UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

Terms of Reference
for Joint Mid-Term Independent Evaluation of UNIDO Projects:

"Learning and Knowledge Development (LKD) Facility: A Sida-UNIDO industrial skills development resource"

TE/GLO/12/033 – SAP: 120212

Budget: EUR 1,193,280 (incl. 13% PSC)

AND

"Operations and Industrial Maintenance Training Academy
In Erbil, Iraq"

TF/IRQ/11/001 – SAP: 101100

Budget: $ 2,814,830 (incl. 13% PSC)
Period covered: 1.5.2011 – 30.6.2015

JANUARY 2015
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1. Background and Context

Two currently ongoing UNIDO projects focus on skills training using a model of a Public Private Development Partnership (PPDP). Both of these are funded by the Swedish International Development Agency (Sida).

The project “Operations and Industrial Maintenance Training Academy in Erbil, Iraq” was set up to establish an operations and industrial maintenance training academy in Erbil/Iraq. The goal of which is to improve access of poor and young Iraqis to job-oriented and demand-driven skills, with the purpose of improving employability in the sectors of logistics, manufacturing, and industrial maintenance of heavy machinery.

The project “Learning and Knowledge Development (LKD) Facility: A Sida-UNIDO industrial skills development resource” was set up in order to learn from PPDPs focusing on skills development especially in the field of heavy duty machinery (including the project in Iraq). Current partners include Scania, Volvo, Festo, Sida, UNIDO, the International Youth Foundation, and the Worldskills Foundation. All the partners are directly or indirectly involved in implementing a skills PPDP. The idea of the LKDF is to set up a common monitoring system, out of which knowledge can be generated. Lessons learnt from previous projects are taken into account when new PPDPs are developed by the LKDF. More information on LKDF can be found on the web site: http://lkdfacility.org/

The implementation of these projects started in 2011 in the case of Iraq and 2012/2013 in the case of the LKD Facility (LKDF).

Discussions with Sida have been held on the potential cost extension of the Iraq project. In May 2014 Sida concluded that an exit strategy feeding into a Phase II project document needs to be formulated before this decision can be made. Both documents were conducted and paid by the LKDF project. Furthermore, Sida requested a mid-term evaluation to be done before the final funding decision of the potential cost extension to be made on the Iraq project. The project has been previously examined during three distinct evaluation/case study undertakings, namely:

- Independent Thematic Evaluation, UNIDO’s Public Private Partnerships¹
- Measuring results in development partnerships: Solutions and best practices²
- Management in Complex Environments³

In terms of the LKD Facility, a mid-term review was scheduled in the project document. The full size project implementation started in July 2013 and therefore the mid-term evaluation suited timing-wise with the Iraq evaluation.

²http://www.endeva.org/building/current_projects/measuring_results_in_development_partnerships_solutions_and_best_practices/
As these two projects are funded by the same donor, and have similarities in terms of the project objectives, target beneficiaries and planned outcome, it was decided to combine the mid-term review with an aim to analyze the relevance, effectiveness and sustainability of the projects.

Both projects are funded by the private sector cooperation unit of Sida, ENICT. Due to a policy change within Sida, the eventual cost extension for the project TF/IRQ/11/001 would not be funded by ENICT but the Iraq Unit of Sida.

This joint mid-term independent evaluation, which consists of two separate field missions to Erbil/Iraq and Addis Abeba/Ethiopia, one briefing at UNIDO HQ in Vienna or at Sida in Stockholm and home-based assignment, will take place over a period of December to February 2014.

2. Projects

(1) Operations and Industrial Maintenance Training Academy In Erbil, Iraq

Background

The objective of the project is to establish an operations and industrial maintenance training academy in Erbil/Iraq. The goal of the project is to improve access of poor and young Iraqis to job-oriented and demand-driven skills, with the purpose of improving employability in the sectors of logistics, manufacturing, and industrial maintenance of heavy machinery (trucks, engines, agricultural equipment, earthmoving equipment etc.).

Under the Swedish Private-Public Development Partnership program the project has teamed with SCANIA CV AB, a global leader in the manufacturing of trucks, buses and engines. SCANIA is an ideal delivery partner for the project, bringing over 100 years of comprehensive experience in all aspects of the industry, including its extensive worldwide training system to deliver expertise and support to the project.

The project builds upon the existing infrastructure of the MOLSA Zaitun Training Centre to achieve the objectives. These facilities were modernized to meet the technical requirements for course delivery and following integration of the training resources (facility infrastructure, equipment, curriculum development, training of trainers, etc.) the academy is capable of delivering modern courses in:

1) Basic heavy equipment mechanics;
2) Advanced heavy equipment mechanics;
3) Driver operator training;
4) Basic computer and language literacy; and
5) Modern business management and commercial training.

Outcomes and outputs

Summary of project Outcomes and Outputs:
Development objective:
Contribute to improving the performance of the industry to service and maintain modern equipment and generate employment opportunities in the sector

Immediate objective:
Establish a training academy in operations and industrial maintenance in Erbil, Northern Iraq

Outputs:
1. A training academy on operations and maintenance of heavy duty vehicles and industrial machinery established and operational in Erbil.
2. The trainers of the academy deliver up-to-date training in areas such as heavy duty vehicle maintenance and related computer systems, chassis, suspension, electronics systems.
3. A minimum of 340 youth trained per year in operations and maintenance of industrial machinery.

Beneficiaries
The immediate beneficiaries are:
- Youth in Northern Iraq and surrounding Governorates.
- Small and medium sized enterprises through support in modern service-oriented business operations and management.
- Employees from relevant companies who wish to upgrade their skills and know-how through the project training activities.
- Trainers from the MoLSA Vocational Training Centres who wish to upgrade their skills and know-how through the project training activities.

