

Call for Expressions of Interest

Mid-term Independent Evaluation of

Promoting Gender Responsive Enterprise Development and TVET Systems (ProGRESS)

Ref. No. Eval/ProGRESS/01/2025

Project location	Bangladesh
Application deadline	Sunday, 23 March 2025 by 16:30 hours (GMT+6), Dhaka Time
Type of contract	External Collaboration Contract
Expected duration	April-June 2025
Languages required	Proficiency in written and spoken English

The ILO is seeking expressions of interest from a team of two qualified consultants consisting of an international consultant (Team Leader) and a national/local consultant to conduct an independent mid-term evaluation of its project titled *Promoting Gender Responsive Enterprise Development and TVET Systems (ProGRESS)*.

Candidates/teams intending to submit an expression of interest must supply the following information:

- 1) An updated CV showing how their profiles fit the TOR requirements;
- 2) A copy of the highest degree (mandatory) and relevant training certificates (optional);
- 3) A brief (two-pager) Technical proposal describing a detail method to be used to conduct this evaluation ;
- 4) A financial proposal stating all needed costs to carry out this evaluation;
- 5) A certificate indicating completion of the Self-induction programme (refer to the following link: [ILO Self-induction Module for Evaluation Consultants-Part-I \(itcilo.org\)](https://itcilo.org/)).(optional)

The application deadline is 23 March 2025. Interested candidates are required to send an email with the above items to the project evaluation manager **Ahmad Sina Sabawoon** (sabawoon@ilo.org), with copy to **Pringsulaka Pamornrat** (pamornrat@ilo.org). Kindly note that this email will have the following subject header: “**Mid-term Independent Evaluation of ProGRESS project**”.

Terms of Reference

Mid-term Independent Evaluation of Promoting Gender Responsive Enterprise Development and TVET Systems (ProGRESS)

1. Key facts

Title of project being evaluated	Promoting Gender Responsive Enterprise Development and TVET Systems (ProGRESS)
Project DC Code	BGD/18/02/CAN
Type of evaluation (e.g. independent, internal)	Independent Evaluation
Timing of evaluation (e.g. midterm, final)	Mid-term
Donor	The Department of Foreign Affairs, Trade and Development (DFATD), Global Affairs Canada
Administrative Unit in the ILO responsible for administrating the project	ILO Country Office, Bangladesh
Technical Unit(s) in the ILO responsible for backstopping the project	Decent Work Team New Delhi, SKILLS, ENTERPRISE
P&B outcome (s) under evaluation	Outcome 4: Sustainable enterprises as generators of employment and promoters of innovation and decent work Outcome 5: Skills and lifelong learning to facilitate access to and transitions in the labour market Outcome 6: Gender equality and equal opportunities and treatment for all in the world of work
SDG(s) under evaluation	SDG 4; SDG 5; SDG 8
Budget	CAD 20 million

2. Background information

Bangladesh has experienced steady economic growth over the past decade, with an average annual growth of over 7% in recent years. The government has set ambitious targets to transition the country into a middle-income economy by 2031, driven by sectors such as ready-made garments (RMG), agriculture, and emerging industries like renewable energy. However, despite these positive economic trends, growth has not been evenly distributed, and significant gender disparities persist, particularly in the labour market. Women's participation in the workforce has declined from 36% in 2010 to 33% in 2017, with women facing higher unemployment rates (7%) compared to men

(3%). Women are disproportionately concentrated in low-paying, informal sectors such as agriculture, while men dominate higher-paying industries like manufacturing and services. Automation in sectors like RMG has further marginalized female workers, with their participation dropping from 64% in 2015 to 60.8% in 2016, as factory owners often perceive women as less capable of handling modern machinery.

The political landscape in the Bangladesh has been marked by efforts to drive economic development through large-scale infrastructure projects. The government has allocated approximately \$3.5 billion for mega projects such as the Rooppur Nuclear Power Plant, the Rail Metro Project, and the development of economic zones aimed at creating millions of jobs. However, these initiatives often overlook to potential gendered impact and fail to consider how women can equally benefit from these opportunities. The Bangladesh Economic Zones Authority (BEZA) has plans to establish economic zones across the country by 2030, targeting the creation of 10 million jobs. Yet, there is a significant gap in terms of gender-sensitive policies and skills development plans that can enable inclusive growth, limiting the ability address these disparities.

Traditional patriarchal norms and institutionalized discrimination in the country continues to restrict women's access to education, skills training, and employment opportunities. Female drop-out rates at the secondary level are significantly higher (46%) compared to males (34%), and many of these dropouts enter low-skilled informal jobs or remain unemployed. Women are also underrepresented in technical and vocational education and training (TVET), with only 24% female enrolment in 2015, far below the national target of gender parity. Cultural barriers, such as societal expectations and lack of parental support, further hinder women's access to non-traditional occupations and entrepreneurial opportunities. Women with disabilities face even greater challenges, as they are often subjected to social stigma and exclusion from economic activities. Traditional gender roles heavily influence women's participation in the workforce and public life. Occupational segregation is prevalent, with women concentrated in low-paying, "feminized" sectors such as nursing, handicrafts, and beauty parlours, while men dominate fields like engineering, construction, and technology. This segregation is reinforced by societal attitudes, limited access to resources, and restricted opportunities for women to acquire technical and entrepreneurial skills. Women entrepreneurs face significant barriers, including limited access to credit, lack of business networks, and dependence on male family members for decision-making.

