

## Template for Terms of Reference (ToR) for

### Project Evaluation<sup>1</sup>

**Project Title:**

**Al-Tour: Supporting Quality and Access to Tourism Education and Training**

Country: Albania

Project Number: 8344-00/2015

Name of Partner Organisation: KulturKontakt Austria

#### **1. Introduction/Background**

The project Al-Tour: Supporting Quality and Access to Tourism Education and Training (further: Al-Tour) contributes to enhancing the quality and competitiveness of the labour force in the tourism, hospitality and catering sector in Albania through enhancing the labour market relevance, quality and inclusiveness of VET provision in tourism.

Tourism development is a priority of the Albanian government, as tourism is an economic growth sector with high potential for job creation. Enhancing the quality of services is one of the four development priorities in the tourism strategy 2015-2020, with a clearly identified need for enhanced provision of education and training for this sector. Enhancing quality and labour market relevance of VET as well as access to VET provision, especially of women and disadvantaged groups, is also among the priorities of the National Employment and Skills Strategy 2014 – 2020.

The project is funded by the Austrian Development Cooperation (further: ADC), co-financed by KulturKontakt Austria (further: KKA) and implemented by KKA as the lead partner in cooperation with a local project partner that is contractually responsible for topics related to vulnerable target groups, especially girls (respectively indicators 5.3.c. and all indicators under Result 7 as per LFM).

The total project budget is around EUR 900.000.

Al-Tour is implemented in close cooperation with and for the Ministry of Finance and Economy (MoFE) which is responsible for Vocational Education and Training (VET), the National Agency for VET and Qualifications (NAVETQ), and in cooperation with other local stakeholders.

The project is implemented in the Republic of Albania in the period from April 15, 2016 until October 31, 2019. The initial project design was adapted based on the results of the inception phase which covered the period September until mid-December 2016 in coordination with the Ministry of Social Welfare and Youth which was responsible for VET at that time:

- The initial intervention plan was adapted to accommodate the findings of the assessment of equipment and infrastructure upgrade needs of the two model schools in Korca and Saranda for a successful implementation of competence based vocational practical training (renovation, equipment),

- Teaching hotel approach was adapted to teaching hotel “light” based on the analysis of potentials of the two dormitories to be used as teaching hotels which has shown that full implementation of the teaching hotel approach is not feasible,
- Aspects of the intervention were adapted to accommodate the implications of the new VET Law on the project design, especially related to the foreseen internship bylaw, cooperation with social partners and sector skills committees, income generation and enhanced school autonomy, as well as integration of business liaison function as a part of School development units,
- Improved coordination with interventions of other donors in VET.

The **overall goal** of the project is contribution to enhancing quality and competitiveness of labour force in the tourism sector through improved VET provision in tourism, hospitality and catering.

The **overall project objective** is to enhance the labour market relevance, quality and inclusiveness of VET education and training provision in tourism, hospitality and catering in Albania.

AI-Tour is aimed at reaching **seven key results**:

- Result 1 - Occupational standards for tourism education fulfil market expectations in terms of skills and competences required to perform effectively.
- Result 2: Tourism qualifications and curricula are upgraded and ready for the fulfilment of the 5 occupational standards in tourism, hospitality and catering
- Result 3: Capacity of two model schools to implement the new competence-based curricula using work-based learning to enhance the labour market relevance of the training in tourism is built.
- Result 4: The scope and quality of internships organised by the two model schools is enhanced using dormitories as teaching hotels light.
- Result 5: Capacity of other VET providers in tourism, hospitality and catering is developed to implement the new curricula
- Result 6: The quality of internships is enhanced according to quality criteria and guidelines developed
- Result 7: Tourism schools are more attractive for vulnerable students, especially vulnerable female students.

The Logical Framework Matrix can be found in Annex 2 of the ToR.

## 2. **Purpose**

The evaluation shall provide the project implementing institutions, the donor institutions and major stakeholders with:

- An assessment whether the AI-Tour project is achieving the results and indicators envisaged
- A review of the intervention logic
- If applicable, recommendations for adaptation of the project intervention in the remaining project period to ensure that the project results are achieved and sustainable (recommendations should address two levels: the system – wide level and the level of the two model schools)
- a contribution to the accountability towards the stakeholders and taxpayers.