The intermediate and long-term beneficiaries:
- Employers and businesses that will have wider access to skilled workers.
- Government operated industries dependant on skilled workers (Construction, Agriculture, Oil & Gas etc.)

To achieve the results necessary to support the requirements of the above list of beneficiaries the academy will offer training courses for:
- Basic and advanced heavy equipment mechanics, driving of heavy vehicles, basic English, computer skills related to vehicles as well as basic computer skills;
- MOLSA trainers at the vocational training centre; in technical and instruction skills upgrading courses related to the delivery of skills training for the youth; and
- Small and medium sized enterprises; skills training for employees and modern business operations and management including subjects such as advanced sales and management of different business areas, e.g. spare parts.
Budget information

Total Allotment: USD 2,814,830 (incl. PSC)
Total Expenditure: USD 1,918,050 (excl. PSC, end of November 2014)

(2) Learning and Knowledge Development (LKD) Facility: A Sida-UNIDO industrial skills development resource

Background

The Swedish International Development Cooperation Agency (Sida) and the United Nations Industrial Development Organization (UNIDO) have joined efforts for promoting a Public Private Development Partnership (PPDP) program focusing on industrial skills development in Africa and elsewhere. This program aims at: (i) establishing, in partnership with global manufacturing companies (such as SCANIA, VOLVO, FESTO, etc.), training academies for the operation and maintenance of heavy equipment in the sectors of transport, material handling, agricultural equipment construction, etc.; and (ii) expanding access of youth to job-oriented and demand-driven skills in the sectors of logistics and industrial maintenance of machinery. These programmes are currently being implemented in Iraq and Ethiopia. Similar projects are being prepared for Tanzania, Mozambique, Liberia and the Democratic Republic of Congo (DRC), among others.

Taking into account the high potential for the expansion of this program and its innovative PPDP approach; Sida, and UNIDO decided to promote a learning and knowledge development facility (LKDF) to serve as an industrial skills development resource.

The project's theory of change consists of three interlinked components as described below:

1. The results-based learning and knowledge development system through its M&E and Learning and Knowledge Development components;
2. Management training with an expected outcome of sustainability of interventions;
3. Projects Development Facility with an expected outcome of long-term effects through scaling-up and replication.

The first component includes two closely interlinked mechanisms: the Monitoring & Evaluation (M&E) and Learning and Knowledge Development system where the former provides the information and data needed to develop learning and knowledge during the latter.

The second component forms a key part of the sustainability goals of the project: sustained development of the vocational training can only be achieved if there is full understanding and acceptance of the management principles throughout the host institution and relevant national authorities.

The third component will help to ensure the long-term effects of the project. The knowledge developed and lessons learnt will be put into practice in new projects.
The project’s implementation strategy builds on the project document, the inception workshop and the reports of the two consultants on M&E and Learning and Knowledge Development respectively.

Outcomes and outputs

Summary of project outcomes and outputs are as follows:

<table>
<thead>
<tr>
<th>Development Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute to establishing efficient market oriented vocational training centers by facilitating knowledge sharing and supporting a wider innovative approach for PPDP in skills development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Immediate Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional change initiated in selected vocational training centres leading to a stronger performance oriented culture, adoption of best practices and better adjustment to changing labour market demands</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outputs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A results-based learning and knowledge sharing platform established for the development of technical skills in Africa and elsewhere.</td>
</tr>
<tr>
<td>2. Top-management training carried-out - addressing constraints in vocational training and covering all PPDP skills development projects.</td>
</tr>
<tr>
<td>3. Project Development Facility: expansion of the PPDP skills training programme in heavy duty vehicles operations and maintenance to other countries in the developing world</td>
</tr>
</tbody>
</table>

Beneficiaries

- The direct beneficiaries are: (i) the national vocational training system decision-makers, the donor community and development agencies who will have access to lessons learned and best practices for PPP programmes targeting technical skills development; and (ii) the partner global companies who will enhance their visibility through their contribution to professional skills development.

- Another group of direct beneficiaries include the national training institutions, which will benefit from the management training courses and the knowledge generated and shared among them.

- Indirect group of beneficiaries are the youth, who will benefit from the improved vocational training systems/curricula that meets the market needs. This will improve their employability and chances of getting gainful employment.

Budget information

<table>
<thead>
<tr>
<th>Total Allotment:</th>
<th>EUR 1,193,280 (incl. PSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditure</td>
<td>EUR 259,119.03 (excl. PSC, end of November 2014)</td>
</tr>
</tbody>
</table>
3. **Purpose of the Mid-Term Independent Evaluation**

The main purpose of these projects’ mid-term evaluation is to collect lessons learnt in Iraq and globally (in the case of the LKDF) with a forward looking approach that gives operational and practical recommendations into future project implementation.

The report will be of interest to concerned UNIDO staff at HQ and in the field, UNIDO’s counterparts in the Governments of Kurdistan Regional Government (KRG), and the donor, Sida.

4. **Scope and Focus of the Mid-Term Evaluation**

The evaluation will span the projects’ process from the beginning to mid-term (the present), but will be limited in focus to major projects activities and results. The evaluation will extend over all specific geographic areas covered by the projects, and assess the entire results chain, but will focus more specifically on outputs and planned outcomes, and also the likelihood of achieving planned impacts.

Inter alia, this includes analysis of pertinent issues such as management arrangements, procurement and financial procedures, timeliness of interventions, selection of beneficiaries, and prospects for sustainability.

