer Schools of Leadership (SSL) for young women,
* Training for employers “What should employers hiring persons with disabilities know?”,
* Extension of the CG services to all ANOFMs territorial subdivisions,
* Capacity development for the ANOFMs’ staff to provide CG related services,
* Regional Job Fairs,
* Developing of CG didactic, illustrative, informative, self-evaluation and promotional materials/fliers, and
* Final National Conference.

See details in Annex 4. Logframe/results matrix.

**2. Evaluation purpose and objectives**

**2.1. Purpose**

The REVOCC and REVOCC II project documents envisaged for a mid-term and a final evaluation to be undertaken by CEDA. Respectively, a mid-term external evaluation was conducted during the first stage in May 2017 and a final evaluation of REVOCC II is to be conducted in the fourth quarter of 2021.

The main purpose of the final evaluation is to provide the donor, national partners, and CEDA project team with an account concerning the use of funds and results achieved, to guide the project team through the remaining period of the project (until May, 2022), as well as to reveal the direction of eventual next phase and prospects of the project.

**2.2. Objectives**

The main objectives of the final evaluation are:

(a) To assess the effectiveness and sustainability prospects of the REVOCC II from its start in December 2017 to the time of the evaluation;

(b) To conclude over the Theory of Change behind the project and to suggest its revision, if appropriate, and

(c) To identify lessons learned during implementation so far and provide recommendations for the remainder of the project and beyond.

The results of the evaluation will be disseminated to ADA and among the main stakeholders, such as CEDA team, MOER, ANOFM and its local offices, VET institutions and, any interested NGOs and donors’ organizations.

**3. Scope**

CEDA is seeking a national expert (Evaluator) capable of carrying out the Final External Evaluation of the project.

**3.1. Time frame**

The selected Evaluator will evaluate the project activities from December 2017 to the moment of evaluation and will consider the activities’ prospects for the remaining implementation period.

**3.2. Geographical area to be covered**

The evaluation shall take place in 3 regions: the north, south and centre of the country. Beneficiaries and employees of the 5 ANOFMs territorial subdivisions should be interviewed in the evaluation process, as well as representatives of the ANOFM Central Office, MOER (the VET direction targeted by the project), local authorities and 10 VET institutions, including 3 Centres of Excellence.

**3.3. Thematic focus**

The object of this evaluation is to generate comprehensive information about REVOCC II project influence on the career guidance practices and policies in the Republic of Moldova, including an analysis of the state of Career Guidance Services at the level of VET educational institutions and on the labour market.

During the interviewing process, the OECD DAC evaluation criteria effectiveness and sustainability will be used as well as ADA guidelines for programme and project evaluations.

**4. Evaluation questions**

*Effectiveness:*

1. To what extent has the project/programme already achieved its outputs or will be likely to achieve them?
2. To what extent the REVOCC II project interventions on career guidance practices and policies in the Republic of Moldova have created premises for career decisions making of different categories of beneficiaries.
3. Have the project stakeholders worked together as planned? Are there any issues that need to be solved? If yes, which ones?
4. To what extent was gender, environmental, social inclusion mainstreaming included in the project/programme and to what extent were recommendations from the ADA appraisal on gender, environment and social standards considered and implemented? Have any issues emerged, if so which ones and why?

*Sustainability:*

1. What were the major factors influencing the achievement or non-achievement of sustainability of the project/programme? What can be done to improve sustainability in the remaining of the project period?
2. How far can the career guidance services developed under the project can be considered sustainable (institutionally, technically, financially)? What needs to be done and/or improved to ensure sustainability?

**5. Design and approach**

The evaluation consists of several phases:

***5.1 Inception phase (7 working days)***

*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.

*Presentation of the Work plan and the Methodology*, the Evaluator will describe the design of the evaluation and will elaborate on how the data will be obtained and analysed. The use of a data collection planning worksheet, questionnaires, Survey monkey tools or any similar tool is required. Bidders are invited to submit a detailed evaluation methodology that is considered appropriate to answer the evaluation questions.