The ProGRESS project, titled "*Promoting Gender Responsive Enterprise Development and TVET Systems (ProGRESS)*" is a five-year initiative running from October 2022 to October 2027. The project is implemented in Bangladesh with a budget of CAD 20 million. Key partners include the Technical and Madrasah Education Division of the Ministry of Education, National Skills Development Authority (NSDA), Directorate of Youth, Directorate of Technical Education (DTE), Department of Women Affairs, SME Foundation, Bureau of Manpower, Employment and Training (BMET), Bangladesh Tourism Board, SME Foundation, Bangladesh Employers' Federations, Chamber of

Commerce and Industries, Chittagong Hill District Council, and various other government bodies.

The Theory of Change focuses on using gender equality and women's empowerment as central themes to drive improvements in policy, skills, and business service provision. The project aims to address the disproportionate impact of COVID-19 on women's employment and the increasing incidence of violence against women, which have further exacerbated gender inequalities.

The project has established three intermediate outcomes:

1. Adoption and implementation of National Strategy on Gender Equality in TVET (2012), TVET Development Action Plan; Draft National Skills Development Policy (NSDP) 2021, national budget and operational systems which promote gender equality particularly in terms of digital access, enterprise development and green jobs.
2. Increased opportunities for wage and self-employment of women within selected value chains and market systems, particularly in the green growth sectors
3. Improved availability of accessible, inclusive, sustainable and green skills training opportunities for women, youth, persons with disabilities, and other disadvantaged groups.

The project is managed by the ILO Country Office in Bangladesh, with technical backstopping provided by the Decent Work Team in New Delhi. Collaborating ILO units include GEDI, MIGRANT, ACTRAV, ACTEMP, and the Regional Office for Asia and the Pacific (ROAP) in Bangkok.

The interventions build on over a decade of support to Bangladesh's TVET system, aiming to produce concrete impacts in terms of improved employment for women. Key milestones include the establishment of a market-oriented, competency-based skills system and the promotion of green enterprises. The exit strategy focuses on achieving sustainable change through capacity building, policy support, and practical demonstration.

The project contributes to the Country Priority 1 of the Decent Work Country Programmes (DWCPs) for 2017-2020: *"Effective employment policies to enhance employability through skill development including for green growth"* and more particularly the following DWCP outcomes:

- Outcome 1.2: Promoted accessibility of TVET system, aligned with National Skill Development Policy (NSDP) especially for women, disadvantaged groups, people with disabilities and ethnic groups and in view of introducing skills in emerging technologies for climate resilient green growth.

The project also contributes to SDG 4, SDG 5 and SDG 8; and to the ILO's Programme and Budget 2020-21 and 2022-23, specifically:

- Outcome 4: Sustainable enterprises as generators of employment and promoters of innovation and decent work
- Outcome 5: Skills and lifelong learning to facilitate access to and transitions in the labour market
- Outcome 6: Gender equality and equal opportunities and treatment for all in the world of work

It is also aligned with P&B 2024-25.

This project strongly supports Bangladesh's 7th and 8th Five Year Plans, which focuses on employment growth as development goal and identifies skills constraints as a major challenge faced by Bangladesh. It also aligns with the National Skills Development Policy of 2011, which is due for update. The project directly supports the Government of Bangladesh's commitment to promoting gender equality in TVET and achieving an enrolment rate of 40% by 2030.

The project targets the following populations in Chattogram, Sylhet, Rangamati, Bandarban, Khagrachari, Mymensingh, Dinajpur, Rajshahi, Dinajpur, and Coastal districts of Khulna and Barishal divisions for skills and enterprise development:

- Young women entering the labour market, who will have access to a wider range of occupations and sectors due to improved TVET programs that offer training, apprenticeship and entrepreneurship support programmes that meet market opportunities. Young men will also benefit from improved quality of TVET
- Women including COVID19 impacted returnee migrants, persons with disabilities and disadvantaged groups, women from ethnic minorities especially those who are affected by gender-based violence during pandemic
- Women and men who are not in education, employment and training, and lack formal recognition of their skills, who will gain access to better employment opportunities through Recognition of Prior Learning system
- Women entrepreneurs willing to start or improve their Micro, Medium and Small Enterprise (MSME), e-commerce in the targeted sectors
- Women and men working in small, medium and large enterprises in the target value chains.
- Women and men willing to explore entrepreneurship/self-employment opportunities in the care work sector

Direct beneficiaries include:

- Directorate of Technical Education under Technical and Madrasa Education Division of the Ministry of Education
- Bangladesh Small and Cottage Industry Corporation and including the SME
- Foundation under the Ministry of Industry
- Department of Women Affairs of the Ministry of Women and Children Affairs (MoWCA)
- Bangladesh Tourism Board