The evaluation team should provide an analysis of the attainment of the main objective and specific objectives under the three core project components for both projects.

5. **Evaluation Issues and Key Evaluation Questions**

The evaluation consultants will be expected to prepare a more targeted and specific set of questions and to design related survey questionnaires as part of the Inception Report, and in line with the above evaluation purpose and focus descriptions.

However, the following issues and questions are expected to be included in the assessment:

(1) **For Iraq:**

**Project relevance**

- Does the project remain relevant taking into account the changing environment in Iraq? Is there a need to reformulate the project design and the project results framework given changes in the country and operational context?
- Target groups: relevance of the project’s objectives, outcomes and outputs to the different target groups of the intervention

**Effectiveness: objectives and planned final results at the end of the project**

- To what extent have the expected outputs, outcomes and long-term objectives been achieved or are likely to be achieved? (How many are trained and how many are having gained employment?) Has the project generated any results
that could lead to changes of the assisted institutions? Have there been any unplanned effects?

- Are the project outcomes commensurate with the original or modified project objectives?
- How do the stakeholders perceive the quality of outputs? Were the targeted beneficiary groups actually reached? To what extent did the project influence women’s economic empowerment? Were women’s professional skills and employability improved?
- How efficient has it been to work under a Public Private Partnership to reach the project output and outcome compared to traditional institutional support?

**Assessment of sustainability of project outcomes**

- Financial risks. Are there any financial risks that may jeopardize the sustainability of the project outcomes? What is the likelihood of financial and economic resources not being available once Sida assistance ends?
- Sociopolitical risks. Are there any social or political risks that may jeopardize sustainability of project outcomes? Is there a continued political will to sustain the output and outcome of the project?
- Institutional framework and governance risks. Do the legal frameworks, policies, and governance structures enable sustainability of project outputs and outcomes? Are systems for accountability and transparency in place and adequately used?
- Country ownership. Is the project concept still in line with the sectorial and development priorities and plans of the country? Are the relevant country representatives from government and civil society involved in the project? Has the recipient government maintained its financial commitment to the project?
- Stakeholder involvement. What stakeholders are involved in the project and what are their immediate tasks? Does the project consult with and make use of the skills, experience, and knowledge of the appropriate government entities, nongovernmental organizations, community groups, private sector entities, local governments, and academic institutions in the implementation of project activities? How does the project involve those affected by the project output in the decision making regarding the project implementation? What is the risk that the level of stakeholder ownership will be insufficient to allow for the project outcomes to be sustained?

(2) For the LKDF

**Relevance**

- To what extent are the objectives of the programme still valid?
- Are the activities and the outputs of the programme consistent with the intended overall objective?

**Effectiveness**

- Please describe and analyse the level of results achievement so far compared to expected results for the facility (per area and overall);
✓ Output area 1: Results based learning and knowledge sharing platform
✓ Output area 2: Top-management training
✓ Output area 3: Project development facility

- Logframe and Results Indicators.
  ✓ To what extent does the log-frame and indicators capture relevant results?
  ✓ How could the logframe and results indicators benefit from being modified?

- Mechanism for taking in new partners to the facility;
  ✓ What are the criteria and procedures for taking in new partners to the facility? How do they relate to the project outcome?
  ✓ Describe the partners role as members of the facility in relation to intended results.
  ✓ Risks for market distortion in relation to the procedure for taking in new partners to the facility?

**Sustainability**

- Structure of the facility;
  ✓ To what extent does the structure of the LKD-facility enhance shared learning between partners?
  ✓ How can sustainability and wider spread of the lessons learned be ensured given the structure of the facility?
  ✓ How does the facility relate to and feed into other international initiatives on skills development for poverty reduction?

6. **Mid-Term Independent Evaluation Approach and Methodology**

The Mid-Term Independent Evaluation will be conducted in accordance with the UNIDO Evaluation Policy and the UNIDO Guidelines for the Technical Cooperation Programmes and Projects.

It will be carried out using a participatory approach whereby all key parties associated with the project are kept informed and regularly consulted throughout the evaluation. The lead evaluation consultant will liaise with the Project Manager on the conduct of the evaluation and methodological issues.

The lead evaluation consultant will be required to use different methods to ensure that data gathering and analysis deliver evidence-based qualitative and quantitative information, based on diverse sources. The lead evaluation consultant will develop interview guidelines.

The methodology will be based on the following:
1. A desk review of project documents including, but not limited to:
   (a) The original project document, monitoring reports (such as progress and financial reports, output reports (case studies, action plans, sub-regional strategies, etc.) and relevant correspondence.
   (b) Notes from the meetings of committees involved in the project (e.g. approval and steering committees).
   (c) Other project-related material produced by the project.

2. Interviews with project management and technical support including staff and management at UNIDO HQ and in the field and – if necessary - staff associated with the project’s financial administration and procurement.

3. Interviews with project partners including Government counterparts, companies, and partners that have been selected for co-financing as shown in the corresponding sections of the project documents.

4. Interviews with intended users for the project outputs and other stakeholders involved with this project. The evaluator shall determine whether to seek additional information and opinions from representatives of any donor agencies or other organizations.

5. Interviews with the UNIDO’s project management and Project Steering Committee (PSC) members and the various national and sub-regional authorities dealing with project activities as necessary.

6. Other interviews, surveys or document reviews as deemed necessary by the lead evaluator and/or UNIDO EVA.

7. Evaluation Team Composition

The evaluation will be conducted by one international lead evaluation consultant with one national consultant or junior international consultant who will be working under the guidance of the UNIDO Evaluation Manager in EVA/ODG in coordination with the Project Manager of the two projects in Agri-Business Development Branch and also with the project team in Iraq and in Vienna.

