

Annex 2

Public Information Campaign (PIC) Evaluation : Terms of Reference

Request From	British Council	Types of Assessment	Evaluation
Project Code		Funded by	EU Delegation in Nepal
Project title	Dakchyata- Nepal TVET Practical Partnership (TVET-PP)		
Project Duration	58 months (Mar 2017- Dec 2021)		
Timelines	Up to 30 days (15 January 2021- 15 April 2021)		

Overall Programme Background and Objective:

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The Government of Nepal (Ministry of Education) and the European Union entered into an agreement in December 2016 to implement the Dakchyata – TVET Practical Partnership programme. Implementation will take place over five years from 2017-2021, with funding totalling EUR 20.61 million. Dakchyata is funded by the European Union and implemented by the British Council under the leadership of Ministry of Education, Government of Nepal and in partnership with the Council for Technical Education and Vocational Training (CTEVT).

Overall Programme Objective: To contribute to Nepal's inclusive and sustainable growth through investment in human capital and by creating better employment opportunities.

Specific Objectives: To strengthen and implement more effectively a TVET policy responsive to labour market needs and to pilot an integrated Public Private Partnership (PPP) approach in three key economic sectors: i) agriculture and food production, ii) construction, and iii) tourism, that offer opportunities for promoting the transition to a greener, climate-resilient, low-emission economy.

This will be achieved through the successful achievement of three key vital components:

Component 1: Improving the quality of TVET provision and scale up implementation ensuring it is made available through outreach to the most disadvantaged (managed by CTEVT)

Component 2: An innovative grant fund mechanism has been designed to pilot Public Private Partnership (PPP) projects in the construction, tourism, and agriculture sectors. The aim is to generate learning on enhancing the relevance, quality, and sustainability of TVET provision in Nepal (managed by the British Council)

Component 3: Technical assistance to the Government of Nepal and national TVET authority to strengthen governance, coordination, and reform of the national TVET system, and raise the profile of TVET in Nepal (managed by the British Council)

More information on the project can be found at: <http://dakchyata-nepal.org/>

The overall programme is being delivered under separate EU contracts: Component 1 is being delivered by CTEVT, whilst Components 2 and 3 are being implemented by the British Council.

Focus of the Evaluation:

British Council is currently seeking to identify a consultant/consultancy firm to conduct an Evaluation of the TVET Public Information Campaign (PIC) under Component 1 which ran from February to November 2020. The campaign, fronted by CTEVT through support from the Dakchyata project, has sought to increase public awareness and understanding on skills training and TVET.

The goal of the campaign is to leverage digital platforms to deliver the benefits of TVET and build institutional capacity of CTEVT for effective online communications.

Three key objectives were established for the campaign:

1. Share information on the benefits of TVET to young people - students, returnee migrant workers, parents, and families
2. Link TVET employment opportunities and student aspirations to real jobs
3. Build CTEVT's capacity on online communications, social media, and outreach.

The TVET PIC began implementation in February 2020, however, implementation of activities under the original campaign was halted in March 2020 due to the sudden rise of COVID-19. The PIC was reformulated and relaunched as a digital campaign in July 2020, with initiatives selected based on demonstrable good practice from other campaigns across the world.

Objectives of the Evaluation

The consultants should seek to inform British Council, CTEVT, and other PIC stakeholders on the level of achievement of the campaign against the three core objectives.

The evaluation will:

- 1) Review the extent to which the PIC has delivered an effective, efficient, relevant, and sustainable intervention.
- 2) Assess the extent that CTEVT and participating schools have developed their capacity, understanding, and commitment to plan and deliver online information campaigns.
- 3) Assess the level of reach and penetration of the PIC messages within the targeted audiences and identify and evaluate the changes experienced by these groups.
- 4) Collate existing and new learning from the PIC- including assessments of which online activities worked best and why.
- 5) Create recommendations for the CTEVT on the road map for future PICs.

The following Terms of Reference covers the core needs of the Evaluation. It is expected that the Evaluation will build upon the questions.

Scope, Focus and Evaluation Criteria

The Evaluation will deliver an assessment in line with the following criteria:

Relevance and strategic fit of intervention:

- To what extent is the PIC's strategy and activities relevant in responding to the needs of the TVET sector and the needs of secondary school aged students?
- To what extent is the PIC strategy design and the results achieved in line with the TVET priorities of the Government of Nepal and key TVET stakeholder?

Effectiveness:

- To what extent have the CTEVT and participating schools developed their capacity, understanding, and commitment to plan and deliver online information campaigns? What other changes have been experienced by these stakeholders?
- What is the level of reach and penetration of the PIC messages amongst the targeted audiences?
- To what extent have target audiences reached with PIC messaging changed their awareness, understanding, and knowledge through the PIC campaign? What are the key changes experienced by those reached with PIC messages?
- What have been the key outputs of the campaign?
- Which factors and activities were the most/least effective in contributing to the campaign's objectives and why?

The consultant is expected to review progress made against indicators stated in the design of the PIC.

Efficiency:

- Were the adapted PIC implementation strategies appropriate? What could be improved for future PICs?
- How far has funding, personnel, regulatory, administrative, time, other resources and procedures contributed to or hindered the achievement of results up to this point?
- To what extent does an online digital PIC provide maximum value for money? How can this be improved in the future?

