

## CALL FOR PROPOSAL (readvertised)

### INDEPENDENT FINAL EVALUATION

Title	Women in STEM (Science, Technology, Engineering and Mathematics) Workforce Readiness Programme
Countries Covered	Indonesia, the Philippines and Thailand
Application deadline	20 January 2022
Type of Contract	External Collaboration or Sub-contract
Expected Duration	55 workdays from February to May 2022 (combined efforts of international and national consultants)
Languages required	Proficiency in written and spoken English (knowledge of Thai or Bahasa or Filipino will be added advantage)

The International Labour Organisation (ILO) is seeking a brief techno-financial proposal from consultants (preferably a firm or a team of international and national consultants) to conduct a final independent evaluation of the Program “Women in STEM Workforce Readiness Programme”.

Interested candidates are requested to submit their application with the following information:

1. A short technical and financial proposal (max 5 pages) describing evaluation methodology to be used, and anticipated challenges in conducting the evaluation, in particular, COVID-19 related travel restrictions along with possible solutions.
2. A description of how the candidate’s skills, qualifications and experience are relevant to the required qualifications of this as described in the ToR.
3. A statement confirming the availability of all the team members along with team leader to conduct this assignment and the daily professional fees expressed in US dollars.
4. A copy of the CV of all the team members (which must include information about the qualifications held by the candidates) including a list of previous evaluations that are relevant in relation to the context and subject matter of this assignment.
5. A statement confirming that the candidates are not engaged or had any previous involvement in the delivery of the “Women in STEM Workforce Readiness Programme’ in any of the Program countries or have a personal relationship with any of the ILO Officials who are engaged in the Program.
6. An example of evaluation products for Programs related to skilling and enterprise development of Women, preferably, related to STEM (full document).
7. A list of two referees (including name, affiliation, phone number and email address). These referees must be evaluation manager of the relevant evaluations undertaken by the applicants.

The **deadline to submit an application** is 17.00 hrs Bangkok time on 20 January 2022. Please send an e-mail with the subject header “Evaluation of the Women in STEM Workforce Readiness Programme” to the Evaluation Manager, Ms. Sudipta Bhadra, bhadra@ilo.org and copy to Ms. Pamornrat Pringsulaka, pamornrat@ilo.org

# Terms of Reference

## Independent Final Evaluation of Women in STEM Workforce Programme

International Labour Organisation (ILO)  
December 2021

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## Terms of Reference

Program Code	RAS/17/04/JPM
Title	Women in STEM Workforce Readiness Programme
Countries Covered	Indonesia, the Philippines, and Thailand
Expected Duration	55 workdays (combined for international and national consultants)
Budget	US\$ 2,415,000
Donor	J P Morgan Chase Foundation
P&B linkage	Outcome 4: Sustainable enterprises as generators of employment and promoters of innovation and decent work; and Outcome 5: Skills and lifelong learning to facilitate access to and transitions in the labour market
SDG linkage	SDG 4 (specifically target 4.3, 4.4, 4.5, and 4.7), SDG 5 (specifically target 5.1), and SDG 8 (specifically target 8.3)
ILO Technical Unit	Decent Work Team for Asia Pacific in Bangkok
ILO Administrative Unit	Decent Work Team for Asia Pacific in Bangkok
Languages required	Proficiency in written and spoken English (knowledge of Thai or Bahasa or Filipino required by national consultant in respective countries)
Official Program Duration	September 2017 to May 2022
Type of Evaluation	Independent Final Evaluation
Evaluation Period	February to May 2022

## 1. Introduction and rationale for the Final Evaluation

The JP Morgan Chase Foundation funded development cooperation Program ‘Women in STEM Workforce Readiness Programme’ (or Women in STEM). Following formal approval in September 2017, the Program commenced in December 2017, and is due for completion in November 2021. The total Program budget to date is US\$ 2,415,000 and covers Indonesia, the Philippines and Thailand.

The Program aims to provide 1,760 women with technical STEM-related skills, employability and leadership training coupled with targeted mentorship to help women gain quality employment and advancement opportunities in STEM-related jobs in Indonesia, the Philippines and Thailand (ASEAN-3). This is realised through a set of activities outlined in the Program proposal.

The Program underwent a mid-term evaluation (MTE) in November 2020. **Following were the recommendations from MTE :**