### **3. Objective**

The main objectives of the project evaluation are to :

- a) Assess the extent to which the project has already achieved its objectives, results and outputs or is likely to achieve them as identified in the Programme document
- b) Analyse the reasons for any deviation or change in the project
- c) Review the relevance, effectiveness and the efficiency of project implementation whether the project is likely to be sustainable
- d) Review the extent to which the principles of gender mainstreaming and greening and sustainability of tourism are applied in the project and in how far social and equal access are mainstreamed within AL Tour project operation.
- e) Identify lessons learnt from the project implementation, draw conclusions and if needed provide recommendation for respective adaption of project measures to ensure that project objectives, results and indicators can be fully reached by the project end.

The timing of the evaluation will enable that the main project results can be evaluated (such as but not limited to implementation of new curricula, “teaching hotel light”, capacity development). Furthermore, at this point, also the system-wide impact of the project as well as the involvement of regional and national stakeholders can be evaluated. The timing of the evaluation has been foreseen in the project document and is adjusted to the project adaptations that were necessary in the meantime.

### **4. Subject and Focus**

The mid-term evaluation shall focus on the following themes:

1. Activities and achievements concerning the expected results as described in the project document /log frame matrix. Special attention shall be given to the project interventions on:
  - occupational standards/qualifications/curricula in line with labour market requirements
  - capacity development
  - equipment provided
  - improvement of practical teaching and learning
  - cooperation between schools, dormitories, and private business
  - inclusion of vulnerable groups, esp. vulnerable girls
  - the extent to which the chosen approach and its timing meet the needs of the target groups in the different regions and the different levels of stakeholders should also be assessed (school - headmasters - teachers; companies, national level: Ministry of Finance and Economy, Agency NAVETQ, Albanian Tourism Association, two municipalities that are responsible for the dormitories).
2. Steering and management: cooperation with donors, Albanian authorities, stakeholders and partners
3. Project team structure and performance
4. The efficiency and adequacy of financial means
5. The account taken of cross-cutting issues such as gender, social inclusion and environment

The evaluation will take place in Albania and cover all its regions relevant for the project. Particular focus should be put on the two model schools and dormitories in Korca and Saranda. The exact scope and design of the evaluation will be agreed with KulturKontakt Austria.

Interviews should be conducted with the project implementing partners, partner institutions and beneficiaries: KulturKontakt Austria teams in Vienna and Tirana, local partner institution, MoFE, NAVETQ, two model schools and two selected other schools (headmasters, teachers, students), representatives of local government units that are responsible for dormitories in Korca and Saranda, directors, staff and students of dormitories in Korca and Saranda, selected project experts and companies.

## **5. Specific Evaluation Questions<sup>2</sup>**

### **Relevance**

- To what extent does the intervention respond to current national education policies, developments and structural changes in Albania?
- Is there a need to adjust any of the project objectives and/or envisaged results and its respective planned activities in response to recent policy developments?
- To what extent does the intervention respond to the schools' and dormitories' current development needs to respond flexibly to the needs of its stakeholders (labour market, local business communities, implementation of national and regional education development priorities)?
- Are the indicators relevant and significant?
- To what extent does the project contribute to sector reform?
- Which measures need to be taken to enhance the relevance of the project?

### **Effectiveness**

- To what extent has the project already achieved its objectives and expected results and will be likely to achieve the remaining ones according to the LFM?
- What was the influence of external factors beyond the project control (political changes, delays in legislation, required re-design of the project, delays in establishment of Sector Councils) on achievement or non-achievement of the outcome(s)/expected results/outputs?
- To what extent have all project/programme stakeholders collaborated as planned?
- In how far have the main direct beneficiaries (head teachers, teachers, instructors, students, dormitory staff, and businesses) been reached until now and how satisfied are they with the project?
- How effective was the support of the project for the school management and the teachers to implement the new competence-based curricula, especially in the organisation of the vocational practical training in the schools?
- Is the equipment provided by the project effectively used to improve the quality of the training at the model schools?
- How effective were project measures in supporting the quality and number of business contacts?
- How effective is the business hotel light concept in offering work-based learning opportunities for students and in contributing to better services of dormitories?
- How effective was the cooperation between the lead partner KKA and the local partner organisation Today for The Future?
- To what extent was gender mainstreaming included in the project/programme and to what extent were recommendations from the ADA gender-assessment considered and implemented?
- To what extent did the project manage or is likely to manage to reach out to the most vulnerable groups, especially girls?

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<sup>2</sup>For a review, please, focus your questions, also see the definition.

- To what extent were issues related to greening and sustainability of tourism included in the project implementation and to what extent were recommendations from the ADA environment-assessment considered and implemented?
- What should be improved to raise effectiveness of the intervention?