The consultant/s will be expected to visit the project site and to conduct interviews with various stakeholders in January 2015 for the Iraq project. The lead consultant is expected to participate at the Annual Partners Learning Workshop (APLW) of the LKD Facility project in Addis Ababa, during which interviews with key stakeholders will be conducted.

The evaluation consultant must not have been directly involved in the design and/or implementation of the projects.

8. Time Schedule and Deliverables

The Mid-Term Independent Evaluation is scheduled to take place in the period from 16 January 2015 to 15 March 2015.
The lead evaluation consultant will present the draft report in conjunction with the Annual Partners Learning Workshop for the LKDF, which will be held in Addis Ababa, Ethiopia in 17-19 February 2015.

<table>
<thead>
<tr>
<th>When</th>
<th>Where</th>
<th>What</th>
<th>Lead</th>
<th>UNIDO</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.-3.2.</td>
<td>UNIDO/Vienna</td>
<td>Briefing on LKDF and Iraq</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2.-6.2.</td>
<td>Sida/Stockholm</td>
<td>Interviews with Sida</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2.-12.2.</td>
<td>Erbil/Iraq</td>
<td>Tracer study etc</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>13.2.-15.2.</td>
<td>UNIDO/Vienna</td>
<td>Debriefing of Iraq</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>16.2.-20.2.</td>
<td>Addis Abeba</td>
<td>Interviews with LKDF stakeholders Preliminary findings of the LKDF and Iraq (if the PSC will be held in conjunction with the LKDF meeting)</td>
<td>x</td>
<td>x</td>
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</table>

All following deliverables are expected in electronic format:

1. Presentation during the Annual Partner’s Learning Workshop
3. Main recommendations collected in an PPT presentation

Draft reports submitted to UNIDO Evaluation Group are shared with the corresponding Programme or Project Officer(s) for initial review and consultation. They may provide feedback on any errors of fact and may highlight the significance of such errors in any conclusions. The consultation also seeks agreement on the findings and recommendations. The evaluators will take the comments into consideration in preparing the final version of the report.

9. Quality assurance

The Project Manager (PM) will be responsible for managing the evaluation, preparing the terms of reference (TOR) and the job description (JD) of the evaluation consultant(s) on the basis of guidance of UNIDO’s Office for Independent evaluation (ODG/EVA). The PM will forward drafts and final reports to ODG/EVA for review, distribute drafts and final reports to stakeholders (upon review by ODG/EVA), and organize presentations of preliminary evaluation findings which serve to generate feedback on and discussion of evaluation findings and recommendations at UNIDO HQ.

10. Annexes
## Annex 1-1: Logical Framework of Iraq project

<table>
<thead>
<tr>
<th>Narrative summary</th>
<th>Indicators</th>
<th>Means of verification</th>
<th>Assumptions &amp; Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall objective</strong></td>
<td>Contribute to improving the performance of the industry to service and maintain modern equipment and generate employment opportunities in the sector.</td>
<td>- The performance of logistics and transport equipments rise by 10% by 2014. - Industrial employment records.</td>
<td>- Industry records (financial reports) - Official statistics collected by the Gov. - Enterprise surveys carried-out by the project</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>The MoLSA, provides modern technical and managerial training courses in the field of operations and maintenance of heavy duty vehicles and industrial machinery.</td>
<td>- Number of academy graduates in gainful employment - Number of companies using services of academy graduates - Business community’s satisfaction level with the graduates’ skills</td>
<td>- M &amp; E of the project - Regular surveys among enterprises on graduates’ performances</td>
</tr>
<tr>
<td><strong>Outputs:</strong></td>
<td>1. A training academy on operations and maintenance of heavy duty vehicles and industrial machinery established and operational in Erbil. 2. The trainers of the academy deliver up-to-date training courses in subjects such as heavy duty vehicle maintenance and related computer systems, chassis, suspension, electronics systems. 3. A minimum of 340 youth trained per year in operations and maintenance of industrial machinery.</td>
<td>- Protocol with MOLSA confirming delivery of training centre signed - Functional training centre fully equipped with facilities to deliver modern training - Curricula that are appropriate and meet with industry demand and acceptance - 10-12 trainers provided with up-to-date skills - Number of trainees successfully completing the programme (by types of training specialization) - % of graduates finding jobs</td>
<td>- M &amp; E of the project - Trainers’ teaching performance - Enterprises surveys</td>
</tr>
<tr>
<td><strong>Cluster of activities</strong></td>
<td>- Develop/improve curricula for the MoLSA training centre. - Provide key trainers with the technical and pedagogical skills necessary to deliver upgraded and new training curricula. - Repair and refurbish the training buildings as necessary. - Provide the additional training equipment and furniture needed to implement the courses. - Initiate and monitor the training program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Annex 1–2: Logical Framework of the LKDF project