- **Recommendation 1:** For remaining programme period, prioritize (i) in-depth implementation and consolidation of current programme commitments vis-à-vis public and private technical and soft-skills training delivery and related capacity development; and (ii) measures to enhance the sustainability of programme investments and achievements and leverage these for maximum value in promoting the Women in STEM agenda within the three focus countries and beyond.
- **Recommendation 2:** Building on current initiatives and resources, prioritize the following impact and sustainability-related initiatives in the remaining period of the current programme period:
  - By programme end, being able to show progress (subject to partner timeframes and priorities) on developing an MOU with both the Indonesian Employers Association (APINDO) and Employers Confederation of Thailand (ECOT) for the promotion, coordination, and delivery of the I-B programme.
  - Depending on national contexts vis-à-vis COVID-19, revisit with national and sector EMBOs the issue of training/employment transition, means of promoting this within the priority sectors and follow-up steps within the programme period and beyond.
  - Where feasible, promote and facilitate progress towards embedding I-B training into company staff development, gender equality and diversity frameworks, especially in the Philippines and Thailand where significant progress has already taken place, including through ongoing efforts to engage EMBO and HR association support to this end.<sup>1</sup>
  - Continue promoting and supporting steps to embed STEM-related skills into national TVET frameworks and curricula in the three focus countries.
  - Further embed online training design, capacities, and delivery modalities in the respective public TVET systems, both for the current COVID-19 period and as part of long-term blended approaches to training.
  - Consider the incorporation of one additional round of TVET-based training in the Philippines to further test and refine the approach.
  - Expand the Philippines STEM Technical Working Group into a full tripartite platform in line with its founding vision
  - In collaboration with relevant EMBOs and corporate partners, embed longer-term impact assessments into technical and soft skills training monitoring and evaluation arrangements.
  - Develop national plans to follow-up (disseminate, promote, and apply) the Indonesia and Philippines reports launched under the programme on increasing the number of women in business and management.

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<sup>1</sup> Examples include the Federation of Thai Industries, the Personnel Management Association of Thailand, the People Management Association of the Philippines, and the Contact Center Association of the Philippines.

- **Recommendation 3:** Ensure the necessary resources and time are allocated to develop a programme Sustainability Action Plan to provide an enabling framework to carry forward the work, investments, achievements, and lessons of the programme. Arrangements for the preparation of such plan should be in place before the end of 2020 and include either joint development or close synergies with the planned documentation of programme lessons.
- **Recommendation 4:** Consider an **extension of the programme** for at least a further three year period to enable the consolidation and sustainable embedding of progress made, drawing on the above-mentioned Sustainability Action Plan as well as the associated documentation of lessons set out in the current results framework.

In line with the evaluation policy of the International Labour Organisation (ILO), an independent final evaluation is now envisaged to be carried out during the final months of the Program. This evaluation forms part of the ILO's strategic practice of ensuring that Programs are adequately evaluated.

The independent final evaluation follows the OECD/DAC evaluation criteria and will assess the coherence, relevance, efficiency, effectiveness, impact, and sustainability of the Program interventions, including proposing recommendations on the way forward. The main purpose of this final independent evaluation is to promote accountability to ILO key stakeholders, internal and external constituents, and the donor, and to enhance learning and knowledge building among them. It will also assess and capture learnings on Program's adaptability and responsiveness to the context of COVID-19. The findings will be used to improve the design and implementation of similar future Programs.

The final independent evaluation will be conducted by an external independent evaluation team, and managed by an independent evaluation manager, who is an ILO staff member with no prior involvement in the Program. The evaluation will comply with the United Nations Evaluation Guidelines (UNEG) Norms and Standards, ILO policy guidelines (3rd edition) and the ethical safeguards.

## 2. Program background

Women in STEM-related sectors across Southeast Asia face a variety of challenges that reduce entry, retention, and advancement in these sectors. First, for a variety of socio-economic-cultural and infrastructural reasons, fewer women tend to enter the vocational training programmes related to these sectors. Second, those who are trained, often face barriers to placement vis a vis their male counterparts. Further, the women employees in these industries are typically faced with challenges both within their firms and from societal expectations, resulting in a higher tendency to drop out than males. And finally, they often are overlooked in terms of career advancement, at both the lower levels and with regard to their consideration for senior managerial roles.

To address these issues, the Program has identified high-growth sectors, automotive (initially and shifted to ICT) in Indonesia; Information and Communication Technology (ICT) and Information Technology and Business Process Management (IT-BPM) in Philippines; and electrical and electronics sectors in Thailand respectively for intervention. The selection of these sectors was based on evidence of significant skills gaps and opportunities for growth for women over the next decade. However, because of contextual and implementation challenges, the Program shifted its focus to the ICT in Indonesia and subsequently included the retail sector as part of its pandemic response. Similarly,

women in STEM-related roles in the healthcare sector were further included in Thailand on the advice of the Employers Confederation of Thailand.

The sectors identified for intervention are rapidly evolving and becoming more innovative, requiring a blend of critical soft and technical STEM-related skills. Consequently, low skilled jobs are declining and there is an evident shift from traditional blue-collar jobs to more skilled occupations. Therefore, the Women in STEM Program aims to improve women acquisition and adoption of critical soft and technical STEM-related skills and, in this way, contribute to reduce the skills mismatches that affects workers' productivity and enterprises' competitiveness in this rapidly changing context. Productivity is a key indicator of improved living standards for women and is also a major contributor to economic growth.

The Program was initially intended for 15 months, but received additional grant thus extending the Program period by a year till 30 November 2021. Further, the project has secured 'No cost extension' till May 2022 in August 2021 to complete the activities impacted due to COVID-19.

### 3. Program Strategy

The ILO's Women in STEM Workforce Readiness Program combines demand-led technical STEM skills and employability and leadership training among women in selected sectors in the three focus countries to support workforce development to contribute to increased enterprise productivity, enhance employability, transition from training to jobs and career advancement. These efforts will be codified in industry tools that will be integrated into the human resource practices of firms committed to training, hiring, retaining, and promoting women in STEM-related positions.

