

Dakchyata: TVET Practical Partnership

Consultancy title	<i>Strategic Learning Lead (Skills Development)</i>
Activity area	<i>Monitoring, Evaluation and Learning (MEL)</i>
Report to	<i>Senior Programme Manager</i>
Location	<i>Remote working with up to 6 weeks per year in Nepal</i>
Inputs	<i>Framework contract of up to a maximum of 80 days over contract period</i>
Dates	<i>March 2020 to December 2021</i>

1. Background

1.1 Overview of Project

The Dakchyata TVET Practical Partnership project (hence: the Project) is part of the TVET Practical Partnership programme, the flagship skills development programme of the European Union in Nepal. The Project is being implemented by the British Council under the leadership of Ministry of Education, Science and Technology (MoEST), in partnership with the Council for Technical Education and Vocational Training (CTEVT). The programme started in 2017, with an implementation period of 58 months, meaning that the Project has by now completed half of the planned 5-year long operational cycle.

The establishment and recognition of Public-Private Partnership (PPP) approaches in TVET is central to the Project. By working together, government, employers and private training providers can jointly develop and implement TVET and related skills development practices to respond to the diverse needs of society, the economy and individuals. The Project is piloting an integrated Public Private Partnership (PPP) approach in three key economic sectors i) agriculture ii) construction, and iii) tourism.

The Dakchyata project delivers two components of the overarching TVET PP programme:

- Component 2: an innovative grant fund mechanism has been designed to pilot PP 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
- 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

(Component 1 is being addressed as part of the inter-linked 'Sakchyamta' programme, delivered by the Council for Technical Education and Vocational Training (CTEVT) in Nepal).

These consultancy services fall under the Monitoring, Evaluation and Learning activity area, with a particular focus on Component 2: the Practical Partnership Fund.

1.2 Overview of the Practical Partnership Fund

In order to reduce the existing mismatch of skills demand and supply, TVET must move towards ensuring that training programmes are based on business and industry skills demands. For that to happen, Nepal needs a decisive shift to engage employers more effectively in the TVET system. In order to support this, testing on piloting ways to increase employer involvement in TVET are needed, to provide evidence on what works – and what doesn't.

The overall objective of the Practical Partnership Fund is to pilot ways of improving relevance, quality and sustainability of training provision in TVET by facilitating innovative Public-Private Partnership (PPP) models.

In the context of the Dakchyata programme, PPP brings together public and private actors, seeking new ways of improving the quality of training so that it meets the needs of individuals, enterprises, communities and national economic development. The active involvement of the private sector in TVET is expected to:

- Enhance quality of TVET and anticipate building competencies for future needs
- Build solid bridges between the world of work and training providers in order to match skills provision to the needs of enterprise
- Offer continuous workplace training and lifelong learning
- Widen the participation of unemployed youths in skills development

Practical Partnership projects promote shared ownership of the TVET system, support the sustainable development and delivery of an effective TVET system and facilitate partnerships between the supply and demand sides of the labour market. In line with the project objectives, the practical partnership funded programme will also encourage activities offering opportunities for promoting the transition to a greener, climate resilient, low-emission economy.

2. Description of assignment

The British Council is looking to appoint a *Strategic Learning Lead (Skills Development)* to provide expertise in the design and administering of a Learning system across the Dakchyata Practical Partnerships grants. This consultancy role will support and work closely with the Learning Coordinator (full time project position) in the design and implementation of the approach.

2.1 Objectives

The overall objective of the consultancy is lead on the identification, analysis, and synthesis of evidence into Learning. The consultant should seek to align the Dakchyata project team (including other external consultants) to the end goal of creating influence through Learning, and will develop the team's capacity for MEL.

2.2 Required services/activities/outputs

The required services are as follows:

Capacity Building: Support the development of knowledge, understanding and skills for Learning purposes amongst Dakchyata project team and Grant Recipient organisations implementing projects under the Practical Partnership Fund.

- **Learning Coordination:**

- Be a technical focal point for the project team
- Provide ongoing support/oversight and capacity building to the Learning Coordinator based on identified needs.
- Work closely with the Learning Coordinator on a number of overlapping tasks and be flexible in the management and delegation of tasks between the roles.

- **Grantees:**

- Create/ Review and revise materials from the Learning Coordinator for orientation of new grantees on MEL and related expectations and levels of support to be provided.
- Establish the capacity of grantees and relevant stakeholders for Learning and general Monitoring and Evaluation.
- Support the Learning Coordinator to design a capacity building plan and relevant tools and resources to improve individual grantees' ability to generate and use evidence.
- Provide support to the Learning Coordinator to assist grantees to incorporate the learning plan into their project.
- Provide bespoke capacity building assistance to grantees.

- **Dakchyata project team:**

- Provide advice and support for the wider Dakchyata team on MEL
- Create and support the embedding of new approaches and systems to create learning and a learning environment.

Design of Learning system: Design/revise Learning and Influencing Approach.

- Design of related resources, tools, methodologies and approaches for internally/externally facilitated data collection.
- Finalise a Results Framework that will support the generation of evidence and the answering of learning questions.
- Conduct a scoping study to generate background information for systematic review and generating learning from PPP training pilots funded through the grant fund facility.
- Coordinate with Learning Coordinate on the finalisation of the Learning Workplan.
- Update approach and system as and when adaption is required.