#### LKDF Facility Level Logical Framework

<table>
<thead>
<tr>
<th>Intervention Logic</th>
<th>Objective Indicators</th>
<th>Means of Verification</th>
<th>Assumptions &amp; Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Development Objective</strong></td>
<td>• Additional sponsorship of VTCs by multinational companies, based upon the LKD facility model, measured by x new partnerships&lt;br&gt;• A closer involvement and symbiosis of multinational companies in vocational training in the target regions</td>
<td>• Official statistics collected by Governments, agencies and the project&lt;br&gt;• Number of projects engaged in the knowledge and learning facility</td>
<td>• Significant gap between demand and supply of heavy machinery operation and maintenance skills&lt;br&gt;• National VTC systems are responsive to changes&lt;br&gt;• Companies are willing to accept new partners</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>• Number of graduates from the supported projects in gainful and relevant employment&lt;br&gt;• Number of training curricula and certificates jointly developed by companies and governments&lt;br&gt;• Income levels&lt;br&gt;• Productivity levels&lt;br&gt;• Companies’ reduced requirement for importing labor or specialist trainers&lt;br&gt;• Best practice sharing between VTCs increased</td>
<td>• Reporting from the projects&lt;br&gt;• Verification from the partner companies through questionnaire/ interview, eg, on productivity levels and imported labor&lt;br&gt;• Local business surveys&lt;br&gt;• LKD facility online portal usage statistics&lt;br&gt;• Face-to-face post-meeting questionnaires&lt;br&gt;• VTC in-depth interviews</td>
<td>• Significant gap between demand and supply of heavy machinery operation and maintenance skills&lt;br&gt;• National VTC systems are responsive to changes</td>
</tr>
<tr>
<td><strong>Outputs</strong></td>
<td>• Number of participating companies in the LKD.&lt;br&gt;• A harmonized M&amp;E framework established for all PPP projects.&lt;br&gt;• Monitoring systems with gender balanced related data.&lt;br&gt;• Number of methods used by the LKD Facility participants to share knowledge outside the LKD facility&lt;br&gt;• # of users / frequency of use</td>
<td>• Participating PPP projects reports and M&amp;E frameworks&lt;br&gt;• Participating PPP projects collect gender disaggregated data&lt;br&gt;• Enrollment statistics&lt;br&gt;• Post-meeting surveys&lt;br&gt;• Online portal usage statistics&lt;br&gt;• Reports from the knowledge and learning facility&lt;br&gt;• Project monitoring reports&lt;br&gt;• Project evaluations</td>
<td>• Existing PPP projects M&amp;E framework can be revised&lt;br&gt;• Governments and VTC commitment</td>
</tr>
</tbody>
</table>

1. **A results-based learning and knowledge sharing platform established for the development of technical skills in Africa and elsewhere**
2. Top-management training carried-out - addressing constraints in vocational training and covering all PPP skills development projects

- # of Lessons-Learned Workshops
- # of Face-to-Face sessions
- # of training needs assessments conducted
- # of trainings jointly organized by national VTCs and multinational companies
- Frequency of lessons being applied in new contexts
- Changes in VTC management skills levels
- # of business plans (addressing VTC sustainability) developed
- Number of participating women in Top-management training.

3. Project Development Facility: expansion of the PPP skills training programme in heavy duty vehicles operations and maintenance to other countries in the developing world

- # of new PPP projects developed
- # of new PPP projects funded
- # of new partners joining the LKD Facility
- A documented model for the participation of multinational companies in training delivery within national VTCs

Cluster of Activities

**Result-based learning and knowledge development system:** (1) Collect baseline data and information; (2) Design the structure of the system; (3) Define quantitative and qualitative objectives; (4) Define and agree on performance indicators; (5) Establish and launch the learning and knowledge development system for all country projects; (6) Organize training on its use; (7) Bi annual reporting by project; (8) Sharing of lessons learned including

- Partnership evaluation

- Interviews with coaches
- Interviews with VTC teachers and students
- Financial figures of the centre
- Student and teacher retention
- Assessment of the skills gaps identified at the competency framework assessment prior and after training.
- Project reports
- Annual partners' meetings

- Managers have support to implement changes
- Donors are interested in funding further PPP projects
- New partners not willing to join the facility

- LKD facility monitoring data
- LKD facility monitoring reports
- LKD facility evaluations
- Commitment of partner institutions
- Commitment of multinational companies
Management training: (1) Assess management skill-gaps; (2) Develop training programme accordingly; (3) Organise management training session for target beneficiaries; (4) Monitor results of training and undertake corrective measures.

Project Development Facility: Expansion of the PPP skills programme: (1) Jointly with Sida and interested companies, determine priority countries for potential expansion; (2) Conduct a supply and demand study (including, e.g. chambers of commerce and industry, manufacturers and service providers, public sector, etc.) concerning vocational training needs for heavy duty equipment and vehicle in the selected countries; (3) Initiate project preparation in two countries by UNIDO and partner companies, business associations and other companies, with local counterparts and in consultation with Sida and Swedish embassies; (4) Submission of two project proposals to Sida.

Table of Contents

Executive summary

- Must provide a synopsis of the storyline which includes the main evaluation findings and recommendations
- Must present strengths and weaknesses of the project
- Must be self-explanatory and should be 3-4 pages in length

I. Evaluation objectives, methodology and process

- Information on the evaluation: why, when, by whom, etc.
- Scope and objectives of the evaluation, main questions to be addressed
- Information sources and availability of information
- Methodological remarks, limitations encountered and validity of the findings

II. Countries and project background

- Brief countries context: an overview of the economy, the environment, institutional development, demographic and other data of relevance to the project
- Sector-specific issues of concern to the project and important developments during the project implementation period
- Project summary:
  - Fact sheet of the project: including project objectives and structure, donors and counterparts, project timing and duration, project costs and co-financing
  - Brief description including history and previous cooperation
  - Project implementation arrangements and implementation modalities, institutions involved, major changes to project implementation
  - Positioning of the UNIDO project (other initiatives of government, other donors, private sector, etc.)
  - Counterpart organization(s)

III. Project assessment

This is the key chapter of the report and should address all evaluation criteria and questions outlined in the TOR. Assessment must be based on factual evidence collected and analyzed from different sources. The evaluators’ assessment can be broken into the following sections:

A. Relevance (Report on the relevance of project towards countries and beneficiaries)

B. Effectiveness (The extent to which the development intervention’s objectives and deliverables were achieved, or are expected to be achieved, taking into account their relative importance)

C. Sustainability of Project Outcomes (Report on the risks and vulnerability of the project, considering the likely effects of sociopolitical and institutional

---

4 Explicit and implicit assumptions in the logical framework of the project can provide insights into key-issues of concern (e.g. relevant legislation, enforcement capacities, government initiatives, etc.)
changes in partner countries, and its impact on continuation of benefits after
the GEF project ends, specifically the financial, sociopolitical, institutional
framework and governance, and environmental risks)
D. Project coordination and management (Report project management
conditions and achievements, and partner countries commitment)

IV. Conclusions, Recommendations and Lessons Learned

This chapter can be divided into three sections:

A. Conclusions

This section should include a storyline of the main evaluation conclusions related
to the project’s achievements and shortfalls. It is important to avoid providing a
summary based on each and every evaluation criterion. The main conclusions
should be cross-referenced to relevant sections of the evaluation report.

B. Recommendations

This section should be succinct and contain few key recommendations. They
should:
➢ be based on evaluation findings
➢ realistic and feasible within a project context
➢ indicate institution(s) responsible for implementation (addressed to a specific
   officer, group or entity who can act on it) and have a proposed timeline for
   implementation if possible
➢ be commensurate with the available capacities of project team and partners
➢ take resource requirements into account.

Recommendations should be structured by addressees:
   ○ UNIDO
   ○ Government and/or Counterpart Organizations
   ○ Donor

C. Lessons Learned

➢ Lessons learned must be of wider applicability beyond the evaluated project
   but must be based on findings and conclusions of the evaluation
➢ For each lesson the context from which they are derived should be briefly
   stated

Annexes should include the evaluation TOR, list of interviewees, documents reviewed,
a summary of project identification and financial data, and other detailed quantitative
information. Dissident views or management responses to the evaluation findings may
later be appended in an annex.
Annex 3-1: Job Descriptions: Lead Evaluator

UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION
TERMS OF REFERENCE FOR PERSONNEL UNDER INDIVIDUAL SERVICE AGREEMENT (ISA)

SAP: 120212 and 101100
Budget Line: 11-00

<table>
<thead>
<tr>
<th>Title:</th>
<th>Lead Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Duty Station and Location:</td>
<td>Home-based</td>
</tr>
<tr>
<td>Mission/s to:</td>
<td>Erbil/Iraq, Addis Ababa/Ethiopia, Vienna/Austria, Stockholm/Sweden</td>
</tr>
<tr>
<td>Start of Contract (EOD):</td>
<td>16 January 2015</td>
</tr>
<tr>
<td>End of Contract (COB):</td>
<td>15 March 2015</td>
</tr>
<tr>
<td>Number of Working Days:</td>
<td>34</td>
</tr>
</tbody>
</table>

The consultant will evaluate the projects according to the Terms of Reference. S/he will act as leader of the evaluation team and will be responsible for preparing the draft and final evaluation report, according to the standards of the UNIDO Evaluation Group.

The Lead Evaluator is expected to conduct the following duties:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Concrete/measurable outputs to be achieved</th>
<th>Work days</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct desk study of project documents &amp; relevant reports (both projects)</td>
<td>Interview and mission plan completed and validated by Sida and UNIDO</td>
<td>5</td>
<td>Home based</td>
</tr>
<tr>
<td>Prepare an interview and mission plan of the two projects</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Visit Vienna and Stockholm for preparatory meetings (briefing); discuss inception report and finalise mission plan and appointments and ensure logistical support in place</td>
<td></td>
<td>6 incl travel</td>
<td>Vienna and Stockholm</td>
</tr>
<tr>
<td>Undertake field mission to Iraq to interview the main stakeholders, including beneficiaries and train the national consultant on interview techniques</td>
<td></td>
<td>5 incl travel</td>
<td>Erbil, Iraq</td>
</tr>
</tbody>
</table>
### Detailed analysis of field results

<table>
<thead>
<tr>
<th>Preliminary findings</th>
<th>1</th>
<th>Vienna</th>
</tr>
</thead>
</table>

### Conduct phone interviews/stakeholders of other LKDF related projects

<table>
<thead>
<tr>
<th>Notes on interviews</th>
<th>1</th>
<th>Vienna</th>
</tr>
</thead>
</table>

### Debriefing of the Erbil evaluation

<table>
<thead>
<tr>
<th>Presentation to UNIDO personnel</th>
<th>1</th>
<th>Vienna</th>
</tr>
</thead>
</table>

### Conduct interviews to assess LKDF related activities in Ethiopia (related to the partnership project with Volvo) - in conjunction with the presentation of preliminary findings – see below), together with evaluation consultant (ODG/EVAL)

<table>
<thead>
<tr>
<th>Note on LKDF/Addis – rapid assessment</th>
<th>3</th>
<th>Addis Abeba, Ethiopia</th>
</tr>
</thead>
</table>

### Final presentation at the Annual Partners Learning Workshop in Addis Ababa, February 17-19. 2015

<table>
<thead>
<tr>
<th>Preliminary findings presented and feed-back from LKDF stakeholders</th>
<th>3 incl travel</th>
<th>Addis Abeba, Ethiopia</th>
</tr>
</thead>
</table>

### Preparation of first draft evaluation report & submission for UNIDO feedback

<table>
<thead>
<tr>
<th>Draft report</th>
<th>4</th>
<th>Home based</th>
</tr>
</thead>
</table>