Three broad support strategies underpin the program approach:

- 1) underprivileged female secondary or post-secondary TVET graduates to sustainable entry-level STEM positions with career prospects;
- 2) under-employed women in STEM-related fields upgrade their skills to progress to mid-level STEM employment positions; and
- 3) transition mid-level women working in STEM fields into leadership/managerial roles.

### 4. Program objectives

The STEM program closely aligns with research findings on STEM-related employment across ASEAN, and addresses ILO's learnings from past program implementations showing that women are significantly under-represented in the sub-region's STEM workforce. The automotive, IT and business process outsourcing (IT-BPO) and electrical/electronics (E&E) sectors are identified as high-growth in Indonesia, the Philippines and Thailand, respectively, presenting significant projected skills gaps and opportunities for growth for women over the next decade. In this context, the '*The Women in STEM Workforce Readiness Program*' aims to provide 1,760 women with technical STEM-related skills, employability and leadership training coupled with targeted mentorship to help women gain quality employment and advancement opportunities in STEM-related jobs in Indonesia, the Philippines and Thailand (ASEAN-3).

To address the challenges that may lead to job losses and increase inequalities due to automation, especially among low-skilled women workers, as well as lower competitiveness of enterprises, the Program is actively collaborating with government and the private sector -including employers and business membership organizations in - Indonesia, the Philippines and Thailand (ASEAN-3). It intends to improve skills needs identification, strengthen TVET systems' capacity to design and deliver STEM-

related training, and lastly support national skills development initiatives with the objective to fulfil the skills requirement of the industry 4.0.

The Program focuses on two major technical areas:

- (a) workforce readiness, including pre-employment skills assistance for women to facilitate the acquisition of demand-led STEM-related skills and with this improve their employability;
- (b) workforce development, including skills upgrading –combining upskilling and reskilling initiatives- for women workers employed in entry level jobs in STEM sectors but with limited opportunities to advance in their careers.

The **expected outcomes** include:

- Development of sector-specific STEM skills and employability Action Plans for women in each of the ASEAN-3 countries.
- Successfully transition underprivileged female vocational school graduates into STEM-related employment with sustainable career and livelihood prospects.
- Successfully transition women in low-skilled jobs to quality STEM-related employment with sustainable career and livelihood prospects.
- Develop country-specific tools to help industry express its skills needs to training and educational institutions, and train, hire, retain and promote women in STEM jobs.
- *(added to the results framework subsequently)* TVET level assistance for women participants including training conducted on issues related to recruitment and job placement.
- *(added to the results framework subsequently)* Enhancement of firm partners support for the targeted recruitment of women, in particular, those participating in the STEM training programme.
- *(added to the results framework subsequently)* Mobilize support of training institutions, sector employer associations and firm partners in each country, to provide institutional support to the programme.
- *(added to the results framework subsequently)* Thought leadership and advancement of good practices.

## 5. Management Arrangement

The project operates from offices in Decent Work Technical Team (DWT) in Bangkok under the general guidance of the ILO's Director, DWT Bangkok, and the administrative backstopping by project staff with technical backstopping support from the DWT and Country Offices. The project receives technical backstopping from the ILO's enterprise development and skills development in the Decent Work Team (DWT) Bangkok. The project has been managed on a day-to-day basis by an International Technical Officer (TO), supported by one administrative support staff in Bangkok and National Project Officers working within the country offices in Philippines and Indonesia.

## 6. Alignment to ILO strategic frameworks and outcomes

The Program aligns with ILO Programme and Budget 2022-23 :

Outcome 4: Sustainable enterprises as generators of employment and promoters of innovation and decent work; and



Outcome 5: Skills and lifelong learning to facilitate access to and transitions in the labour market

It also aligns to :

- ILO Recommendation No.195 (2004), which seeks to provide policy guidelines on human resources development, education, training, and lifelong learning.
- G7 Social Tripartite declaration (2019) that aims to reduce inequalities through promoting skills development in the new world of work as well as closing the gender employment and participation gaps in high growth STEM sectors.

## 7. Links to International and National Development Priorities and Outcomes

The programme is aligned to SDG 4 (specifically target 4.3, 4.4, 4.5, and 4.7), SDG 5 (specifically target 5.1), and SDG 8 (specifically target 8.3). Further, it is aligned to specific outcomes in Decent Work Country Programmes (DWCPs):

1. **Indonesia.** Outcome 2.1: Enhanced skills development programme and policy, and labour market governance for improved employability of youth.<sup>2</sup>
2. **Philippines.** Outcome 1.1: Men and women (especially the youth and other groups at risk of vulnerability or marginalization) acquire appropriate competencies and have access to and engage in remunerative and productive work.<sup>3</sup>
3. **Thailand.** Outcome 1.1: Increased decent and productive employment as a result of effective demand-based and gender responsive employment services and improved and expanded promotion of technical/ vocational skills for with a particular focus on the employability of youth and older persons of all genders. The Thailand DWCP also has targets with a specific women and STEM focus. These are: Target 1.1.4 (f). At least one sector-specific demand-led and gender-responsive action plan developed, documented, and disseminated for STEM skills for sustainable development and employability for women; and Target 1.1.4 (g). By 2021, at least 1,000 women trained in technical STEM-related skills, using gender-responsive workplace-based learning programmes, increased employability, and leadership training to enhance their employability and advance opportunities in STEM-related jobs in a selected sector.