- Chittagong Hill District Councils
- Bureau of Manpower, Employment and Training (BMET)
- Bangladesh Technical Education Board (BTEB)
- Public, private and the NGO led skills training institutes
- Bangladesh Employers Federation (BEF), relevant Industry Skills Councils, Women
- Chamber of Commerce, women business associations and enterprise operating in identified value chains
- Business development service (BDS) providers
- National Coordination Committee on Workers Education (NCCWE), and Employee Associations

3. Purpose, objectives, and scope of the evaluation

This independent mid-term evaluation, to be conducted through an independent evaluator or evaluation team, aims to assess the overall performance of the project to date, ensuring accountability to donors and ILO constituents, facilitate organizational learning and inform necessary adjustments in outcomes, strategies and interventions based on evolving situation. It applies the six OECD-DAC criteria: relevance, coherence, effectiveness, efficiency, impact orientation, and sustainability, to evaluate progress toward objectives, alignment with strategies and implementation modalities, and management effectiveness. The assessment is also expected to bring about the successes, best practices and lessons learned from project activities, and identify changes in the project contexts, opportunities, challenges and barriers, including their root causes. It will also provide mitigation measures. Building on the findings of the assessment, actionable recommendations will be suggested to enhance delivery during the remaining project period and inform future interventions.

Primary users include ILO constituents, government/public institutions, donors, ILO Country Office, Regional Office for Asia and Pacific (ROAP), Decent Work Teams (DWTs), HQ departments (technical units, Evaluation Office, PARDEV, PROGRAM), partner organizations. Secondary users encompass academia, researchers, general population and other ILO units/regions.

The evaluation adheres to ILO policies and UNEG ethical guidelines, annexed to the ToR. As a learning-focused exercise, it prioritizes evidence-based insights to guide the project's continuation, emphasizing strategic and operational adjustments to strengthen sustainability and impact.

The specific objectives of this evaluation are the following:

- Independently assess the achievements and progress of the ProGRESS Project toward its intended results, based on the project document, logframe and indicators framework
- Evaluate the continued relevance of the project's outcome indicators in the context of the diminished impact of pandemic and evolving socio-economic

conditions and propose rephrasing or repurposing to ensure alignment with current priorities and effective measurement of progress toward intended outcomes.

- Analyse the strengths and weaknesses in the design, planning, implementation, monitoring, reporting and knowledge management; and inform the ILO and stakeholders on whether the current project strategy is working.
- Identify and document good practices, lessons learned and key insights that can contribute to the ILO's learning and knowledge development, as well as benefit project stakeholders.
- Evaluate the project's alignment with the Sustainable Development Goals (SDGs), the Decent Work Country Programme (DWCP), the Programme and Budget (P&B), and relevant national priorities.
- Identify synergies and collaborative efforts with other ongoing projects or programs in the same area, assessing how these collaborations might strengthen the project's outcomes.
- Examine the project's initial outcomes on addressing discrimination, exclusion, and gender disparities, focusing on interventions aimed at equality and their effects on the target population.
- Provide necessary recommendations at both strategic and operational level to address the gaps and opportunities identified in the evaluation and enhance the likelihood that the project reaches its objectives.

➤ **Scope of the evaluation**

The evaluation will assess the process, achievements and progress of the ProGRESS project in Bangladesh, covering the timeline from its launch in October 2022 to October 2027, and encompass all components and planned results of the Project, with a particular focus on the project's current outcomes:

1. Adoption and implementation of National Strategy on Gender Equality in TVET (2012), TVET Development Action Plan, Draft National Skills Development Policy (NSDP) 2021, national budget and operational systems which promote gender equality particularly in terms of digital access, enterprise development and green jobs.
 - 1.1. Improved capacity of TMED and DTE to achieve explicit gender equality, digital access and green jobs targets through the implementation of National Skill Development Policy (NSDP), TVET Development Action Plan and Sustainable Development Goal (SDG) Action Plan
 - 1.2. Improved capacity of DTE/TMED partner institutions and other relevant stakeholders in gender and green jobs focus, and targeting in line with relevant NSDP objectives

- 1.3. Enhanced capacities of TVET providers (public and private) to provide gender responsive facilities, skill training and employment support services using e-learning, remote and other accessible means of delivery
2. Increased opportunities for wage and self-employment of women within selected value chains and market systems, particularly in the green growth sectors
 - 2.1. Increased capacity of value chain actors and business associations to promote growth of green jobs and enterprises in the selected value chains with high concentration of women and youth differently abled people.
 - 2.2. Improved coordination among the value chain actors and TVET institutes for training design and employment support services.
 - 2.3. Improved access to quality business management and entrepreneurship development support service for women, youth and persons with disabilities in the selected areas
3. Improved availability of accessible, inclusive, sustainable and green skills training opportunities for women, youth, persons with disabilities and other disadvantaged groups
 - 3.1. Increased industry participation in identifying employment opportunities and reskilling, skills training needs for women and returnee migrants
 - 3.2. Improved capacity of TVET institutions to expand their outreach, pedagogical practices and offer gender responsive skills training opportunities to youth, women and persons with disabilities using digital technology and other innovative learning modalities

The gender dimension should be considered as a cross-cutting concern throughout the methodology, deliverables, and final report of the evaluation. In terms of this evaluation, this implies involving both men and women in the consultation, evaluation analysis and evaluation team. Moreover, the evaluators should review data and information that is disaggregated by sex and assess the relevance and effectiveness of gender-related strategies and outcomes to improve the lives of women and men. All this information should be accurately included in the inception report and evaluation report.