### Finalization of report upon receipt of stakeholders’ feedback

<table>
<thead>
<tr>
<th>Final report</th>
<th>3</th>
<th>Home based</th>
</tr>
</thead>
</table>

### Total

| 34 |

### REQUIRED COMPETENCIES

- Long-term experience in project evaluation
- Experience from working with skills development/vocational training from an industry perspective
- Experience from working with organisational development, capacity and institutional building
- Knowledge of international institutions/organisations working on skills development
- Experience from the Iraq context/ or the Middle East

### MINIMUM ORGANIZATIONAL REQUIREMENTS

- Advanced university degree in social science related disciplines including development studies, development economics, political science, international relations, and peace studies, with training in social research methodologies;
- Minimum 10 years of professional experience in project evaluation;
- Proven track record in evaluation of UN projects.
The evaluation approach and other details are given in the TOR of the terminal evaluation.

**Absence of Conflict of Interest:**
According to UNIDO rules, the consultant must not have been involved in the design and/or implementation, supervision and coordination of and/or have benefited from the programme/project (or theme) under evaluation. The consultant will be requested to sign a declaration that none of the above situations exists and that the consultants will not seek assignments with the manager/s in charge of the project before the completion of her/his contract with the Evaluation Group.
Annex 3-2: Job Description: National

UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

TERMS OF REFERENCE FOR PERSONNEL UNDER INDIVIDUAL SERVICE AGREEMENT (ISA)

SAP: 120212 and 101100

Budget Line: 11-00 or 17-00

**Title:** National Evaluation Consultant

**Main Duty Station and Location:** Erbil, Iraq

**Mission/s to:**

**Start of Contract (EOD):** 20 January 2015

**End of Contract (COB):** 15 March 2015

**Number of Working Days:** When Actually Employed, 21

The National Evaluation Consultant/Junior Evaluation Consultant will assist the Lead Project Evaluator in various activities related to the assignment described in the TOR.

The National Evaluation Consultant/Junior Evaluation Evaluation Consultant is expected to:

<table>
<thead>
<tr>
<th>MAIN DUTIES</th>
<th>Concrete/ measurable Outputs to be achieved</th>
<th>Expected duration</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desk review of project related documents, including on the internet.</td>
<td>Good understanding of project plan and achievements as reported</td>
<td>3</td>
<td>Home based</td>
</tr>
<tr>
<td>Collection of information on national labour market demands and vocational training programmes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect and share with the Lead Evaluator additional information regarding the wider context of the project (vocational training strategy; related initiatives etc.)</td>
<td>Detailed overview of the project context</td>
<td></td>
<td>Home based</td>
</tr>
<tr>
<td>Assist the Lead Evaluator in refining the evaluation methodology including the interview plan/eventual questionnaires</td>
<td>Inception report including evaluation methodology, questionnaires agreed upon</td>
<td>2</td>
<td>Home-based</td>
</tr>
<tr>
<td>Prepare the field mission work plan in consultation with the project staff (field).</td>
<td>Mission plan agreed upon</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Participate in the field mission (together with the lead consultant)</td>
<td>Draft findings based on field interviews together</td>
<td>5</td>
<td>Erbil, Iraq</td>
</tr>
</tbody>
</table>
with Lead Consultant

<table>
<thead>
<tr>
<th>Conduct additional beneficiary interviews and data collection (after the field mission of the Lead Consultant) such as on the users of the training</th>
<th>additional data collected, compiled and shared</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report writing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>21</strong></td>
<td></td>
</tr>
</tbody>
</table>

**REQUIRED COMPETENCIES**

- Experience in project evaluation
- Experience from working with skills development/vocational training from an industry perspective
- Experience from working with organisational development, capacity and institutional building
- Knowledge of international institutions/organisations working on skills development
- Experience from the Iraq context/ or the Middle East
- Fluent in Kurdish

**MINIMUM ORGANIZATIONAL REQUIREMENTS**

- Advanced university degree in social science related disciplines including development studies, development economics, political science, international relations, and peace studies, with training in social research methodologies;
- Minimum 5 years of professional experience in project evaluation;
- Proven track record in evaluation of UN projects.

**LANGUAGES**

- Fluency in written and spoken English is required.
- Fluency particularly in Kurdish desirable.

**Absence of Conflict of Interest:**

According to UNIDO rules, the consultant must not have been involved in the design and/or implementation, supervision and coordination of and/or have benefited from the programme/project (or theme) under evaluation. The consultant will be requested to sign a declaration that none of the above situations exists and that the consultants will not seek assignments with the manager/s in charge of the project before the completion of her/his contract with the Evaluation Group.
Annex 3-3: Job Description: Evaluator (EVA/ODG)

UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION
TERMS OF REFERENCE FOR PERSONNEL UNDER INDIVIDUAL SERVICE AGREEMENT (ISA)

SAP: 120212 and 101100
Budget Line: 16-00 (NB: fee covered by EVA from other budget sources; travel costs to be covered from LKDF project budget)

<table>
<thead>
<tr>
<th>Title:</th>
<th>International Evaluation Consultant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Duty Station and Location:</td>
<td>home based</td>
</tr>
<tr>
<td>Mission/s to:</td>
<td>Vienna and Addis Ababa</td>
</tr>
<tr>
<td>Start of Contract (EOD):</td>
<td>16 January 2015</td>
</tr>
<tr>
<td>End of Contract (COB):</td>
<td>15 March 2015</td>
</tr>
<tr>
<td>Number of Working Days:</td>
<td>21 days</td>
</tr>
</tbody>
</table>

The Evaluation Consultant work together with the Lead Project Evaluator in the evaluation of the LKDF project described in the TOR.