The programme is aligned to below national plans / strategies:

- **Indonesia:** (i) The Law of the Republic of Indonesia (no. 17, 2007) on the long-term national development plan of 2005-2025, particularly Section iv.1.2., A. on Developing Quality Human Resources;<sup>4</sup> (ii) 'Making Indonesia 4.0,' the country's national plan to meet the needs of Industry 4.0;<sup>5</sup> and (iii) the Presidential Decree (2000) on Gender Mainstreaming in National Development.

<sup>2</sup> ILO Decent Work Country Programmes by country/subregion. Asia and the Pacific. Available at [https://www.ilo.org/global/about-the-ilo/how-the-ilo-works/departments-and-offices/program/dwcp/WCMS\\_560738/lang--en/index.htm](https://www.ilo.org/global/about-the-ilo/how-the-ilo-works/departments-and-offices/program/dwcp/WCMS_560738/lang--en/index.htm)

<sup>3</sup> Ibid

<sup>4</sup> Available at [https://www.bappenas.go.id/files/6715/3173/4665/RPJPN\\_2005-2025.pdf](https://www.bappenas.go.id/files/6715/3173/4665/RPJPN_2005-2025.pdf)

<sup>5</sup> Available at <https://oxfordbusinessgroup.com/analysis/technology-comes-four-making-indonesia-40-seeks-strengthen-digital-economy-and-attract-foreign>

- **Philippines:** (i) Philippine Development Plan 2017-2022, Chapter 10; Accelerate Human Capital Development;<sup>6</sup> (ii) Industry 4.0 Roadmap;<sup>7</sup> and (iii) the Republic Act 9710: Magna Carta of Women.<sup>8</sup>
- **Thailand:** Socio - Economic Development Strategy, the Twenty - year National Strategic Framework (2017-2036) and the Twelfth National Economic and Social Development Plan (2017-2021);<sup>9</sup> the Thailand 4.0 Development Plan Skill Development Promotion Act (2002);<sup>10</sup> Thailand Gender Equality Act (2015).<sup>11</sup>

## 8. Purpose and scope of the Final Evaluation

The main purpose of this final independent evaluation is to promote accountability to ILO key stakeholders, including the constituents in the three focus countries, and the donor-J P Morgan Chase foundation, and to enhance learning within the ILO and key stakeholders. Knowledge and information (including lessons learned, good practices, challenges and etc.) obtained from this evaluation, will be used to help inform the design and implementation of future skills and enterprise programmes to promote women participation in STEM.

The final independent evaluation has the following specific objectives:

1. Assess the coherence, relevance, efficiency, and effectiveness of the Program interventions, while identifying the supporting factors and constraints that have led to them, including strategies and implementation modalities chosen, and partnership arrangements.
2. Assess contributions and results of the interventions (both expected and unexpected, both positive and negative changes) and examine how and why the changes were caused by the interventions and measure the size of the effect caused by that intervention or tactic.
3. Assess Program impact (including where the Program's support has been most/least effective and why), including the extent to which capacity of partners have been strengthened, and the benefits of the Program's contribution to improvement of Women in STEM.
4. Assess the extent to which the recommendations of the MTE have been followed up/achieved.
5. Assess the Program's contribution to COVID-19 immediate responses and recovery.
6. Assess the extent to which the Program outcomes will be sustainable.
7. Assess the extent to which the Program promote gender equality, disability inclusion and non-discrimination and is gender-responsive.
8. Assess the extent to which the Program management and coordination mechanisms adequately addressed the needs and implementation challenges and how effectively the Program management monitored Program performance and results

Evaluation recommendations should be developed considering the above objectives.

**Scope of the evaluation.** The scope of the final evaluation is guided by the main objective and the specific objectives as outlined in the above section. The evaluation covers the period of implementation of the Program from its start in December 2017 until the time of the final evaluation, covering key outputs and outcomes (including unexpected results). It involves discussions with ILO

<sup>6</sup> Available at <http://www.neda.gov.ph/philippine-development-plan-2017-2022/>

<sup>7</sup> Refer to <https://www.pna.gov.ph/articles/1114871>

<sup>8</sup> Available at <https://pcw.gov.ph/republic-act-9710-magna-carta-of-women/>

<sup>9</sup> ILO-Thailand Decent Work Country Programme (DWCP), 2019-2021.

<sup>10</sup> Ibid

<sup>11</sup> Human Rights Watch. Available at <https://www.hrw.org/news/2015/09/21/thailand-gender-equality-act>

Program staff, national counterparts and development partners of the Program, the donor-JP Morgan Chase Foundation, and the ILO technical specialists based in Bangkok, Thailand.