Collection: Oversee, advise and participate in the collection of evidence and learning from across the PP Grants using a variety of approaches and sources information.

- Review and data mine all incoming quarterly reports from Grantees (inclusive of 21 grantee reports per quarter); establishing key findings and learning.
- Plan and facilitate/co-facilitate/provide advisory support on periodic reflection workshops with grantees to identify what worked well and what did in the key learnings' areas such as employer's engagement, partnerships, relevance sustainability, etc and report to Dakchyata.

- Design and support the recruitment and management of a Research group exploring the concept of Collaboration in the grants and Evaluators to assess the effectiveness of the grants.
- Support the Learning Coordinator in the ongoing collection of evidence. Where necessary, conduct direct data collection with grantees and stakeholders.

Storage: Develop a process for managing incoming data from grants to ensure that evidence is handled appropriately.

- Work with the Learning Coordinator to establish and maintain databases/appropriate filing of evidence and statistics related.
- Develop methods to track the outcomes of the grant funded projects.
- Manage the development of data structures to ensure robust evidence management and data visualisation.
- Advise Learning Coordinator on the updating of Learning systems based on incoming data e.g. quarterly reports.

Analysis: Identify key findings and insights from collated evidence through robust analysis.

- Guided by the Learning framework, conduct ongoing data analysis to test the learning questions by using field monitoring data as well as by reviewing the performances of pilot initiatives and other research/assessments reports.
- Provide ongoing updates to the Dakchyata team on emerging findings from data analysis and provide succinct reports on overall progress of the grantees against the PP Grants Log Frame.
- Support Learning Coordinator to facilitate regular ongoing Learning sessions with the team to review key findings from analysis and provide insight and wisdom on what it may mean.
- Coordinate and facilitate sessions with Dakchyata team and key stakeholders e.g. Technical TVET Experts to review findings and identify meaning.
- Coordinate the most effective way to bring key staff and stakeholders into the analysis process using a bare minimum approach for maximum gains approach.

Synthesising: Develop or feed into a range of written materials and resources which collate knowledge, learning and wisdom on TVET:

- Produce findings which lend themselves to graphics and visualisation.
- Work closely with the Communications team in writing products for sharing.
- Produce, or feed into production of written articles (including technical reports, blogs, learning pieces) for a range of audiences and platforms, working with the team to develop content.
- Edit/summarise materials to present technical findings for non-technical TVET stakeholders.

Sharing: Ensure that relevant and robust learning is available to key stakeholders in a timely manner:

- Support the identification of core audiences and stakeholders to influence through the Learning and Influencing Framework.
- Work with Dakchyata team, in particular the Communications team, to map and monitor dissemination of learning.

- Design and facilitate, or support process, for sharing learning through a number of events.
- Provide advisory support to Dakchyata on how to share information.

Evaluation of Learning: Embed approaches for the ongoing assessment of how effective the Learning Approach is in influencing key stakeholders.

- Share evidence on the effectiveness of Learning approaches with Evaluators and coordinate with them on what has been established as the most effective and efficient ways to create behaviour change.

3. Logistical arrangements

3.1 Location

Remote working with up to 6 weeks per year in Nepal. In-country base will be Kathmandu, with frequent field visits outside of Kathmandu Valley.

3.2 Input period

The input period for this assignment will be from March 2020 to December 2021 . Work will be decided through mutual agreement on the basis of a framework contract, which covers the entire input period, but broken down in six-month planning periods, which will indicate the tasks to be carried out and the work-days needed to address the various tasks.

4. Administrative information

4.1 Travel

When in Country, the Consultant will be required to work from office space of Dakchyata. Field visits outside Kathmandu Valley may be required. Any travel outside of Kathmandu will be agreed in advance - transport and accommodation outside of Kathmandu valley will be reimbursed as per the Dakchyata travel policy.

4.2 Equipment

The Consultant will be expected to provide own office equipment i.e. laptop, mobile phone etc. required to perform the services.

4.3 Invoicing

Payment will be made in arrears on acceptance of deliverables and receipt of corresponding invoice and timesheets. An indicative payment schedule will be agreed and form part of the service contracts.

4.4 Fee rate and expenses

The daily fee rate will be considered an all-inclusive fee, including all applicable taxes such as VAT, and cover all preparation, report writing and all other work required for completion of the services.

4.5 Working days

For the purposes of this assignment “Working Hours” and “Working Days” shall mean an 8 hour day, 9 a.m. to 5 p.m. local time Monday to Friday, unless otherwise agreed. (Work on weekend days may be required from time to time, and must be agreed in advance).

5. Consultant specification

Mandatory criteria	Weighting
Strong knowledge and experience of the design and implementation of robust and reliable learning systems and approaches across a number of organisations with varying capacity.	20%
Experience in providing capacity building in evidence generation and learning translation and more widely, experience of MEL capacity building initiatives	20%
Extensive experience in qualitative and quantitative data collection techniques and data analysis/synthesis, for both systematic reporting purposes and communications activities (fact-based narratives)	20%
Experience within the TVET sector and knowledge and understanding of the situation within Nepal.	20%
Excellent spoken and written English – strong writing and communicative skills , in a cross-cultural environment and ability to communicate technical concepts to those who are not experts in Learning or TVET.	10%
Commercial	Weighting
Fee rate	10%