The Evaluation Consultant is expected to:

<table>
<thead>
<tr>
<th>MAIN DUTIES</th>
<th>Concrete/ measurable Outputs to be achieved</th>
<th>Expected duration</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the project document, project reports (LKDF) and other relevant documents for the evaluation, including the LKDF platform</td>
<td>Good understanding of project plan and achievements as reported; element for background chapter of the evaluation report</td>
<td>5</td>
<td>Home based</td>
</tr>
<tr>
<td>Briefing and interviews (including on the phone) and contribution to the inception report</td>
<td>Contribution to LKDF part of inception report of Lead Consultant</td>
<td>5</td>
<td>Vienna</td>
</tr>
<tr>
<td>Assist the Lead Evaluator in refining the evaluation methodology as regards the LKDF (interview plan)</td>
<td></td>
<td></td>
<td>Home-based</td>
</tr>
<tr>
<td>Conduct phone based interviews of stakeholders of LKDF projects in countries XXX (based on division of labour agreed upon with Lead Consultant)</td>
<td>Notes on phone interviews</td>
<td></td>
<td>Home-based</td>
</tr>
</tbody>
</table>
Conduct (with the Lead Consultant) the interviews of stakeholders of the LKDF related activities in Ethiopia  
Note on LKDF activities in - Ethiopia  
6 incl travel

Participate in the meeting in Addis Ababa (presentation of the preliminary findings and collection of feedback from LKDF stakeholders)

Contribute to the drafting of LKDF related parts of the evaluation report based on division of labour agreed up with the Lead Consultant  
Draft sections of evaluation report  
5

Contribute to the finalization of the report  
Final report

TOTAL  
21

REQUIRED COMPETENCIES

- Solid experience in project evaluation
- Good understanding of UNIDO’s mandate and projects covering capacity development, including its interventions in the area of vocational training and agribusiness development

MINIMUM ORGANIZATIONAL REQUIREMENTS

- Advanced university degree in social science related disciplines including development studies, development economics, political science, international relations, and peace studies, with training in social research methodologies;
- Minimum 10 years of professional experience in project evaluation;
- Proven track record in evaluation of UN projects.

Absence of Conflict of Interest:
According to UNIDO rules, the consultant must not have been involved in the design and/or implementation, supervision and coordination of and/or have benefited from the programme/project (or theme) under evaluation. The consultant will be requested to sign a declaration that none of the above situations exists and that the consultants will not seek assignments with the manager/s in charge of the project before the completion of her/his contract with the Evaluation Group.
Annex 4: Check List on Evaluation Report Quality

<table>
<thead>
<tr>
<th>Report quality criteria</th>
<th>UNIDO Evaluation Group Assessment notes</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Report Structure and quality of writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The report is written in clear language, correct grammar and use of evaluation terminology. The report is logically structured with clarity and coherence. It contains a concise executive summary and all other necessary elements as per TOR.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation objective, scope and methodology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The evaluation objective is explained and the scope defined. The methods employed are explained and appropriate for answering the evaluation questions. The evaluation report gives a complete description of stakeholder’s consultation process in the evaluation. The report describes the data sources and collection methods and their limitations. The evaluation report was delivered in a timely manner so that the evaluation objective (e.g. important deadlines for presentations) was not affected.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation object</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The logic model and/or the expected results chain (inputs, outputs and outcomes) of the object is clearly described. The key social, political, economic, demographic, and institutional factors that have a direct bearing on the object are described. The key stakeholders involved in the object implementation, including the implementing agency(s) and partners, other key stakeholders and their roles are described. The report identifies the implementation status of the object, including its phase of implementation and any significant changes (e.g. plans, strategies, logical frameworks) that have occurred over time and explains the implications of those changes for the evaluation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Findings and conclusions</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The report is consistent and the evidence is complete (covering all aspects defined in the TOR) and convincing.

The report presents an assessment of relevant outcomes and achievement of project objectives.

The report presents an assessment of relevant external factors (assumptions, risks, impact drivers) and how they influenced the evaluation object and the achievement of results.

The report presents a sound assessment of sustainability of outcomes or it explains why this is not (yet) possible.

The report analyses the budget and actual project costs.

Findings respond directly to the evaluation criteria and questions detailed in the scope and objectives section of the report and are based on evidence derived from data collection and analysis methods described in the methodology section of the report.

Reasons for accomplishments and failures, especially continuing constraints, are identified as much as possible.

Conclusions are well substantiated by the evidence presented and are logically connected to evaluation findings.

Relevant cross-cutting issues, such as gender, human rights, and environment are appropriately covered.

### Recommendations and lessons learned

The lessons and recommendations are based on the findings and conclusions presented in the report.

The recommendations specify the actions necessary to correct existing conditions or improve operations (‘who?’ ‘what?’ ‘where?’ ‘when?’).

Recommendations are implementable and take resource implications into account.

Lessons are readily applicable in other contexts and suggest prescriptive action.

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**Rating system for quality of evaluation reports**

A number rating 1-6 is used for each criterion: **Highly Satisfactory = 6, Satisfactory = 5**, **Moderately Satisfactory = 4**, **Moderately Unsatisfactory = 3**, **Unsatisfactory = 2**, **Highly Unsatisfactory = 1**, and unable to assess = 0.
Annex 5: List of Reference Documents

1. Project documents, inception and progress reports, and relevant reports
2. Other documents and materials related to the outcome to be evaluated (from the government, partner UN agencies etc)
3. UNIDO Evaluation Policy
4. UNIDO Thematic Evaluation of UNIDO’s Public Private Partnerships