*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 Report:* 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.

***5.2 Data collection phase (12 days)***

Data triangulation and quality control are very important and need to be discussed in the inception report. An outline of the report’s structure needs to be agreed upon during the inception phase.

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

The evaluation will follow ADA and OECD/DAC norms and standards as well as ethical guidelines for evaluations.

The field trip/online interviews will only take place upon official approval of the inception report by the contractor.

*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, administration, ANOFM representatives, students and young people.

***5.3 Analysis phase (3 working days)***

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

***5.4 Reporting phase (8 days)***

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

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

Submission of final report. The reports must be written in English and Romanian. The Evaluator can choose the original language of reporting and state this in their proposal. The structure of all reports, including the structure of the executive summary should follow the structure provided in the [ADA](https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Evaluierung/Evaluierungs_Leitfaeden/Guidelines_for_Programme_and_Project_Evaluations_ADA_2020.pdf) guideline.

All data collected needs to be disaggregated by sex, VET administrators, teachers, students, ANOFMs territorial subdivisions employees and beneficiaries.

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

The quality of the reports will be judged according to the criteria provided for in [**ADA Guidelines for Programme and Project Evaluations**](https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Evaluierung/Evaluierungs_Leitfaeden/Guidelines_for_Programme_and_Project_Evaluations_ADA_2020.pdf)– *Annex 6 Quality Checklist for Evaluation Report* (pag. 48) and *Annex 7 – Template for Evaluation Matrix Austrian Development Cooperation Director approves the reports (Annex 1 to these ToRs).*

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.

The data collection and analysis methods will be sufficiently rigorous to allow for a complete, fair and unbiased assessment. All data collected needs to be disaggregated by sex.

It is expected that the evaluator will present concrete recommendations which are addressed to the specific stakeholders.

The results-assessment form (RAF) needs to be filled in by the Evaluator as part of the reporting requirement. The RAF template can be downloaded from here:[[1]](#footnote-1)

1. **Deliverables and Timetable**

The consultants will submit the following reports:

* An inception report by **25.11.2021** (10-15 pages without annexes)
* A final draft evaluation report by **10.01.2022** (about 25-30 pages without annexes), including a draft executive summary and the results-assessment, and
* The final evaluation report by **31.01.2022** (30-35 pages without annexes), the final executive summary and the results-assessment form.

All reports are to be written in English and Romanian.

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 (July 2020) (Annex 1 to these ToRs)

Timetable:

|  |  |  |
| --- | --- | --- |
| Action | Responsible | Date |
| Publication of the TOR and the Call | CEDA  | 18.10.2021 |
| Submission of bid (electronically) and selection of the Evaluator | CEDA | 08.11.2021 |
| Contract signed and documents provided and Kick-Off meeting | CEDA and evaluator | 15.11.2021 |
| Presentation of the evaluation methodology. Detailed framework/design, implementation plan and data collection tools  | Evaluator | 22.11.2021 |
| Desk study and submission of draft inception report | Evaluator | 25.11.2021 |
| Inclusion of comments in inception report and submission of final inception report | Evaluator | 30.11.2021 |
| Field Visit, interviews etc. and feedback workshop | Evaluator | 17.12.2021 |
| Submission of final draft report  | Evaluator | 10.01.2021 |
| Feedback for the final draft report | CEDA  | 20.01.2021 |
| Inclusion of feedback in final draft report and submission of final evaluation report (hard copy and electronic copy) to CEDA | Evaluator | 31.01.2022 |

#####  **Evaluation management arrangements**

The Evaluator involved will respect the ethical standards and guiding principles for evaluation, including impartiality and independence.

**7.1. Project management team**

The Project Management Team (CEDA) is involved in the project’s implementation. The team will provide information for the evaluation process and will support the Evaluator in conducting the evaluation. The main roles and responsibilities are:

* Support the Evaluator with the organization of the evaluation process.
* Generation and sharing of information.
* Facilitate field activities, as needed.
* Implement the recommendations agreed upon in the evaluation process

**7.3. Stakeholder teams (Ministry of Education, Culture and Research - MOER and National Employment Agency - ANOFM)**

The Stakeholder Teams represent all stakeholders, in addition to the Implementation Team, to be involved in the evaluation. It is the responsibility of the stakeholders to designate representatives to each group that will work with the Evaluator. This group will:

* Generate and share information at their stakeholder group level.
* Provide feedback and help disseminate the evaluation results.