4. Evaluation criteria and questions (including Cross-cutting issues/ issues of special interest to the ILO)

The evaluation will examine the project along the following **six standard evaluation criteria, taking into account the ILO cross cutting areas (international labour standards, social dialogue and gender equality and non-discrimination)**. A more detailed analytical framework of questions and sub-questions will be developed by the evaluator. This may involve adapting the evaluation criteria/questions, in agreement with the Evaluation Manager.

1. Relevance and Strategic Fit of the Intervention

1. How do the project objectives, strategies and design align with and adapt to the evolving priorities of national stakeholders, donors, and target groups (including women, youth, PWDs, and ethnic communities)? How do they reflect the ILO's normative mandate, including tripartism, gender equality, environmental sustainability, and disability inclusion?
2. Have there been any adjustment to the project design or theory of change to address emerging challenges (e.g., post-political shift) or changing socio-economic context?
3. To what extent are the project' interventions logical and grounded in a clear results framework (linkages to CPOs, DWCP, P&B outcomes, SDG targets), thorough understanding of the context dynamics, current needs and future risks/opportunities?
4. Relative to the contexts, how appropriate and valid are the project objectives, strategies, and assumptions for achieving planned results? Does the Theory of Change require to be adjusted or restructured?

2. Coherence

1. How well does the project fit in the Office's cluster approach, and complements with other ILO project', and the agenda/work of relevant national and international agencies working for gender equality in TVET and economic empowerment? What synergies have been created?
2. How have the project ensured that its approach have not duplicated or undermined existing services for strengthening related initiatives? How are the different components of the project coordinated to ensure a unified approach?

3. Intervention Progress and Effectiveness

1. How is the project progressing in delivering its outputs, and toward preliminary outcomes? With main focus on the effectiveness of training programmes and implementing partners and partners service providers in improving employability in skills and enterprise development.
2. What are the early successes, best practices, and lessons that have emerged, and innovations that were produced? What challenges and barriers have been encountered in the implementation of project activities, including considerations for tripartism, gender equality and social dialogue? How have these challenges been mitigated? What alternative strategies/approaches would have been possible or can still viable?
3. How effective were the project interventions/activities in advancing ILO's normative mandate, including tripartism, gender equality, environmental sustainability, and disability inclusion?

4. Beyond the project's planned results, what unforeseen positive or negative effects have been observed during its implementation?

4. Efficiency of Resource Usage:

1. Have resources (human resources, time, expertise, funds etc.) been allocated and used strategically and efficiently to support progress toward the expected results? (Specific sub-questions can be: (i) To what extent have the project management capacities and arrangements put in place? (ii) Have the project's activities/operations been in line with the schedule of activities as defined by the work plans?
2. How efficient are the project's monitoring and oversight mechanisms in timely, cost-effective and quality delivery of outputs and outcomes=? (Specific sub-questions can be: (i) What lessons have been learned about the timeliness, accuracy, and utility of monitoring data in guiding adaptive management or corrective actions; (ii) What are the key strengths and weaknesses of the project's M&E system; (iii) How has the M&E system directly influenced decision-making, resource allocation or adjustments to implementation strategies to improve delivery; (iv) What systematic gaps (e.g., capacity, tools, stakeholders management) hinder the M&E system, and how can these be addressed to enhance project efficiency?)
3. How efficient has the cooperation been among project partners, and what value has their collaboration added to the project?

5. Orientation to Impact

1. What initial changes has the project brought about in target groups' lives, particularly regarding the intended outcomes? To what extent do these changes suggest potential long-term impact? How well do these changes align with the ILO's normative mandate?
2. How have gender-responsive strategies been positioned to advance long-term outcomes?
3. What is the likelihood of the project generating positive or negative, intended or unintended, overarching impacts?

4. Sustainability

1. What foundational steps (e.g., capacity building, policy integration, systems building) have been taken to sustain results in line with ILO mandates?
2. What are the initial indications of sustainability of the project outcomes at both the system and operational/technical levels, particularly in terms of skills development, enterprises, and those employed? Which project partners can contribute to the sustainability of the project's initiatives? What actions could

have been taken, or can be taken, to further improve the sustainability of project initiatives?

3. To what extent are target groups and stakeholders (government, employers, workers and civil society organizations) engaged in the project to ensure buy-in post-project ownership of outcomes?

5. Methodology

The evaluation will be conducted in line with the ILO's evaluation policy and procedures, which adhere to international standards and best practices, articulated in the OECD/DAC Principles for Evaluation of Development Assistance and the Norms and Standards for Evaluation in the United Nations System of the United Nations Evaluation Group (UNEG) from 2016. The evaluation will comply with the UNEG ethical guidelines (2020).

