



INDIVIDUAL CONSULTANT PROCUREMENT NOTICE

National Consultant - Study on the Socio-Economic Impact of Diploma and Pre-Diploma TVET Graduates after 5 years of Graduation

Reference No.: UNDP/PN/12/2022

Date: 30 May 2022

Country: NEPAL

Description of the assignment: As per the attached Terms of Reference (ToR) – Annex 1.

Project/Unit name: Accelerating Implementation of Sustainable Development Goals in Nepal (AISN)

No. of Consultant: 1 (one)

Period of assignment/services (if applicable): 65 person days spread over 4 months (June – September 2022)

Proposal should be submitted by email to **procurement.np@undp.org** not later than **1730 hours (Nepal Standard Time) on 9 June 2022** mentioning reference No. **UNDP/PN/12/2022 – National Consultant - Study on the Socio-Economic Impact of Diploma and Pre-Diploma TVET Graduates after 5 years of Graduation.**

Any request for clarification must be sent in writing, or by standard electronic communication to the e-mail: query.procurement.np@undp.org mentioning Procurement Notice Ref: **UNDP/PN/12/2022 - National Consultant - Study on the Socio-Economic Impact of Diploma and Pre-Diploma TVET Graduates after 5 years of Graduation** on or before **3 June 2022**. The procurement unit will respond in writing, including an explanation of the query without identifying the source of inquiry, to all consultants or via bulletin published on the UNDP website: <http://www.np.undp.org/content/nepal/en/home/operations/procurement.html>. Inquiries received after the above date and time shall not be entertained.

1. BACKGROUND

CTEVT has been providing technical education for more than three decades. It has gained familiarity and reputation due to the success stories of some graduates of this school. However, it is the right time to carry out an empirical study to examine the effects of the technical education its graduates had received and the impact of technical education in their life. It has been necessary to examine the contributions of the organization towards the enrichment of the individuals, families and communities through technical education. The skill development in people has certainly left a good mark about the importance of the technical education in the remote areas where youths were deprived of such opportunities. However, the question remains how big is the impact among the graduates. What kind of impact technical school had to the families of the graduates is also a vital question seeking answer from the graduates. It is also essential to examine the development impacts on the communities from

Technical Schools and its programs so that the information acquired to be used for further modification of the programs and services. This impact study aims to bring forth how it helped enhance the living standard of those who participated in the program. Only the observed differences of the status before and after the enrollment in the program can't be solely attributed to measure the impact of the school. Thus, the actual impact of the program can be derived after estimating the counterfactual status. The difference between the socio-economic condition of the treatment group and the control group helps to determine the actual impact of the program.

2. SCOPE OF WORK, RESPONSIBILITIES AND DESCRIPTION OF THE PROPOSED ANALYTICAL WORK

For detailed information, please refer to the Terms of Reference – ToR (Annex 1)

3. REQUIREMENTS FOR EXPERIENCE AND QUALIFICATIONS

I. Academic Qualifications:

- Master's degree in economics, social science and other relevant areas. Ph D in these areas would be preferred

II. Years of experience:

- At least 10 years of experience in the areas of social research, technical and vocational education sector, private sector engagement, business operation.
- Substantive exposure and working experiences to the government of Nepal policies and programs in TVET sector and programs for enterprise creation and promotion.
- Substantive experience of working in the field of technical education, self-employment generation activities.
- Substantive knowledge and application of research methods for formal studies

III. Competencies:

- Demonstrated leadership, team building, and coordination skills, and association with national and international professional agencies and groups related to the work proposed.

4. DOCUMENTS TO BE INCLUDED WHEN SUBMITTING THE PROPOSALS.

Interested individual consultants must submit the following documents/information to demonstrate their qualifications:

- Offeror's Letter to UNDP Confirming Interest and Availability for the Individual Contractor (IC) Assignment
- Financial Proposal
- A cover letter with a brief presentation of your consultancy explaining your suitability for the work;
- A brief methodology on how you will approach and conduct the work
- Personal CV including past experience in similar projects and at least 3 references

Note:

- Applicants of 65 years or more require full medical examination and statement of fitness to work to engage in the consultancy.