The scope of work includes an assessment of the performance of the Program vis-à-vis:

1. Outputs and outcomes - against targets and indicators;
2. Chosen strategies and implementation modalities;
3. Partnership arrangements;
4. Follow-up on identified constraints/challenges and opportunities/recommendations;
5. Use and management of the financial resources of the Program;
6. Internal and external factors that influence Program implementation;
7. Management and coordination of the Program, including staff management ;
8. The extent of tripartite partners buy-in and participation in the Program;
9. Strategic fit of the initiative ;
10. Relevance of the initiative within national development priorities/frameworks ;
11. Synergies with other enterprise and skills development Programs

The scope of work also includes the formulation of recommendations for the design and implementation of similar future programs.

## 9. Clients

The primary clients of the evaluation are JP Morgan, as the donor of the initiative, ILO offices of Manila, Jakarta, and Bangkok, including the Decent Work Technical Support Team; ILO HQ Branches (SKILLS and ENTERPRISES), and the Program team as the executing agent of the initiative. The evaluation process should be participatory. The ILO office, the tripartite constituents and other parties involved in the execution of the Program may use, as appropriate, the evaluation findings and lessons learnt.

## 10. Evaluation Criteria and Questions

The evaluation will address ILO evaluation concerns, such as:

1. Relevance and strategic fit
2. Validity of design
3. Program progress and effectiveness
4. Efficiency of resource use
5. Effectiveness of management arrangements
6. Impact orientation and sustainability as defined in the Office guidelines

The evaluation will integrate gender equality and non-discrimination as cross-cutting concerns throughout the methodology, the deliverables, and the final report of the evaluation. These cross-cutting concerns will be addressed in line with EVAL's Guidance Note n° 4. Similarly, EVAL's Guidance Note n° 7 will be followed as much as practically possible to ensure stakeholder participation (web links to the Guidance Notes are provided in the Annexure).

Gender concerns will be based on the ILO Guidelines on Considering Gender in Monitoring and Evaluation of Programs (September 2007). The evaluation will be conducted following UN evaluation standards and norms and the Glossary of key terms in evaluation and results-based management developed by the OECD's Development Assistance Committee (DAC). In line with the results-based

approach applied by the ILO, the evaluation will focus on identifying and analysing results through addressing key questions related to the evaluation concerns and the achievement of the outcomes/immediate objectives of the initiative using the logical framework indicators.

## 11. Suggested Key Evaluation Questions

The evaluation team shall examine the following key issues. The evaluation team may suggest additional questions in consultation with the evaluation manager. Any fundamental changes to the evaluation criteria and questions should be agreed between the evaluation manager and the evaluation team leader, and reflected in the inception report:

### 1) Relevance and strategic fit

- a. The extent to which the intervention objective, design and approach responds to beneficiaries, national development plans, partners'/institutions'/donor's needs, policies, and priorities
- b. How well it meets the needs of the beneficiaries and how well it adapted to the changing needs of beneficiaries in the context of COVID-19
- c. How well it complements ILO strategic framework and other ILO Programs in the region
- d. Is the modality used by the program sufficient and / or appropriate to achieve the objective?

### 2) Coherence

- a. Has the design and implementation adequately considered cross cutting issues like gender, disability inclusion, social dialogue, and relevant international labour standards
- b. The extent to which the STEM program support or undermine other interventions (both ILO and others relevant interventions in the countries) and vice versa. Are there any opportunities or recommendations for improved leveraging or alignment to other relevant ILO or non-ILO initiatives?

### 3) Effectiveness

- a. To what extent the outputs and outcomes have been achieved or likely to be achieved, including any differential results across groups, and what internal and external factors may have influenced the ability of the ILO to meet these
- b. To what extent the outputs produced and delivered so far have yielded desired outcomes (stakeholders should be interviewed to gauge how they perceive them) agreed with the donor, including policy and practice changes by private sector partners and constituents
- c. To what extent has the program management and coordination mechanisms adequately addressed the needs and implementation challenges, including those due to COVID-19?
- d. How effective were the chosen strategies and implementation modalities, in achieving the program targets? What are the good practices and lessons to be learned from the project approach and strategy? What are the key lessons learned and recommendations for the design of possible next phase?
- e. To what extent program management and implementation were guided by tripartite dialogue and contributed to International labour standards (ILS) and gender equality, disability inclusion and non-discrimination
- f. The extent to which the recommendations of the MTE have been followed up/achieved.

### 4) Efficiency of resource use

- a. How efficiently have resources (staff, time, expertise, budget, etc.) been allocated and used to provide the necessary support and to achieve the broader Program objective and results?
- b. How effectively the Program management monitored program performance and results?
- c. To what extent and how successfully has the program leveraged resources and knowledge with other interventions and through partnerships?

#### 5) Impact Orientation and Sustainability

- a. To what extent has the program contributed towards improving the capacity of constituents and other local institutions, involved in skilling in STEM and placement services, to strengthen their focus on women, as a result of the program contribution
- b. To what extent the constituents and local institutions have been successful in getting private sector support
- c. To what extent the Program has strengthened an enabling environment (laws, policies, people's skills, attitudes, etc.) and women access to STEM skills
- d. Are there any positive or negative, intended or unintended, reversible or irreversible higher-level effects?
- e. What strategies have the Program put in place to ensure continuation of the initiative, beyond the Program end? What steps can be taken to enhance the sustainability of Program components and objectives

## 12. Evaluation Methodology

The ILO's policy guidelines for evaluation (4<sup>TH</sup> edition, 2020) provides the basic framework. The evaluation will be carried out according to the ILO's standard policies and procedures, and comply with the United Nations Evaluation Group (UNEG) norms and standards and the OECD DAC evaluation quality standards.