The evaluation methodology should include examining the interventions' Theory of Change, specifically in the light of logical connect between levels of results, its coherence with external factors, and their alignment with the ILO's strategic objectives, SDGs and related targets, national and ILO country level outcomes. The evaluation should consider that the project has used M&E approaches and systems. A special focus will also be on the response of the project to evolving project context.

The evaluation methodology is expected to use a mix of qualitative and quantitative methods, to be defined and approved as part of the evaluation inception report. All data will be triangulated. The methods are expected to create a space for a sample of all stakeholders and beneficiaries to voice their opinions and analysis, that will be compared and consolidated into the evaluation document. To the extent possible, all categories of project participants should be represented.

To this end, the consultant's work will comprise:

- Desk review: the project will make available all its documents, including proposal, project document, logical framework, baseline study, various Technical Progress Reports (TPRs), news on activities and other relevant material. The consultant team is expected to conduct a comprehensive desk review of project documents, including the ProGRESS MIS data and reports, to systematically analyse existing data and identify key trends, achievements and challenges
- Qualitative data: Through focus group discussions (FGDs) and key informant interviews (KIIs), the consultant team (evaluator team) will engage with a diverse and representative sample of stakeholders, including project staff, tripartite constituents, beneficiaries, and partners. These discussions will provide in-depth insights into the project's impact, effectiveness and relevance. The evaluation will involve field visits and face-to-face engagements with project staff, tripartite constituents, stakeholders and partners, considering the situation (if not advisable, interviews should be done only virtually). During these field visits, the

consultant team will check the evidence of data recorded through desk review. Participants for qualitative methods will be selected using purposive sampling to ensure inclusion of key groups (e.g., marginalized populations, implementers) and balanced demographic representation (e.g., gender, ethnicity, disability status)

- Quantitative data: The consultant team will produce data collection tools for both qualitative and quantitative data. During the field visits, the evaluator team will conduct surveys using a statistically representative sample of respondents selected from representatives of project staffs, project direct and indirect beneficiaries, and other project partners. Structure questionnaires will be administered, with data disaggregated by sex, age, ethnicity and other relevant factors. The sampling approach will follow stratified random sampling to ensure proportional representation of target groups and alignment with evaluation objectives..

In line with ILO's evaluation policy guidelines and related guidance notes, the evaluation will pay specific attention to ILO's cross-cutting issues, notably the ILO's normative and tripartite mandate, environmental sustainability, and disability inclusion. Contribution of the ILO to the relevant targets set in the 2030 Agenda for Sustainable Development will also be considered by the evaluation. The gender equality dimension will be a cross-cutting concern throughout the methodology, deliverables, and final report of the evaluation. This implies involving both men and women in the consultation, evaluation analysis and evaluation team as possible. Moreover, the evaluator team should review data and information that is disaggregated by sex and assess the relevance and effectiveness of gender and disability inclusion related strategies and outcomes within the purview of ILO's work. Specific measures to reflect gender and inclusion concerns should be elaborated in the inception report, in line with the UN GEEW-SWAP guidance in this regard.

Building on the aforementioned approach, the consultant will develop a detailed methodology that will enable him to achieve evaluation expectations.

During the evaluation, the consultant team will discuss with several actors, including: Evaluation Manager, Project team, ILO's constituents, project beneficiaries, and other stakeholders deemed relevant.

The evaluation team should assess each of the project's objective(s), outcome(s), and output(s) according to the following scale:

- High: met or exceeded most targets for the period evaluated, with mostly positive feedback from key stakeholders and participants.
- Above-moderate: met or exceeded most targets for the period evaluated, but with mostly neutral or negative feedback from key stakeholders and participants.

- Moderate: missed most targets for the period evaluated, but with mostly positive feedback from key stakeholders and participants.
- Low: missed most targets for the period evaluated, with mostly neutral or negative feedback from key stakeholders and participants.

6. Main deliverables

The evaluation consultant is expected to provide the following deliverables:

- **Inception Report:** This operational evaluation plan will include evaluation purpose, a detailed review of the evaluation questions and methodology, updated based on the TOR and providing necessary details on data collection methods. It will also contain data collection tools (e.g., survey questionnaire, KII/FGD/interview guides, focus group discussion questions), a list of stakeholders to be interviewed (considering a gender approach), criteria for selecting these stakeholders, a detailed data collection and tabulation plan, a worksheet (provided by the evaluation manager and possibly updated by the consultant team), and a detailed work plan for the entire mission, indicating the various phases of the evaluation.
- **First Draft Report (Initial Report):** The evaluation consultant will conduct fieldwork to collect data from stakeholders and prepare the initial report, which will include the evaluation findings, addressing the evaluation questions, and highlighting identified strengths, weaknesses, successes, challenges, barriers, best practices, and lessons learned, including results from the evaluation workshop. Based on these findings, the team will develop conclusions and recommendations. The report should follow this structure:
 - ✓ Table of content
 - ✓ List of acronyms
 - ✓ Executive summary
 - ✓ Introduction and Project description
 - ✓ Objectives of the evaluation
 - ✓ Evaluation criteria and questions
 - ✓ Methodology
 - ✓ Difficulties encountered
 - ✓ Findings of the evaluation
 - ✓ Conclusions
 - ✓ Lesson learnt and good practices
 - ✓ Recommendations
 - ✓ Annexes: Terms of Reference, list of documents consulted, list of stakeholders met, photos, templates for lessons learned and good practices.

