Libya

**Terms of Reference**

**OUTCOME EVALUATION**

**Country Programme 2006 -2010**

**Achieving the MDGs and reducing human poverty: Outcome 2**

**“Reform of Education System”**

1. **Background and Context**

Libya is a large country with abundant resources and a small population of nearly 5.445 million (2002) with a very high growth rate. Over the last three decades top priority has been given to human resource development through the provision of free education at all levels. Almost full enrolment in basic education (grades 1-9) for the age group (6-15) has been achieved, with 1,080834 (48.4% females) enrolled in 2002/03. At the secondary level, enrolment reached 316,324 students (57.99 females). . In higher education, 316,235 students (52.6% females) were enrolled in 2002/03 in the country’s 9 universities, 15 university colleges, 35 teacher training colleges and 65 higher technical institutes. At present, the total number of students enrolled in all levels of education makes up 40.3% of the population.

Technical and vocational education has been given special importance in the education system in Libya since the adoption of the ‘New Educational Structure’ in 1982. Vocational training schools, called “Intermediate Vocational Centres”, were established throughout Libya to provide vocational skills in all fields. The general secondary school system was vocationalised through the establishment of the ‘Specialised Secondary Schools for basic sciences, life sciences, engineering sciences, social sciences, economic sciences, and art and media studies. These measures were aimed at contributing towards the country’s employment needs more directly and swiftly. In 2003, the number of Intermediate Vocational Institutes was 345 with 59,318 students enrolled, while the number of Specialised Schools was 1100 with 257,006 students enolled.

Technical education at the post-secondary level is provided by a variety of polytechnic and monotechnic Higher Vocational Institutes specialising in various fields such as engineering, business, computer technology, marine fishing, textiles, and health sciences. In 2003 there were 65 High Vocational Institutes with 40,207 students enrolled.

Output 1 : Support and Development of Specialized Schools and Technical Education, Budget: US$2,889,230

*Project Brief*

*In 1999, UNESCO and UNDP signed a Project (LIB/99/003) with the General People’s Committee for Education for the* ***‘Support and Development of Specialised Schools and Technical Education’****. The national implementing agency was the National Centre for Educational Planning and Training which had the responsibility at that time for curriculum development for all educational institutions in Libya including vocational training.*

*This project supports a national long-term plan for the development of specialized secondary schools and technical education in general. The intended project outputs are:*

* *Support to curriculum review for specialized secondary schools and preparation of textbooks;*
* *Development of informatics education curriculum and provision of equipment for selected 40 specialized schools;*
* *Preparation of the curriculum for technical teacher training and assistance in the setting up specialized departments;*
* *Development of informatics education in the intermediate vocational centers and provision of equipment for 30 centres;*
* *Development of curriculum for existing and new disciplines in technical and vocational education;*
* *Introduction of informatics education in 44 Pilot basic education schools.*

*Notes for consideration:*

* *UNDP/UNESCO project document was signed in 1999 between UNDP, UNESCO and the National Centre for Educational Planning and Training with a total budget of US$9,999000 which included a large equipment component;*
* *In April 2001, the project objective was revised and the budget was decreased to US$4,483,631;*
* *In January 2003, the project objective was revised to include only curricula review and update including capacity building in curricula development. The budget was amended to reflect the new objective and was decreased to US$2,889,230.*

*The project will end in 2010.*

Output 2 :"Support for Development of Curricula for Higher Vocational Institutes in Libya” 00049370 Budget: US540,000

*Project Brief*

*In December 2005, a project was signed between UNESCO, UNDP and the General People’s Committee for Manpower, Vocational Training and Employment, entitled ‘Support for Development of Curricula for Higher Vocational Institutes in Libya”.*

 *The main aim of the project was to continue with the curriculum review and the updating of all disciplines offered at the higher vocational institutes through capacity building of Libyan experts, taking advantage of UNESCO’s international expertise. Special emphasis was placed on the upgrading of educational content through curriculum development for the Higher Vocational Institutes at the post-secondary higher vocational institutes, and on evaluating the implementation of the new curricula. The intended project outputs are:*