Participation & Collaboration:

- What stakeholders, at both national and regional levels, have been involved in the design, planning, and delivery of the PIC? How have these stakeholders collaborated and worked together?
- What is the level of ownership of the PIC amongst CTEVT and participating schools? What are the best ways to create buy-in and ownership amongst these stakeholders?
- What are the plans and intentions for the replication or scaling up of PIC interventions by the CTEVT and the participating schools?

Sustainability:

- How will the capacity gains on digital campaigns amongst the CTEVT and participating schools be sustained in the long term? What resources and factors need to be in place to support this capacity?
- How are the results achieved by the campaign going to be sustained?

Lessons Learned and Recommendations:

The Evaluation exercise should seek to identify key lessons and recommendations that can be used to guide future PIC strategies. These learnings and recommendations should be targeted at MoEST, CTEVT, and participating schools.

The consultants will work with the Dakchyata team to identify key learning areas.

Key Stakeholders:

The PIC has targeted the following stakeholders and institutions:

- Secondary School Students
- Returnee Migrant workers
- Employers
- TVET Students
- Parents, Teachers and Wider Community

Through the Evaluation we seek to understand more about how the project interventions have supported these groups to create change. These stakeholders and institutions will form the basis of data collection and evidence gathering for the Evaluation.

Institutional Level:

- CTEVT
- Participating PIC schools
- TVET Division, Ministry of Education, Science and Technology (MoEST)
- PIC Governance Structures

Individual Level:

- Secondary school aged students in targeted areas
- Parents of secondary school aged children
- Teaching and school staff from schools directly involved in the PIC

Process and Methodology

The Evaluation should be user focused, transparent and action oriented and take a realist approach to assessing change and progress. The methodology should be participatory and engage all key PIC stakeholders and the Dakchyata team.

The process will involve significant engagement with the CTEVT and participating schools who have collaborated with Dakchyata in the design of the PIC, led its implementation, and been recipient of capacity strengthening support.

Additional engagement with other direct and indirect stakeholders, including Dakchyata PIC team, members of PIC governance structures, TVET division, and MoEST.

It is expected that the consultants will engage with a reasonable sample of the targeted audiences (secondary school aged students, families, and teaching staff) who have been reached and engaged with the messages of the PIC. The consultants will be supported by Dakchyata and PIC stakeholders in reaching out and accessing respondents. It is expected that this type of engagement will likely be quantitative in nature.

The consultant(s) will be provided with a selection of documents to support their understanding and development of the Inception Report. This includes but is not limited to:

- The Dakchyata Description of Action
- PIC Workplan (prior to COVID-19 adaptations)
- The PIC Social Media Action Plan

- PIC Learning documents
- Existing data collected and analysed by the Dakchyata team

Key Deliverables & Timeline:

The Evaluation will be conducted between January 2021- April 2021. The delivery date and the payment schedule will be finalized in consultation with the service provider.

The expected deliverables and products from this evaluation include:

Inception Report: Short document produced after the consultant has done the literature review to outline the suggested evaluation design, robust sampling framework, evaluation tools and methods that will be used. This document should include, as annexes, the proposed questionnaires for interviews/focus groups and details of any other research tools.

Ongoing updates: Weekly updates to the Dakchyata team on progress against workplan.

Workshop to discuss early report findings: Meeting with key stakeholders to discuss preliminary evaluation findings.

Raw Data: Collated through the data collection process. This data should be anonymised prior to presentation to the Dakchyata team.

Final Report: Executive Summary (1 page); Literature review (4 pages maximum); Methodology and tools (full copies included as annexes) Findings Recommendations and conclusions Max 30 pages (not including annexes) Annexes: Bibliography Evaluation tools List of those interviewed 3 x case studies of demonstrable impact.

It is expected that this evaluation will be completed by April 1st, 2021 and shall take no more than 30 days of consultancy support. The delivery date and the payment schedule will be finalized in consultation with the service provider.

Geographical Locations:

Given the ongoing COVID-19 crisis, it is expected that the evaluation will use digital means to collect most of the data from both core targets group of secondary school aged students and key TVET stakeholders.

Consultant Specifications:

All consultant applicants should be able to provide evidence of how they meet the follow consultant specifications:

- An evaluation specialist, especially desired are those experienced in evaluating digital communication.
- Experience of working on evaluation systems in the Nepal TVET sector is highly desirable.
- Ability to design and plan the evaluation approaches and methodologies.
- Excellent evaluation skills including use of digital data collection techniques.
- Ability to consolidate information from multiple sources.
- Excellent qualitative and quantitative analysis and report writing skills.
- Strong communication and interpersonal skills and experience of engaging with a range of external actors, including interacting with senior government officials.

- Relevant post graduate degree and/or Monitoring and Evaluation qualification preferred.
- Proficiency in English and Nepali.

Data ownership and rights:

All data resulting from the studies are subject to British Council policies and regulations. The contractor will be required to comply with the data security plan that will govern how data should be stored, transmitted, and destroyed after the end of the study period.

Ethical Considerations

The Consultant(s) will comply with British Council's data and protection policies and Procedures, taking note of the code of conduct and procedures relating to confidentiality, consent and soliciting information. The Consultant(s) will be expected to sign a statement of commitment to this policy before the start of the consultancy.

The Consultant(s) must ensure that this evaluation is conducted in an ethical and sensitive manner. Participants should be protected and potential harm from the research tools, methodology, or researchers should be avoided. The Consultant(s) must ensure:

- Respondents are respected by the researchers and research tools.
- They seek informed consent from all respondents.
- Stakeholders are informed of the research, possible outcomes (positive and negative), and the results of the research.