**7.4. Facilities to be provided by the contracting authority and/or other parties**

CEDA can provide, as appropriate, room facilities for meetings of stakeholders, discussions and presentation of the report.

##### **8. Requirements for the Evaluator**

An individual Evaluator is to be hired for the task. He or she should have the following competencies and/or experience:

* Relevant academic degree (master level) in education, social sciences or another relevant field. In-depth knowledge of vocational education and training is considered an asset
* Minimum of 7 years of experience and expertise in education and labour-market analysis and 5-year experience in project management
* Knowledge regarding the specifics of ANOFM activity.
* Knowledge of the legislation governing the Career Guidance services provided by ANOFM.
* The Evaluator has participated in at least three evaluations of donor funded projects ideally in a relevant field
* Experience with EU or ADA funded projects is a plus
* Experience and expertise in gender equality, environmental sustainability and social inclusion
* Experience in social science methods
* Excellent skills in oral and written Romanian and English. Fluency in Russian is an asset.
* Excellent presentation skills / sound MS Office and IT skills.
* The Evaluator must not have been involved in the design or implementation of the programme.

*The bidder has to provide the technical offer with evaluation concept, CV and a financial offer.*

##### **9. Specifications for the submission of offers**

The applicant has to provide detailed CVs, specify the estimated number of working days with total budget and provide a timeline for the assignment.

CEDA, according to its internal procurement guidelines, invites national experts to submit an offer. The qualifications of the applicant/Contractor will be evaluated per the below-mentioned scoring and criteria. The Applicant/Contractor offering the best quality and value for money will be selected.

* Relevant educational and working background (maximum 20 points),
* Experience in project/program evaluations and consultancies (maximum 30 points),
* Well elaborated evaluation plan meeting the training criteria described above (maximum 30 points).
* Financial criteria/value for money (maximum 20 points).

*Guidance notes on Applicant’s inputs:*

Working days: performance of the contract (and therefore payment) will be based solely on working days. The Evaluator will only be paid for days actually worked on the basis of the daily fee rate contained in the budget breakdown.

*Technical offer*, containing not more than 8 pages, will include:

Understanding of the assignment

Presentation of the overall approach, including appropriate measures for Stakeholder

/ Beneficiary participation (health, safety considerations).

- Work plan, including estimated working days.

The fee rates must include all the „administrative costs of employing any other eventual relevant experts”.

The estimated budget foreseen for this assignment is projected between 12,000 and 14,900 euro.

##### **10. Payment schedule**

Payment shall be effectuated in a lump-sum payment as per the payment schedule below, comprising 3 installments, based on the key deliverables, feedback and acceptance. The last installment will be paid upon delivery of the final evaluation report.

|  |  |
| --- | --- |
| * Inception Report
 | 30% of the contract sum |
| * Final draft evaluation, including an executive summary and result-assessment form
 | 30% of the contract sum |
| * Final evaluation report, final executive summary and the result assessment form
 | 40% of the contract sum |

**11. DEADLINE for submissions:** All proposals should be sent to CEDA at the address provided below by **08.11.2021 - 00:00.**

oficiu@ceda.md

**12. Co-Ordination/Responsibility**

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

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

**13. Processing of personal data**

During initiation and performance of contracts, CEDA may process personal data of natural persons that are collected, or transferred, or disclosed to CEDA by prospective contractors or third parties under their instruction, e.g., personal data of employees, legal representatives, agents, or other partners of the prospective contractors or such third parties.