This evaluation is guided by 'ILO's implications of COVID-19 on evaluations in the ILO : An internal guide on adapting to the situation'. As the COVID- 19 pandemic continues to persist in the Program countries, data collection will be done remotely using tools : skype, S4Biz, Webex or Zoom, Survey monkey or similar tool.

The evaluation team will apply an appropriate methodology to gather data and information in order to offer diverse perspective to the evaluation and to promote as much participation of key program stakeholders at all levels, as possible, in the exercise. Approximate number of stakeholders to be covered is given below :

Regional : External Stakeholders – 1 (donor); Internal Stakeholders – 8 (ILO, primarily DWT Specialists, work-based evaluators, past Technical Officers)

Philippines : External Stakeholders – 10; Internal Stakeholders - 7

Indonesia : External Stakeholders - 9 ; Internal Stakeholders - 5

Thailand : External Stakeholders – 10; Internal Stakeholders - 6

To collect the data for analysis, the evaluation will make use of the techniques listed below (but not limited to) :

- **Desk review:** A desk review will analyse documentation provided by the Program management. This will include, program document, MTE report, donor progress reports, minutes of meetings,

knowledge products, impact assessment study, financial reports, and other program related documents. It will also refer to United Nations Sustainable Development Cooperation Framework (UNSDCF) and DWCP in the program countries. The desk review will suggest a number of initial findings that in turn may point to additional or fine-tuning of the evaluation questions. This will guide in the drafting of the inception report and the final evaluation instrument, which should be finalized in consultation with the Program team and technical specialists, before conducting any interviews

- **Key informants interviews and focused group discussions** : The evaluation team will undertake group and/or individual discussions with relevant ILO staff, including Program staff, ILO specialists, donor, key stakeholders and program partners (as much as possible). An indicative list of persons to be interviewed will be suggested by the ILO and the contacts will be facilitated by the Program team for the evaluation team.
- **Quantitative survey with beneficiaries** : Respondents from the list of E4WAY stakeholders are to be invited to complete an anonymous online survey. The survey questions will be developed, disseminated, translated in local language, and analysed by the consultant/team.

### 13. Key Deliverables

The evaluation team will prepare the following reports (and a final PPT), all in English, in the course of executing his/her assignment:

- 1. An inception report**
  - a. Describe the conceptual framework that will be used to undertake the evaluation;
  - b. Elaborate the methodology proposed in the ToR with adjustments and precisions as required;
  - c. Set out the evaluation matrix to indicate how information and data for addressing each evaluation question and Program's performance indicators will be gathered. This must include data sources, (emphasizing triangulation as much as possible) data collection methods, and sampling;
  - d. Detail the work plan for the evaluation, indicating the phases in the evaluation, their key deliverables and milestones;
  - e. Set out the list of key stakeholders to be interviewed and the guides to be used for interviews, observation, focal groups and other techniques that may be applied;
  - f. Develop data collection tools and questionnaires;
  - g. Set out the agenda for the stakeholders' workshop.

Field data collection will be initiated after the Evaluation Manager approves the Inception Report in consultation with the Program team.

- 2. A debriefing workshop to present preliminary findings** at the end of the virtual data collection phase. The evaluation team will organize a half day meeting to discuss the preliminary findings of the evaluation after data collection is completed and an initial analysis has been done. The virtual workshop will be attended by ILO program team and specialists. It will be technically organized by the evaluation team, with the logistic support of the program.
- 3. Present key evaluation findings** to the Program Stakeholders, at the virtual **Final Evaluation Meeting**. A PowerPoint presentation should be prepared for the presentation.

4. **First draft of the Evaluation Report** (see outline below) must be submitted as per the agreed timeline. The report will be reviewed by the evaluation manager to ensure the quality of the report. After that, it will be shared with all relevant stakeholders with two weeks given for comments. The comments will be provided to the evaluation team who will then produce a final version that integrates the comments.
5. **Final version of the Evaluation Report**, incorporating comments received (or a specific justification for not integrating comments). The report should be no longer than 50 pages excluding annexes. The quality of the report will be assessed against the ILO EVAL checklist, see Annex 6. The report should also include **a section on output and outcome level results against indicators and targets as well as comments on each one**. The final version is subjected to final approval by ILO EVAL (after initial approval by the Evaluation manager/Regional evaluation officer)

The draft and final versions of the Evaluation Report in English (maximum 50 pages plus annexes) will be developed, as per following **suggested structure**:

- a. Cover page with key Program data (Program title, Program number, donor, Program start and completion dates, budget, technical area, managing ILO unit, geographical coverage); and evaluation data (type of evaluation, managing ILO unit, start and completion dates of the evaluation mission, name(s) of evaluation team(s), date of submission of evaluation report).
- b. Table of contents
- c. Acronyms
- d. Executive Summary
- e. Background of the Program and its intervention logic
- f. Purpose, scope and clients of the evaluation
- g. Methodology and limitations
- h. Review of Program results
- i. Presentation of findings (in accordance with OECD DAC evaluation criteria)
- j. Conclusions and recommendations (including to whom they are addressed, resources required to implement the recommendations, and their priority and timing)
- k. Lessons learnt and potential good practices
- l. Annexes (TOR, indicator table with the status achieved to date of Program indicators/targets and a brief comment per indicator, a list of people interviewed, schedule of the field work, list of documents reviewed, lessons and good practices as per ILO template – one lesson learnt or good practice per template, other relevant information).