### **Efficiency**

- In how far have the financial means been invested according to the priorities set in the project document ?
- How effectively and efficiently have the capacity development measures of the project been utilized

### **Sustainability**

- To what extent are relevant institutions (Ministry, NAVETQ, schools, dormitories, businesses) involved in the project implementation and feel ownership for the project results?
- What were / are the main influences of external factors of the sustainability of the intervention? Are there any external obstacles to the sustainability and if yes, how can these be overcome?
- How sustainable are the main project results already and how likely is it that project results will be sustainable after the project end (both at the system level and at the level of two model schools and dormitories)?
- How sustainable is the capacity of schools and dorms to create a safe environment for vulnerable groups, esp. girls? How able are they to reach out to vulnerable communities?
- If applicable, what needs to be done and/or improved to ensure sustainability?

## **6. Approach and Methods**

The evaluation/review consists of several phases:

**Contract and Kick-off meeting:** Contract is signed, and a discussion of the assignment takes place at KulturKontakt Austria premises in Vienna, Austria. First documents, including available data, are provided to the evaluation team.

**Desk Study:** The evaluation/review team studies all necessary project/programme documents; re-construct and analyse the intervention logic/programme theory and theory of change and its assumptions. Existing data needs to be analysed and interpreted.

Documents for the desk study that will be made available by the AI-Tour project team:

Project documentation: Project proposal, Logical Framework Matrix, Inception Report, Progress report(s), expert surveys and other documents developed, expert reports from the workshops, feedback from workshops, minutes (Steering Committee minutes).

Documents: Strategic documents (relevant strategy documents, new VET law, by-laws if applicable, curricula, occupational standards, qualifications, teacher training programmes, draft teaching materials, guidelines for teaching hotel light, etc.)

**Inception-Phase:** In the inception report the evaluators will describe the design of the evaluation and will elaborate on how data will be obtained and analysed. The use of a data collection planning worksheet or a similar tool is required. First interviews take place.

Data triangulation and quality control are very important and need to be discussed in the inception report.

The field trip will only take place upon official approval of the inception report by the contractor.

Field-phase: Data needs to be gathered, analysed and interpreted. It is expected that the evaluation will include quantitative and qualitative data disaggregated by sex.

Interviews should be conducted with main stakeholders, implementers and collaborators of the AI-Tour project such as (final design is to be agreed with KulturKontakt Austria based on the inception report):

- KulturKontakt Austria project team
- Representative of the local partner NGO
- Ministry of Finance and Economy
- Director and staff of NAVETQ Agency
- Selected Austrian and local experts
- 2 principals and 6 practical teachers of the 2 model schools in Korca and Saranda
- 8 students from each of the 2 model schools
- 2 further principals and 4 practical teachers of 2 further project schools involved (Tirana, and one further school)
- 4 business representatives in Korca and Saranda
- 2 directors of 2 dormitories in Korca and Saranda, representatives of municipalities, relevant dormitory staff, 10 students living in dormitories (gender balanced selection)
- Other international projects (Swiss, GIZ)
- Austrian Development Agency office Tirana

A detailed list of people of the different institutions who are involved in the project will be provided to the evaluation team.

Presentation: Presentation of key findings (feedback workshop) at the end of the field trip.

Final Draft Report: Submission and presentation of final draft report, inclusion of comments from partners and contractor.

Final Report: Submission of final report, **see reporting requirements under point 9).**

For the different phases it is expected that data and information will be obtained through different methods such as: analysis of documents, structured interviews, semi-structured interviews face-to face or by phone, focus group discussions, online-survey (if applicable), others.

All data collected needs to be disaggregated by sex.

It is expected that the evaluation/review team will present concrete recommendations which are addressed to the specific stakeholders.

It is currently estimated that around 35-40 persons need to be interviewed in Albania (partly through focus groups) and around 5 persons in Austria.

The Guidelines for Project and Programme Evaluations developed by the Austrian Development Agency need to be considered throughout the entire evaluation process.

Also see:

[http://www.entwicklung.at/fileadmin/user\\_upload/Dokumente/Evaluierung/Evaluierungs\\_Leitfaeden/EN\\_Leitfaeden\\_Evaluierung.pdf](http://www.entwicklung.at/fileadmin/user_upload/Dokumente/Evaluierung/Evaluierungs_Leitfaeden/EN_Leitfaeden_Evaluierung.pdf)

Further information can be added.

## 7. Timetable

A total of 30 working days is currently estimated for this assignment.

Offering companies/consortia are invited to submit a revised timetable in needed, taking into consideration that the evaluation results should be available as soon as possible.