The report is expected to incorporate visuals, including text boxes, photos, infographics, pull quotes, to enhance clarity, engagement and narrative coherence. All visuals will adhere to ILO's communication guidelines, ensuring alignment with branding standards (e.g., colour schemes, typography), accessibility principles (alt-text for digital formats), and ethical practices (informed consent for photos, culturally sensitive imagery). Visuals will be professionally curated, contextually relevant, and consistently formatted to reinforce the report's credibility and readability.

- **Stakeholder Workshop:** The consultant team will organize a validation workshop to present the preliminary findings of the evaluation with stakeholders. This workshop will be conducted in English.

The workshop aims to:

- ✓ Present the initial findings of the evaluation.
 - ✓ Gather feedback and insights from stakeholders.
 - ✓ Discuss the strengths, weaknesses, successes, challenges, barriers; - present best practices, and lessons learned identified during the evaluation.
 - ✓ Develop a collaborative approach to refine the conclusions and recommendations based on stakeholder input.
- **Final Report and separate executive summary:** This is the revised report, enriched with comments from the stakeholders, evaluation manager, project team, regional evaluation officer, responsible officer of evaluation and donor. It follows the previously outlined structure and includes a cover page, and a separate executive summary (using ILO/EVAL template).

The consultant team is required to produce the evaluation deliverables (inception, first draft, and final reports) in English. The quality of all reports will be assessed against the relevant ILO's Evaluation Checklists and guidelines, key versions of which are annexed to this ToR.

7. Management arrangements and work plan (including timeframe)

The evaluation management process is as follows:

❖ **The Roles and Responsibilities of Stakeholders for The Evaluation Management:**

- **Evaluation manager**

The designed Evaluation Manager is Mr. Ahmad Sina Sabawoon (sabawoon@ilo.org). He has no direct bearing with the project. He will work in close coordination with Pringsulaka Pamornrat (pamornrat@ilo.org), who is the responsible Regional Evaluation Officer (REO) in the ILO's Office for Asia and the

Pacific (ROAP). The evaluation manager will oversee the evaluation process, including receiving project documents from the project team, selecting the evaluation team, and briefing them on ILO policies, procedures, and expected deliverables.

The Evaluation Manager will receive the inception report from the evaluator/team. He will review and approve it by mutual agreement with the responsible regional evaluation officer. After this approval, the evaluator/team will start data collection process and produce the first draft report of evaluation (initial evaluation report). The Evaluation Consultant will submit this first draft report to the Evaluation Manager. This draft will be reviewed by the Evaluation Manager for quality and compliance with international standards before being circulated to other stakeholders for comments. Stakeholders will provide feedback through a log form, which the Evaluation Manager will consolidate and share with the evaluation team for report updates. After incorporating stakeholder feedback, the consultant will submit the revised report to the Evaluation Manager, who will review it before sharing it with the REO and EVAL for the final quality review, and approval. Once approved, EVAL will notify the project responsible official, request the management response to the recommendations, and upload the report to i-eval Discovery. EVAL will then submit the approved final evaluation report to the project team.

- **Evaluation Consultant/Team**

The Evaluation Team will comprise 2 consultants: A Team Leader (an international consultant) and a national/local consultant. The Team Leader will be responsible for the overall evaluation process. S/He will develop a detail methodology for the evaluation, inception report, data collection tools, lead the data collection process, and draft the reports, including inception, first draft report and final report as per ILO's checklists. The national consultant will play, during the fieldwork, the role of interpreter on behalf of the international consultant, to enable her/him to understand stakeholders' feedback, as needed. He will also conduct focus group discussion and support the international consultant in various data collection process, as needed. Building on the information gathering through desk review of project documents and field work, the evaluator team will produce expected deliverables.

- **Project Team**

The project team will gather project documents and share them with the Evaluation Manager, including the list of project beneficiaries (direct and indirect). The project team will also provide administrative and technical support to the Evaluation Consultant/Team. The project team will prepare and organize the information sharing workshop with project stakeholders. During data collection

process, the evaluator will consult the project team as project stakeholders. The project team will provide comments on the draft report.

- **Responsible Regional Evaluation Officer (REO)**

The REO will provide consistent support to the Evaluation Manager throughout the evaluation process. She will also assist the evaluation manager in ensuring the quality of evaluation deliverables.

- **Project Stakeholders**

This group comprises ILO's constituents in Bangladesh (representatives of government entities, representatives of employers' and workers' organizations), donor, other partners. They will provide inputs to the Evaluation Consultant/Team as project stakeholders, through interviews, focus group discussion, etc.