- The candidate has to be an independent consultant (If the candidate is engaged with any organization, the organization employing the candidate will be issued with a Reimbursable Loan Agreement (RLA) to release the employee for the consultancy with UNDP.)
- Due to sheer number of applicants, the procurement unit will contact only competitively selected consultant.

5. FINANCIAL PROPOSAL

- **Lump sum contracts**

The financial proposal shall specify a total lump sum amount, and payment terms around specific and measurable (qualitative and quantitative) deliverables (i.e. whether payments fall in installments or upon completion of the entire contract). Payments are based upon output, i.e. upon delivery of the services specified in the TOR. In order to assist the requesting unit in the comparison of financial proposals, the financial proposal will include a breakdown of this lump sum amount.

6. EVALUATION

Individual consultants will be evaluated based on the following methodologies:

Cumulative analysis

When using this weighted scoring method, the award of the contract should be made to the individual consultant whose offer has been evaluated and determined as:

- a) responsive/compliant/acceptable, and*
- b) Having received the highest score out of a pre-determined set of weighted technical and financial criteria specific to the solicitation.*

** Technical Criteria weight; 70%*

** Financial Criteria weight; 30%*

Only candidates obtaining a minimum of 49 points in technical evaluation would be considered for the Financial Evaluation

Criteria	Weight	Max. Point
<u>Technical:</u>	70%	70
<u>Educational Qualification</u> <ul style="list-style-type: none"> • Master's degree in economics, social science and other relevant areas. Ph D in these areas would be preferred 	20%	20
Relevant Experience	15%	15

• At least 10 years of experience in the areas of social research, technical and vocational education sector, private sector engagement, business operation		
• Substantive exposure and working experiences to the government of Nepal policies and programs in TVET sector and programs for enterprise creation and promotion	15%	15
• Substantive experience of working in the field of technical education, self-employment generation activities	10%	10
• Substantive knowledge and application of research methods for formal studies	5%	5
• Demonstrated leadership, team building, and coordination skills, and association with national and international professional agencies and groups related to the work proposed	5%	5
<u>Financial</u>	30%	30

Contract will be awarded to the technically qualified consultant who obtains the highest combined scores (financial and technical). The points for the Financial Proposal will be allocated as per the following formula:

$$\frac{\text{Lowest Bid Offered} *}{\text{Bid of the Consultant}} \times 30$$

* “Lowest Bid Offered” refers to the lowest price offered by Offerors scoring at least 70% points in technical evaluation.

ANNEX

ANNEX 1- TERMS OF REFERENCES (TOR)

ANNEX 2- INDIVIDUAL CONSULTANT GENERAL TERMS AND CONDITIONS

Terms of Reference (TOR)

Study on the Socio-Economic Impact of Diploma and Pre-Diploma TVET Graduates after 5 years of Graduation

Type: Individual Consultant

Institution: National Planning Commission, Nepal

Duration: 65 person days spread over 4 Months

Proposed Starting Date: June 2022

1. Introduction

International Centre for Technical and Vocational Education and Training of UNESCO (UNEVOC) has defined Technical and Vocational Education and Training (TVET) as ‘all forms and levels of education and training which provide knowledge and skills related to occupations in various sectors of economic and social life through formal, non-formal and informal learning methods in both school-based and work-based learning contexts’. Similarly, the Technical Education and Skill Development Authority (TESDA) of the Philippines has defined TVET as ‘education or training process where it involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills relating to occupations in various sectors of economic life and social life, comprises formal (organized programs as part of the school system) and non-formal (organized classes outside the school system) approaches’. Above two definitions clarify that TVET stands for education or training, which is technical in nature and aimed to provide skills for a person related to a profession, in order for that person to get a job and provide a livelihood¹.

The prosperity of a country largely depends on the productivity of its citizens. The productivity can be enhanced by imparting knowledge and skills in them. TVET is recognized as a crucial vehicle for social equity, inclusion and sustainable development through a focus on the learning and mastery of specialized techniques along with the general knowledge, skills and values. It also helps to address the major socio-economic challenges of the country thereby gearing towards prosperity. Investment in TVET is therefore, vital for the development of the country. Technical education should not be seen as only that acquired from the traditional colleges. Similar education is obtainable from departmental schools, workshops, planned on-the-job training, seminars, industrial attachments and various part-time and sandwich technical courses.