Action	Responsible	Date
Submission of bid (electronically)	Contractor	15.10.2018
Contract signed and documents provided	Contract signed between KKA and consultant	29.10.2018
Kick-Off meeting	Meeting between contractor and consultant	November 2018
Desk Study	Consultant	November 2018
First interviews	Consultant	November 2018
Submission of draft inception report	Consultant	16.11.2018
Inclusion of comments in inception report	Consultant	3.12.2018
Submission of final inception report	Consultant	17.12.2018
Field Visit, interviews etc. and feedback workshop	Consultant	December/January 2018
Submission of draft report	Consultant	04.02.2019
Presentation of final draft report	Consultant	Feb 2019
Inclusion of feedback in final draft report	Contractor	04.03.2019
Submission of final evaluation report (hard copy and electronic copy) to contractor	Consultant	15.03.2019

## 8. The Evaluation Team

Offering companies/consortia need to prove relevant key qualifications by means of CVs and a reference list of already undertaken evaluation activities.

The evaluation team must meet the following criteria:

- Two, preferably gender balanced members (1 national and 1 international, thereof 1 male, 1 female).
- Both team members need to be fluent in English
- Both team members need to have an in-depth knowledge of vocational education development processes, European models and systems, and knowledge in cross-cutting issues (gender, environment).
- At least one of the experts needs to have a profound knowledge in the tourism area
- The local expert should be familiar with respective legal and policy frameworks and structures and have relevant work experience with international projects and donors.

Key Qualifications in the team should be:

1. Lead Expert (Team Leader):
  - An academic degree in education or related field with a strong vocational education background

- At least three evaluations completed / participated at in the last five years, preferably in an education / vocational education field
- Knowledge of and specific experience in education development processes in a transition framework and vocational education in particular
- Experience in social science methods
- Experience in South Eastern Europe is an additional asset, experience in Albania is a strong asset
- Excellent oral and written English skills, German is an asset
- Sound MS Office and IT skills

2. Expert (Assistance):

- Academic degree in education or related field, with a strong vocational education background
- Experience with education development processes in a transition framework
- Experience with international projects and donors as well as in project evaluation
- Experience in South Eastern Europe and/or Albania is an additional asset.
- Excellent oral and written English skills
- Sound MS Office and IT skills

**The consultants must not have been involved in the design, implementation or monitoring of this project/programme.**

## 9. Reports

The consultants will submit the following reports:

- an inception report (10-15 pages without annexes),
- a final draft evaluation report (about 25-30 pages without annexes), including draft executive summary **and the results-assessment form (part of the reporting requirement)**
- and the final evaluation report (25-30 pages without annexes), the final executive summary **and the results-assessment form (part of the reporting requirement)**

All reports need to be written in English.

The executive summary should summarize key findings and recommendations (three to five pages) and needs to be submitted as part of the final draft report.

The findings and recommendations of the draft final report and final report have to be structured according to the evaluation questions. An outline of the report's structure needs to be agreed upon during the inception phase.

The quality of the reports will be judged according to the following criteria:

- Is the results-matrix format part of the report?
- Does the report contain a comprehensive and clear executive summary?
- Were the Terms of Reference fulfilled and is this reflected in the report?
- Is the report structured according to the OECD/DAC criteria?
- Are all evaluation questions answered?
- Are the methods and processes of the evaluation sufficiently documented in the evaluation report?

- Does the report describe and assess the intervention logic (e.g. logframe, program theory) and present/analyze a theory of change and its underlying assumptions?
- Are cross-cutting issues analyzed in the report?
- Are the conclusions and recommendations based on findings and are they clearly stated in the report?
- Does the report clearly differentiate between conclusions, lessons learnt and recommendations?
- Are the recommendations realistic and is it clearly expressed to whom the recommendations are addressed to?
- Were the most significant stakeholders involved consulted?
- Does the report present the information contained in a presentable and clearly arranged form?
- Is the report free from spelling mistakes and unclear linguistic formulations?
- Can the report be distributed in the delivered form?

## **10. Co-Ordination/Responsibility**

Ms. Majlinda Osmanaj will be the contact person for this evaluation/review.

Contact details: Tel.: +43 1 523 87 65-92, email: [majlinda.osmanaj@kulturkontakt.or.at](mailto:majlinda.osmanaj@kulturkontakt.or.at)

**Maximum sum is 20,000 euros**

## **11. Annexes:**

- Annex 1 Results-Assessment Form, to be filled in by the evaluation team
- Annex 2: LFM