❖ **Workplan (Including Timeframe)**

The evaluation assignment will be undertaken over 4 months as follows: From March to June 2025. The fieldwork for Evaluation Consultant/Team is expected to occur between April and June 2025. To perform it, the Evaluation Team Leader / International Consultant and National/Local Consultant should work for 25 days. The fees of consultant / team will cover honorarium, travel to project area, transportation, and Daily Subsistence Allowance (DSA).

The suggested workplan and timeframe of the evaluation will be updated by the Evaluation Consultant/Team and included into the inception report. However, the project management will bring all logistic support for the fieldwork, including the workshop to share the evaluation preliminary findings.

Tasks	Responsible Parties: Evaluation Manager / Evaluation Consultant / Regional Officer / Project Team	Number of Working Days: Team Leader/ International Consultant	Number of Working Days: National/ Local Consultant	Completion Date
PLANNING – DESIGN OF THE EVALUATION				
Signature of contract and code of conduct for Evaluation Consultant/Team	Evaluation Manager, Responsible Regional Evaluation Officer, responsible officer in the evaluation office (EVAL); issued by Project team			31 March 2025
Initial consultation with the evaluators	Evaluation Manager, Evaluation Consultant/team	1	1	05 April 2025
TOTAL 1		1	1	
INCEPTION PHASE				
• Desk review of documents	• Evaluation Consultant/team	8	7	15 April 2025

(interviews as needed)	• Evaluator (comments from Evaluation Manager in coordination with Project Team and Responsible Regional Evaluation Officer)			
• Drafting Inception Report (First draft, and revision based on comments)				
• Development of data collections tools / stakeholders' identification for main data collection stage	• Evaluation consultant/team			
• Review of draft inception report	Evaluation Manager and Project Team			20 April 2025
TOTAL 2		8	7	
DATA COLLECTION - FIELD WORK & SURVEY PHASE, ANALYSIS AND REPORTING				
Data Collection and Internal Debriefing	Evaluation Consultant/team	5	10	30 April 2025
Data analysis and triangulation; and drafting the first draft of report	Evaluation Consultant/team	8	5	10 May 2025
Workshop (presentation and validation of preliminary findings)	Evaluation Consultant/team, Evaluation Manager and Project Team	1	1	15 May 2025
Comments on first draft report	Evaluation Manager in consultation with Project Team and Stakeholders,			30 May 2025
Submission of revised evaluation report	Evaluation Consultant/team	2	1	05 June 2025
Review of revised evaluation report	Evaluation Manager and Project Team			10 June 2025
Approval of report (EM, REO/DEPF, EVAL)	Responsible Regional Evaluation Officer, responsible officer in the evaluation office (EVAL)			25 June 2025
Dissemination	Project Team			30 June 2025
TOTAL 3		16	17	
TOTAL		25	25	

The Evaluation Manager, Regional Evaluation Officer, ILO's Evaluation team at HQ, and the Project Team will be available to provide guidance and support throughout the process, ensuring the successful completion of the evaluation assignment.

8. Profile of the evaluation team

Given the interdisciplinary focus of the project (gender, enterprise, and skills), the evaluation team will ideally be composed of a consulting firm with a multidisciplinary team to ensure comprehensive expertise across all three domains. If individual consultants are proposed, their combined portfolios must demonstrate proven,

complementary experience in gender equality, enterprise development, and skills/TVET programming.

- **International consultant (Team Leader)**

- Hold an advanced degree (Master's or PhD) in Social Sciences, Economics, International Development, Development Studies, Gender Studies, Education, Public Policy, or a related field, combined with a minimum of 7 years of proven experience in project and programme evaluation including at least 3 years in a leadership capacity.
- Demonstrate extensive experience in evaluating of large-scale development projects, particularly in the areas of TVET/skills development, gender equality and women's economic empowerment, green economy and enterprise development programmes.
- Advanced expertise in evidence-based research methodologies, evaluation tools, and designing and establishing M&E frameworks and M&E systems for development projects/programmes in similar thematic areas (e.g., OECD-DAC Principles, and the UNEG Norms and Standards for Evaluation)
- Proficiency in both qualitative and quantitative evaluation methods, with a focus on participatory and inclusive approaches
- Excellent analytical and problem-solving skills, with the ability to synthesize complex information into actionable recommendations and present findings clearly
- Strong understanding of gender-responsive, diversity-friendly and inclusive programme design, implementation, monitoring and evaluation
- Proven ability to produce high-quality, concise, and actionable evaluation reports and deliver compelling presentations to senior audiences
- Proven ability to lead and manage multi-disciplinary teams in international and cross-cultural settings.
- Strong leadership and team management skills, with a focus on delivering high-quality results under tight deadlines
- Demonstrated experience in designing, organizing, and facilitating multi-stakeholder dialogues, consultations, and participatory processes.
- Deep understanding of socio-economic, political and institutional context of TVET, skills development and enterprise development, preferably in countries like Bangladesh
- Strong track record of working with international organizations, government agencies, and non-governmental organizations (NGOs).
- Excellent communication and interpersonal skills, with the ability to engage effectively with diverse stakeholders.
- Knowledge of the ILO and its normative mandate, tripartite structure and development cooperation activities is an advantage.
- Good knowledge of the ILO's project evaluation framework and approaches, supplemented by professional certification in evaluations and/or project management (highly desirable).