The Government of Nepal has acknowledged a well-functioning; market relevant, high quality and unified Technical and Vocational Education and Vocational Training (TVET) system can play a major role in promoting economic growth of the country and improved quality of life of Nepali people. To this effect, Nepal has established a system of TVET production through the establishment of Centre for Technical and Vocational Education and Training (CTEVT) in 1989.

¹ TVETjournal.com

CTEVT is the apex organization in TVET (Technical and Vocational Education and Training) Sub-sector in Nepal which is mainly responsible to prepare basic and medium level technical human resources as per the need of the changing labor market. This organization has been running three types of short, medium and long-term technical and vocational training programs stretching from livelihood short term training to 3 years Diploma. The main program under operation in technical schools are short term skill training programs, Pre-diploma (equivalent to Technical School Leaving Certificate-TSLC) programs lasting for 18 months and Diploma Level program extended for three years in various trades and occupations. It has run its own 63 constituent schools, 42 partnership schools with nonprofit organization and local government as well, technical education in 572 community schools (TECS) and 429 privately run technical schools to cater Pre diploma and Diploma Level Programs. The total enrolment capacity of these institutions across the country is 74,627 per annum. So far, CTEVT has produced approx. 96,227 graduates in Diploma courses and 240,840 graduates in Pre- Diploma courses². CTEVT provides technical education and vocational training to under-privileged youths and marginalized community for the improvement of their livelihood. The local youths who have no alternatives to pursue further education and deprived of other educational opportunities are admitted in the program (in some cases with scholarship) and get benefited from the CTEVT.

2. Rationale

It is clear that CTEVT is contributing significantly in producing the technical human resource required for the country's overall growth and development. CTEVT runs long-term trade courses Pre diploma and Diploma in agriculture, health, engineering and hotel management and hospitality sector. Previously, net school enrollment rate was relatively lower and drop-out rate was quite higher which the harsh reality of present time is also as the situation has not changed yet. CTEVT was therefore, aimed to equip those out of school children with vocational skills so as to make them employable as well as fulfill the demand of middle level technicians in the country and beyond. The direction towards the improved programs and services is facilitated by analysis of the present status and situation of CTEVT. The organization has been providing technical education for more than three decades. It has gained familiarity and reputation due to the success stories of some graduates of this school. However, it is the right time to carry out an empirical study to examine the effects of the technical education its graduates had received and the impact of technical education in their life. It has been necessary to examine the contributions of the organization towards the enrichment of the individuals, families and communities through technical education. The skill development in people has certainly left a good mark about the importance of the technical education in the remote areas where youths were deprived of such opportunities. However, the question remains how big is the impact among the graduates. What kind of impact technical school had to the families of the graduates is also a vital question seeking answer from the graduates. It is also essential to examine the development impacts on the communities from Technical Schools and its programs so that the information acquired to be used for further modification of the programs and services. This impact study to be conducted under the ownership and program of CTEVT, aims to bring forth how it helped enhance the living standard of those who participated in the program. Only the observed differences of the status before and after the enrollment in the program can't be solely attributed to measure the impact of the school. Thus, the actual impact of the program can be derived after estimating the counterfactual status. The difference between the socio-economic condition of the treatment group and the control group helps to determine the actual impact of the program.

Therefore, National Planning Commission (NPC) has felt a need to carry out a formal study on the impact of the Diploma and Pre-Diploma courses in the life of the graduates (both economic and social) after the 5 years of their graduation. This Terms of Reference (ToR) is prepared to guide the procurement of an expert to carry out the study for the NPC's future policy consideration.

3. Objective:

² CTEVT annual report 2077/78

The main purpose of the study is to analyze and describe the impact of Technical Education on graduates and their family members who have graduated 5 years ago Diploma and Pre Diploma Courses. More specifically, the study attempts to compare the living standards of those graduates who had completed the technical education program and those who had no such opportunity. In addition, the study also attempts to assess the overall contribution of this technical school in the socio-economic development of the region.