* *Review and update curricula of health and safety, agriculture, water treatment technology, applied arts and media design;*
* *Develop and introduce a hotel management curricula;*
* *Evaluate the curricula prepared in 2004-2005 for the Higher Vocational Institutes.*

*The project was implemented by UNESCO and the* Secretariat of Manpower Employment and Vocational Training*, with an estimated budget is US$*560,000.*. The project started in 2006 and closed in 2008.*

1. **Evaluation Purpose**

This evaluation exercise is commissioned according to the Evaluation Plan of the UNDP Country Programme (2006-2010) in the Great Libyan Arab Jamahiriya. This outcome relates to CPD Outcome 2: **Achieving the MDGs and reducing human poverty:** “**“Reform of education system deepened and extended”**  The evaluation will put a major focus on assessing the impact and overall contribution of this outcome to the CPD, will draw recommendations for eventual adjustments and, to the extent possible, lessons learnt , focussing on:

* Evaluating the impact of UNDP interventions and its contribution in building national capacity for efficient, accountable, gender responsive and inclusive governance and service delivery.
* Assessing the appropriateness and relevance of UNDP strategies to address the identified problems and hence contribute to the achievement of the outcome.
* Assessing if the outcome has been achieved or will be achieved given the activities supported by UNDP.
* Providing appraisal on the validity/relevance of the outcome for UNDP supported interventions, and the extent to which the set results and outcomes have been or can be achieved;
* Assessing the extent to which the gender dimension has been reflected through out the project;
* Identifying gaps/weaknesses in the current programme design and provide recommendations for possible improvements.
1. **Evaluation scope and objectives**

The outcome evaluation should identify changes that happened within the last four years as they relate to the development outcomes, measuring also the degree and level of these changes, i.e. enabling environment, organizational and/or individual levels.

Since this is an evaluation carried out in the last year of the development interventions planned for in the current CPD, evaluators should give greater importance to assessing efficiency and, as far as possible, the effectiveness of UNDP’s contribution to the National Priority and CPD Outcome 2 1.4: whether the size of resources, both financial and human, and partnership strategies continue to be cost-effective and may be relevant (or not) in the next Country Programme Document 2011-2014.

The evaluation should also look at the added value of UNDP being involved in educational development as compared to the other mandated focus areas of UNDP globally.

*Evaluators shall take into account and rank the following items:*

* *Status of and degree of change in the outcomes, and factors influencing the outcomes;*
* *Level of incurred changes: enabling environment, organizational and/or individual levels;*
* *UNDP strategic positioning on achieving the outcomes;*
* *Relevance of the outcomes and outputs ;*
* *Partnership strategy;*
* *Sustainability: whether there is ownership and capacity to maintain and manage development in the outcomes;*
* *Gender responsiveness.*

The main partners to be involved in the evaluation are the GPC of Education, and Vocational Training Sector.

**Worksheet on Outcome Evaluation: Categories of Analysis/Scope**

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| **Category** | **Notes** |
| *Progress to outcome realization* | *Review indicators and benchmarks to determine extent/degree of contribution to the outcome realization by assessing progresses made to-date vis-à-vis baseline. Focus on the how and why outputs and strategies contributed to achieving outcome. Focus on questions of relevance, effectiveness, sustainability, gender responsiveness and impact.*  |
| *Factors affecting outcome* | *These are social, political and economic factors. As such, the evaluation scope shall be as broad as possible so as to take all factors into account* |
| *UNDP’s contribution to outcome* | *Conduct quantitative and qualitative assessments of contributions from UNDP’s interventions vis-à-vis outcome indicator baseline. Assessment should focus on determining the continued validity of the strategies applied to-date by UNDP so as to decide whether they should be considered for the future*  |
| *Partnership strategy* | *Determine whether the best possible synergies have been created among partners and the steering role played by UNDP within this context. Assess whether other stakeholders and/or sponsors should be considered in the next phase of the CPD.*  |