- Prior working experience in evaluation of UN entities is required, evaluation experience in Bangladesh or similar contexts and with the ILO is an advantage.
 - Fluency in English is required; proficiency in Bengali or other local languages is an asset.
 - Demonstrated commitment to gender equality, social inclusion, and sustainable development principles in evaluation practices.
 - Complete the self-induction programme at: [“ILO Self-induction Module for Evaluation Consultants-Part-I \(itcilo.org\)”](https://itcilo.org/) and include the attestation of completion of this training in your submission file; (optional, but strongly recommended)
- **National (local) consultant:**
 - Advanced degree (Master’s or equivalent) in Social Sciences, Economics, International Development, Development Studies, Gender Studies, Education, Public Policy, or a related field
 - A minimum of 5 years of proven experience in project evaluation, monitoring and research, preferably in the areas of TVET, skills development, enterprise development, gender equality and women’s economic empowerment
 - Proven experience in supporting large-scale development project evaluations, including data collection, analysis, and reporting, with a focus on gender-responsive and inclusive approaches
 - Advanced familiarity with socio-economic, political and institutional context of Bangladesh, particularly in relation to TVET, skills development, and gender-sensitive evaluation practices
 - Demonstrated experience in organizing and facilitating multi-stakeholder dialogues, consultations, and participatory processes to ensure inclusive and collaborative evaluation practices
 - Strong track record of working with international organizations, government agencies, and non-governmental organizations (NGOs) in Bangladesh or similar contexts.
 - Familiarity with evidence-based research methodologies, evaluation tools and frameworks (e.g., OECD-DAC Criteria, participatory rural appraisal, and gender-responsive evaluation techniques)
 - Good knowledge of the ILO's approach to project evaluation; professional certification in evaluations and/or project management is a strong asset.
 - Complete the self-induction programme at: [“ILO Self-induction Module for Evaluation Consultants-Part-I \(itcilo.org\)”](https://itcilo.org/) and include the attestation of completion of this training in your submission file; (optional)
 - Excellent analytical and problem-solving abilities, with the capacity to synthesize complex information into actionable recommendations
 - Proficient in participatory qualitative and quantitative evaluation methods and approaches, with a focus on ensuring inclusivity and gender sensitivity

- Strong communication, report writing, presentation and interpersonal skills, with the ability to convey findings clearly and effectively to diverse audiences
- Proven ability to engage effectively with diverse stakeholders, including government officials, donors, civil society organizations and local communities
- Advanced skills in data collection, analyses, and report writing, with experience in producing high-quality, concise, and actionable evaluation reports
- Fluency in English and Bengali (written and spoken) is required.
- Demonstrated experience in using participatory approaches to ensure the inclusion of marginalized groups, particularly women and vulnerable populations, in evaluation processes.
- Strong understanding of gender-responsive programming, including strategies to address gender-based violence and promote women's economic empowerment.
- Experience in conducting field-based evaluations in challenging environments, such as economically underdeveloped regions or areas affected by crises (e.g., Rohingya refugee-affected areas)
- Ability to work effectively under tight deadlines and deliver high-quality results in a collaborative team environment.

9. Legal and ethical matters

The United Nations developed accepted evaluation norms and standards inside and outside of its system, through United Nations Evaluation Group (UNEG). As member of UNEG, ILO adheres to its norms and standards, namely the four (4) [guiding ethical principles for evaluation](#): integrity, Accountability, respect, and beneficence.

To perform an evaluation within ILO, consultant team should also adhere to the above four (4) UNEG guiding ethical principles. Besides these principles, Evaluation Consultant/Team is required to abide by and adhere themselves in writing to the attached [code of conduct](#), and comply with specific following obligations: independence, Impartiality, conflict of interest, honesty and integrity, competence, etc.

Given the importance ILO places on evaluation, Evaluation Consultant/Team is required to denounce all conflict of interest that could interfere with evaluation work, including its independence. This involves disclosing the existing relationship between the Evaluation Consultant/Team and any party involved to the project.

ILO reserves the right to cancel the Evaluation Consultancy contract in case the team does not comply with ILO's code of conduct for evaluator and UNEG guiding ethical principles for evaluation.

10. Annexes

- [Annex 1: ILO Evaluation policy guidelines](#),
- [Annex 2: Writing the inception report](#)
- [Annex 3: Preparing the evaluation report](#)
- [Annex 4: Filling in the evaluation title page](#)
- [Annex 5: Rating the quality of evaluation reports](#)
- [Annex 6: Writing the evaluation report summary](#)
- Templates for the evaluation [lessons learned](#) and [good practices](#)
- [ILO Code of Conduct: Agreement for Evaluators](#)
- [Guidance Note 3.1. Integrating gender equality in monitoring and evaluation of projects](#)
- [Guidance Note 3.2: Adapting evaluation methods to the ILO's normative and tripartite mandate](#)