All draft and final outputs, including supporting documents, analytical reports and raw data should be provided in electronic versions compatible with Microsoft Office. Use of the data for publication and other presentation can only be made with the written agreement of the International Labour Organization. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgment.

## 14. Management arrangements, work plan and timeframe

- a. Management arrangement :** An Evaluation Manager (from within ILO), Ms. Sudipta Bhadra, who has not had prior involvement in the Program, will manage this final evaluation. The Evaluation team reports to the Evaluation Manager (EM).

The Evaluation Manager is responsible for completing the following specific tasks:

- Draft and finalize the evaluation TORs with inputs from key stakeholders (draft TORs to be circulated for comments)
- Develop the Call for Proposal and the selection of the IE, in coordination with the Regional Monitoring and Evaluation Officer and EVAL
- Brief the Evaluation team on ILO evaluation policies and procedures
- Initial coordination with the Program team on the development of the field mission schedule and the preliminary results workshop
- Approve the Inception Report
- Circulate the first draft of the Evaluation Report for comments by key stakeholders
- Ensure that the final version of the Evaluation Report addresses stakeholders' comments and meets ILO requirements (See Annex 1).
- Share the report with EVAL for final approval and uploading in the public e-discovery repository. Evaluation report will be considered final version when it's approved by ILO Evaluation Office.

- b. Evaluation team :** The evaluation will be undertaken by a team of an international and national consultants based in each program country and proficient in local language. The national consultant will be responsible for field data collection, providing local context, and to ensure that all key stakeholders are consulted, besides assisting the team leader in compiling, analysing data, note taking and drafting of report. The evaluation team will have the final responsibility for the evaluation report and ensure the quality of data (validity, reliability, consistency, and accuracy) throughout the analytical and reporting phases. The evaluation team will agree on the distribution of work and schedule for the evaluation and stakeholders to consult. It is expected that the report will be written objectively based on evidence generated.

**c. Evaluation work plan and timeframe:**

The final evaluation will be conducted between January to April 2022.

Task	Responsible person	Timeline
Selection of consultant / evaluation team	Evaluation Manager/ROAP/EVAL	Zero week
Sign the contract (vendor registration requires 2 weeks)		Zero to Week 2
Brief evaluation team on ILO evaluation policy	Evaluation Manager	Week 3
Desk review, and audio/skype/video conference with Program, and inception report	Program and evaluation team (at home based)	Week 4 -5
Data collection / stakeholder interviews	Evaluation team	Week 6 - 7 (flexibility to be adopted in the event 2-3 key stakeholders are unable to participate due to COVID-19 related emergencies. The evaluation team will accommodate such requests and conduct interviews at mutually convenient time subsequently)



Debriefing workshop (included in the evaluation mission)	Evaluation team /Program Team	Week 8
Final evaluation meeting with all Program stakeholders either one combined or separate for each country (Stakeholder's workshop)	Evaluation team/ all Program stakeholders	Week 8
Drafting of evaluation report and submitting to the Evaluation Manager	Evaluation team	Week 9/10
Sharing the draft report to all concerned for comments	Evaluation Manager	Week 10/12
Consolidated comments on the draft report, send to the evaluation team	Evaluation Manager	Week 12/13
Finalize the report including explanations on why comments were not included	Evaluation Team	Week 14

### Proposed workdays (payable days) for the evaluation team

Phase	Responsible Person	Tasks	# days
I	Evaluation team	<ul style="list-style-type: none"> <li>Briefing with the evaluation manager, the Program team</li> <li>Desk Review of programme related documents</li> <li>Inception report</li> </ul>	7
II	Evaluation team (and organisational support from ILO )	<ul style="list-style-type: none"> <li>Consultations with programme staff and Specialists in Program countries</li> <li>Interviews / FGDs with key stakeholders, including constituents</li> <li>Survey</li> </ul>	37
III	Evaluation Team	<ul style="list-style-type: none"> <li>Draft report based on field consultations / interviews and desk review</li> <li>Debriefing workshop</li> <li>Final evaluation meeting (Stakeholder's workshop)</li> </ul>	8
V	Evaluation Team	<ul style="list-style-type: none"> <li>Finalize the report including explanations on why comments were not included</li> </ul>	3
<b>TOTAL</b>			<b>55*</b>

*\* These are the maximum working days for Evaluation team (international and three national consultants). The proposed number of working days for each task can be re-adjusted.*

At the beginning of the assignment, the evaluation team is advised to undergo the induction training in this link : [http://training.itcilo.org/delta/ILO-EVAL/ILO\\_Self-induction\\_Module\\_for\\_Evaluation\\_Consultants-Part-I/story\\_html5.html](http://training.itcilo.org/delta/ILO-EVAL/ILO_Self-induction_Module_for_Evaluation_Consultants-Part-I/story_html5.html)