1. **Evaluation questions**

Specifically, the outcome evaluation should address, but not be limited to, the following questions and issues:

1. *Outcome analysis*
* *Are the outcomes and associated projects relevant, appropriate, gender responsive and strategic in terms of national priorities and the UNDP mandate?*
* *Were the actions to achieve the outputs and outcomes effective and efficient?*
* *Were there multi-level interventions conducted (environment, organization, individual)? How many?*
* *Are the outputs and outcomes leading to benefits beyond the life of the existing projects?*
* *Which findings may have relevance for eventual adjustments and/or future programming?*
* *What are the current status and prospects for achieving the outcome with the indicated inputs and within the indicated timeframe?*
* *What are the main factors (positive and negative) within and beyond UNDP’s interventions that affected or are affecting the achievement of the outcome? How have these factors limited or facilitated progress towards the outcome?*
* *Were UNDP’s proposed contributions to the achievement of the outcome appropriate, sufficient, effective, gender responsive and sustainable?*
1. *Output analysis*
	* *What are the key outputs that have been produced by UNDP to contribute to the outcome?*
	* *Are the UNDP outputs relevant to the outcome?*
	* *Are the monitoring and evaluation indicators appropriate to link these outputs to the outcome, or is there a need to improve these indicators?*
	* *Has sufficient progress been made with regard to UNDP outputs?*
2. *Resources, partnerships, and management analysis*
	* *Was UNDP’s resource mobilization strategy in this field appropriate and effective in achieving this outcome?*
	* *Was UNDP’s partnership strategy in this field appropriate and effective in achieving this outcome?*
	* *Are UNDP’s management structures and working methods appropriate and effective in achieving this outcome?*
	* *Overall, assess the scope, relevance, efficiency and sustainability of UNDP’s resource mobilization, partnership and management arrangements in achieving this outcome.*
3. *Recommendations*
* *Based on the above analysis, recommendations should be provided as to how UNDP should improve its programming, partnership arrangements, resource mobilization strategies, working methods and/or management structures so that they could be considered as good practices to the extent possible for the next country programming cycle.*
1. **Methodology**

Overall guidance on project evaluation methodology is provided in the [UNDP Handbook on Planning, Monitoring and Evaluation for Development Results](http://teamworks.beta.undp.org/pg/groups/306038/evaluation-group-libya-co/). The evaluators should coordinate closely with the UNDP Country Office, project stakeholders and the project team. Consultations should be held with relevant government partners involved in the process. Based on a set of relevant quantifiable and qualitative indicators, a combination of quantitative and qualitative methods for collection and analysis of the data should be used, and consideration should be given to the social, economic and political context in which project took place.

The following data collection and analysis should be considered:

* + Desk review of relevant documents (project document, etc.)
	+ Discussions with Senior Management and relevant staff of UNDP Country Office
	+ Regular in-depth consultation with project staff
	+ Interviews with partners and stakeholders
	+ Visits to project sites
	+ Discussions with project team, project beneficiaries/partners;
	+ Develop key evaluation questionnaires for the final beneficiaries and partners;

However, it is expected that the Evaluators will supply an inception report, in which they he/she will detail an outline of the evaluation methodology to be applied before proceeding with the evaluation process. The inception report will also ensure the compliance of the Evaluation Report Template.

The key stakeholders of Outcome 2 include, but are not limited to, the GPC of Education, Vocational Training Centers and the National Center for Curriculum Development.

1. **Evaluation products (deliverables)**

The evaluation consultant will be accountable for producing the following deliverables in Arabic and English languages:

* Evaluation inception report: An inception report should be prepared by the evaluation consultant before going into the full fledged evaluation exercise. It should detail the evaluator’s understanding of the project outputs, showing how each evaluation question will be answered by way of: proposed methods; proposed sources of data; and data collection procedures. The inception report should include a proposed schedule of tasks, activities and deliverables.