By submitting information to CEDA, you, as a prospective contractor, acknowledge:

* to have taken note of ADA’s Privacy Notice (’ADA Privacy Notice’)[[2]](#footnote-2)
* to ensure that each direct or indirect transfer or disclosure of personal data to ADA during the initiation or performance of a contract is lawful pursuant to applicable data protection law;
* to ensure that all persons, whose personal data are transferred or disclosed to ADA, were promptly and demonstrably provided the ADA Privacy Notice; and
* that, if a contract is concluded and in accordance with its terms, CEDA may publish, in particular on CEDA’s website, information about the contract and the contracting parties.

#### **ANNEXES – REFERENCES**

1. [**ADA Guidelines for Programme and Project Evaluations**](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>
2. [**Evaluation policy**](https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Evaluierung/Englisch/Evaluationpolicy.pdf) **-** <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/Englisch/Evaluationpolicy.pdf>
3. [**DAC – Evaluation Criteria: Adapted Definitions and Principles for Use**](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=DCD/DAC(2019)58/FINAL&docLanguage=En) **-** <https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=DCD/DAC(2019)58/FINAL&docLanguage=En>
4. **REVOC II Logframe/results Matrix**

|  |  |  |  |
| --- | --- | --- | --- |
| **Intervention logic** | **Indicators****Indicate a target value for each indicator** | **Sources of Verification****List the source of verification / information for each indicator** | **Risks & Assumptions** |
| **Impact****The career choices of young Moldovans are based on labour market needs and result in increased employment and enhanced labour productivity in the national economy.** | Contribution to Moldova nationalised SDG target: 8.5.2 Unemployment rate, by sex, age and persons with disabilitiesInd 1: Employed population, 15-34 years old, gender disaggregated:Baseline (2016): 34,25% (total)34,66% (Women)Target value until 2022: 38,25% (Total)38,66% (Women) | Database of the National Statistic Department  |  |
| **Outcome****Inclusive in-school and out-of-school career guidance (CG) services available to young persons for their social and economic integration.** | OC Ind 1: Number of VET institutions teaching labour market oriented CG to pupils Target value until 2021: 85Baseline: 3OC Ind 2: Nr of in-service teacher training providers capable of providing CGTarget value until 2021: 7Baseline: 0 OC Ind 3: Nr of local/territorial CGCs functioning by the end of the project and nr of ANOFM’s territorial subdivisions providing the career guidance services.Baseline: 3Target value until 2022: 3 CGCs and 32 ANOFM’s territorial subdivisions (35 ANOFM’s territorial subdivisions)Contribution to Moldova nationalised SDG target: 4.4.2 1 Proportion of youth and adults with occupational skills necessary for employmentOC Ind4: Nr of persons with increased occupational skills necessary for employmentBaseline: 0Target value until 2022: 390 | REVOCC project statisticsREVOCC project statisticsANOFM’s statisticsANOFM’s statisticsREVOCC project statistics | The MOER remains supportive towards VET teacher trainings in CGOfficial approval of the in-service teacher training for CG contents ANOFM approves the Regulations for the functioning of the 3 centres and the Career Guidance Procedure  |
|  |  |  |  |
| **Output 1:** **VET school students have gender equal and inclusive access to relevant CG services supporting their economic empowerment and integration into the labour market** | OP1 Ind 1: Number of VET teachers trained and certified in teaching the “Personal Development and Career Planning” module to their students, gender disaggregatedTarget value until 2021: 316Baseline: 5OP1 Ind 2: Nr of VET administrators trained in career guidance and “Understanding Disability” and gender equalityTarget value by 2021: 85Baseline: 0 OP1 Ind 3: Number of VET students benefitting from gender equal and inclusive access to relevant CG services, disaggregated by sexTarget value by 2022: 7500Women: 2300 Baseline: 216 Women: 93OP1Ind 4 Number of VET school studentsintegrated into the labour market through internships, disaggregated by sex Target value by 2022: 50 Women: 25Baseline: 0OP1 Ind 5: Number of young people trained in leadership for entrepreneurship for attenuating gender disparities in self-employmentTarget value by 2021: 122Women: 89Baseline: 0OP1 Ind 6: The number