## 15. Required Qualification of Consultants

- **Required Qualifications of the Evaluation team leader**
  - Advanced university degree with minimum 7-10 years of relevant experience in international project /project evaluations
  - Any nationality, but preferably based in one of the Program countries
  - Has good understanding of the country context
  - Demonstrated knowledge/experience with the application of gender equality, rights-based approaches, skill development in STEM, and the ILO decent work agenda.
  - Experience in evaluating projects related to skilling
  - Experience in using the Theory of change approach in evaluations
  - Relevant experience with Results Based Management
  - Extensive experience in applying, qualitative and quantitative evaluation methodologies
  - Knowledge of ILO's roles and mandate and its tripartite structure as well as UN evaluation norms and its Project is desirable
  - Proven ability to produce analytical reports and a good command of English
  - Ability to bring gender-sensitive and non-discrimination dimensions into the evaluation in the design, data collection, analysis and report writing of the evaluation
  - Excellent analytical skills with the ability to analyse and interpret data from a range of sources
  - Be flexible and responsive to changes and demand
  - Be client oriented and open to feedback
  - Be able to work efficiently and effectively in situations with tight and demanding deadlines
  
- **Required Qualifications of supporting national consultants**
  - National and based in one of the Program countries (not more than one consultant from same Program country)
  - University Degree with minimum 3 years of experience in project /Project evaluations
  - Demonstrates knowledge and experience with the application of rights-based approach
  - Experience in using the Theory of change and logframe analysis approach on evaluation is an advantage
  - Extensive experience in applying, qualitative and quantitative research methodologies including participatory approaches
  - Knowledge of ILO's roles and mandate and its tripartite structure as well as UN evaluation norms and its Programming is desirable
  - Proven ability to produce analytical reports in good command of English
  - Ability to bring gender and disability dimensions into the evaluation including design, data collection, analysis and report writing.
  - Excellent analytical skills with the ability to analyse and interpret data from a range of sources
  - Excellent understanding local context in relation to health management and health insurance issues as well relevant international framework pertaining to the subject
  - Be flexible and responsive to changes and demand

- Be client oriented and open to feedback

**Desirable (for team leader and team members):**

- Knowledge and experience of the UN System/s
- Experience in evaluating Programs within Asia

## 16. Legal and ethical matters

The evaluation will comply with UN Norms and Standards. The evaluator will abide by the [EVAL's Code of Conduct](#) for carrying out the evaluations. UN Evaluation Group (UNEG) ethical guidelines will be followed. The evaluator should not have any links to project management, or any other conflict of interest that would interfere with the independence of the evaluation.

Evaluators should have personal and professional integrity and abide by the [UNEG Ethical Guidelines](#) for evaluation and the Code of Conduct for Evaluation in the UN system to ensure that the rights of individuals involved in an evaluation are respected. Evaluators must act with cultural sensitivity and pay particular attention to protocols, codes and recommendations that may be relevant to their interactions with women. Evaluators will be expected to sign the respective ILO Code of Conduct to show that they have read and understood the UNEG Code of Conduct for Evaluation in the UN System process.

Ownership of data from the evaluation rests jointly with the ILO and the consultant. The copyright of the evaluation report will rest exclusively with the ILO. The use of data for publication and other presentations can only be made with written agreement of the ILO. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

## ANNEX 1: RELEVANT POLICIES AND GUIDELINES

17. ILO Policy Guidelines for evaluation: Principles, rationale, planning and managing for evaluations, 4<sup>th</sup> ed (2020) 3<sup>rd</sup> ed. [http://www.ilo.ch/eval/Evaluationpolicy/WCMS\\_571339/lang--en/index.htm](http://www.ilo.ch/eval/Evaluationpolicy/WCMS_571339/lang--en/index.htm)

18. Code of conduct form (To be signed by the evaluation teams)

[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_206205/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_206205/lang--en/index.htm)

- Checklist No. 3: Writing the inception report  
[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165972/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang--en/index.htm)
- Checklist 5: preparing the evaluation report  
[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165967/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165967/lang--en/index.htm)
  - Checklist 6: rating the quality of evaluation report  
[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165968/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165968/lang--en/index.htm)
  - Template for lessons learnt and Emerging Good Practices  
[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_206158/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_206158/lang--en/index.htm)  
[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_206159/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_206159/lang--en/index.htm)
  - Guidance note 7: Stakeholders participation in the ILO evaluation  
[https://www.ilo.org/global/docs/WCMS\\_165982/lang--en/index.htm](https://www.ilo.org/global/docs/WCMS_165982/lang--en/index.htm)
  - Guidance note 4: Integrating gender equality in the monitoring and evaluation of Projects  
[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165986/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm)

- Template for evaluation title page  
[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_166357/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_166357/lang--en/index.htm)
- Template for evaluation summary  
<http://www.ilo.org/legacy/english/edmas/eval/template-summary-en.doc>
- UNEG Ethical Guidelines for Evaluation  
<http://www.unevaluation.org/document/download/548>