The inception report should provides UNDP and the consultant with an opportunity to verify that they share the same understanding of the evaluation and should clarify any misunderstanding at the outset. The evaluation inception report should be made available maximum by the end of the third working day the evaluation mission.

* Draft evaluation report: UNDP should review the draft evaluation report to ensure that the evaluation meets the required quality criteria by the beginning of the second working week of the evaluation mission.
* Final evaluation report:

***Dissemination mechanisms***

The results shall presented at a round-table meeting of all key stakeholders including specialized private sector organisations and NGOs . The final evaluation report will be placed on the UNDP CO website and distributed through regular government channels to interested parties.

1. **Evaluation team composition and required competencies**

The evaluation will be conducted by two independent consultants (preferably international/ national team) who have not participated in the project preparation and/or implementation. They must not have any conflict of interest with project related activities. The consultants will be responsible for conducting a mission to Libya to meet with the stakeholders, and will be responsible for drafting the inception report and finalization of the evaluation report.

Education:

* Advanced university degree in education, economics, international development, social sciences or related field

Work experience:

* At least eight years of work experience in the field of education planning, including participatory planning monitoring and evaluation and development work
* Sound knowledge of results-based management (especially results-oriented monitoring and evaluation)
* Knowledge of gender equality approaches
* Previous work experience in related areas with UNESCO, UNDP or other development organizations, preferably in the region

Languages

* Fluency in Arabic and English.

Competencies

* Strong statistical and analytical, quantitative and qualitative research skills.
* Strong knowledge of results-based management.
* Demonstrated ability to work in a multi-cultural environment, and establish harmonious and effective working relationships both within and outside the organization.
* Good negotiation and communication skills.
1. **Evaluation ethics**

The evaluation exercise will be conducted in accordance with the principles outlined in the UNEG “Ethical Guidelines for Evaluation”.

1. **Implementation arrangements**

To facilitate the Project evaluation process, UNDP Libya has set up an Evaluation Focal Point (EFP) to support the Portfolio Manager (PM) and the National Project Coordinator (NPC) in coordinating the evaluation process internally and externally However, the evaluation will be fully independent and the evaluation team will retain enough flexibility to determine the best approach in collecting and analyzing data for the project evaluation.

1. **Time-frame for the evaluation process**

The evaluation mission will consist of one national and one international consultants for a period of two weeks.

* The inception report must be completed by the end of the third day of the mission.
* One working day will be given to UNDP, UNESCO & National Partners to read the report and give their inputs.
* The evaluation consultants will deliver the draft evaluation report to UNDP by the end of second working week of the mission, at the latest.
* Two working days will be given to UNDP, UNESCO & National Partners to read the report and give their inputs.
* The evaluation consultants shall deliver Final evaluation report to UNDP by the end second working week of the mission.

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| Activity | Timeframe | Place | Responsible Party |
| Evaluation design, methodology and detailed work plan |  |  | UNDP CO, National & International consultants |
| Desk review  |  |  | National & International consultants &  |
| Interviews, consultations1st Draft Outline and Presentation to the UNESCO/UNDP |  |  | National & International consultants &  |
| Preparation and submission of 1st draft of the evaluation report  |   |  |  |
| Feedback on draft report from partners and UNDP |  |  | EFP & PM |
| Finalization of evaluation report. Presentation to stakeholders |  |  | National & International consultants |

**11. Cost**

The daily rate for the evaluator will be determined according to qualifications and past experience and based on UNDP rates.

The evaluation fees will be paid in three equal installments (33.33% each).

* The first installment will be paid upon signing the consultancy contract;
* The second installment upon submission of the draft report; and
* The final one, upon acceptance of the final report.
1. **Reading Materials (Annexes)**
* Country Programme Document 2006-2010
* Project Document.
* Progress Reports
* National MDG Report
* Evaluation report template Quality Criteria for Evaluation Report
* Other documents and materials related to the outcome
* Ethical Code of Conduct for Evaluation in UNDP