of self-employed young people gender disaggregatedTarget Value until 2022: 20 self-employed VET graduates Baseline: 5  | REVOCC’s lists of certificated teachersREVOCC’s lists of certificated VET administratorsREVOCC project monitoring reportsData from participating in the internship program companiesTrainers’ reports and lists of participantsREVOCC project statisticsProject list of beneficiaries  | Teachers from all VET institutions participate in the trainings.Directors of VET institutions do not allow teachers to join the trainingsVET administrators accept invitations and join the trainings.VET administrators do not see the participation in REVOCC trainings as a priority The external environment at the moment is favourable towards this targetA sufficient number of companies join the program.The external environment at the moment is favourable towards this targetCEDA provides information in due time and the training is joined by a sufficient number of candidates.High drop-out rate during the course |
| **Output 2:** **In-service Training and Teacher Professional Development in CG issues are in place** | OP2 Ind 1: Nr of trainers trained to work in the “Career Management” training module delivery during teacher training courses, gender disaggregatedTarget Value until 2019: 16Baseline: 0OP2 Ind 2: Nr of Teachers trained and certified in teaching inclusive and gender equality-based CG or integrating it in other curricular areasTarget Value until 2021: 180Baseline: 24 | Project list of certified trainersMonitoring report data | In-service teacher training providers available to cooperate in frame of the project. Eventual refusal by the envisaged project partner to follow the preliminary agreementsThere exists sufficient demand for in-service training on behalf of teachers representing different curricular areas.Delayed development of the integrated CG component in case of some curricular areas. |
| **Output 3:** **Coherent career guidance mechanism established at regional/territorial level** | OP3 Ind1: Nr of informal cross-organisational networks for CG established and functional Target value until 2022: 3Baseline: 0OP3 Ind.2: Nr of CGCs and ANOFM’s territorial subdivisions providing career guidance services by the end of the project..Target value until 2022: 3 CGCs and 32 ANOFM’s territorial subdivisions (35 ANOFM’s territorial subdivisions) Baseline: 3OP3 Ind 3: Nr of key staff from ANOFM’s territorial subdivisions trained and capable of providing competent inclusive and gender equality-based CG services to their potential clients etc.Target value by 2022: 40Baseline: 6OP3 Ind 4: Nr of young women trained in leadership within summer schools Target by 2021: 275Women: 275Baseline: 125OP3 Ind 5: Nr of employers aware of and trained in how to deal with persons with disabilitiesTarget value by 2021: 70Baseline: 0OP3 Ind 6: Nr of clients benefiting from services offered by 3 CGCs and 32 ANOFM’s territorial subdivisions, disaggregated by sex, disabilityTarget value by 2022: 23 500Baseline: 1500Women: 766 | Local/territorial cross-organisational cooperation agreements and common action plansRegulations approved by ANOFMProject documents (lists of participants)Project documents (lists of participants)Project documents (lists of participants)Project documents (lists of participants)CGCs Service registersTerritorial subdivisions Service register | Main local partners understand the value of career guidance and are willing to cooperate.Non-respecting by stakeholders of commitments undertaken.ANOFM continues to support the development of CGCs and career guidance services in ANOFM’s territorial subdivisions.High level of staff turnover in the CGCsANOFM delegates its staff members and personnel of CGCs/ANOFMs territorial subdivisions to trainings.High level of staff turnover in the CGCsCEDA provides information in due time and competition for participation is joined by a sufficient number of candidates.Difficulties in finding adequate venue for the SSL Employers are interested to participate in this kind of trainings.Last-hour renounce to participate by some participantsCGCs get sufficient visibility, CGCs staff gets the necessary skillsRestructuring of ANOFMs territorial subdivisions due to political instability |

1. www.entwicklung.at/fileadmin/user\_upload/Dokumente/Evaluierung/Evaluierung\_Templates/Annex9\_Results\_AssessmentForm\_Template.xlsx [↑](#footnote-ref-1)
2. https://www.entwicklung.at/en/media-centre/privacy-notice; [↑](#footnote-ref-2)