- a. Conduct the living standard survey of the graduates and examine their standard of living in terms of income, education level, health condition and living condition of the family.
- b. Identify the counterfactual status of those graduates;
- c. Quantify the differences between these (factual and counterfactual) status;
- d. Assess overall spillover effect (both positive and negative externalities) to neighboring societies of the graduates.
- e. Analyze the contribution of CTEVT in the socio-economic development of the country.

4. Scope and methodology of the Study

Below is a tentative (but not limited to) list of activities of consulting firm to accomplish this study.

- a. Submit Inception report with a clear definition of the methodology of the study including questionnaire and checklists as appropriate; working timeline to follow the contract duration; and framework of the study report including policy and strategic recommendations.
- b. Desk review of relevant policies and programs of the Government of Nepal line ministries, CTEVT and other reliable agencies as appropriate.
- c. Consult CTEVT authority for required information and other sector experts as appropriate.
- d. Define hypothesis/alternative hypothesis. Define indicators to measure the socio-economic impact and subsequent key evaluation questions to find out the status on the life and society of the graduates in accordance to the hypothesis.
- e. Define the methodology of study that is mixed of quantitative and qualitative information based on the indicators identified.
- f. Define the sectors of the Diploma and Pre-Diploma courses to identify the sample size across the sectors (including recipient of government scholarships) for field survey. This should be done in coordination with the NPC team.
- g. Identify the samples across the provinces (to cover all 7 provinces), ecological belts (mountain, hills and plain) and rural-urban composition. The sample should also be representative of sex, GESI, ethnicity and caste as far as possible based on the total graduate population size.
- h. The sample size should be standard and scientifically acceptable decided at the 99% confidence level at 5% margin error (out of the total population of graduates and graduates who had completed 5 years of graduation in the selected sectors of Agri/forestry, health, engineering and hospitality/service). The sample should cover at least one constituent school from all provinces, one each from partnerships school of hill and Terai, one Technical School/college from all provinces and one each private school from all provinces.
- i. Prepare questionnaire for the survey/study for the identified samples.
- j. Held pilot survey to test whether the sample and questionnaires work well and held survey adjusting the feedback from piloting.
- k. Prepare checklist for KII and FGDs as appropriate and apply those for qualitative information as well as to triangulate the quantitative information.
- l. Analyze the information (both qualitative and quantitative) to measure the impacts of the courses on the graduates including testing the level of significance/confidence.
- m. Draw conclusion on the findings and recommendations (deciding contribution and attribution) for the maintenance of good impact and further improvement where the impact is not as expected.

- n. Provide policy recommendations to improve the status in the immediate, medium and longer term context.
- o. Prepare and submit a draft report to NPC/AISN project for its initial review and comments.
- p. Present the draft report incorporating NPC/AISN comments, to a broader stakeholder meeting to be organized by NPC/AISN project.
- q. Finalize report incorporating comments from the stakeholder meeting and submit it to the NPC/AISN project.

5. Time Frame of the Study

This is a 65-person day's (inclusive) assignment spread across four months. The day count will start from the date of signing the contract.

6. Competencies and Experiences of the Consultant

The consultant should have below competencies along with demonstrated experience and expertise in undertaking this assignment. The consultant shall possess following qualifications:

Education:

Master's degree in economics, social science and other relevant areas. Ph D in these areas would be preferred.

Experience:

- a. At least 10 years of experience in the areas of social research, technical and vocational education sector, private sector engagement, business operation
- b. Substantive knowledge and application of research methods for formal studies
- c. Substantive experience of working in the field of technical education, self-employment generation activities
- d. Substantive exposure and working knowledge of Government of Nepal policies and programs in TVET sector and programs for enterprise creation and promotion
- e. Demonstrated leadership, team building, and coordination skills, and association with national and international professional agencies and groups related to the work proposed

7. Deliverables and Payment

AISN/UNDP will make the payment to the consulting firm as per the following deliverables and time-schedule.

<i>S.N.</i>	<i>Deliverables</i>	<i>Timeframe</i>	<i>Payment</i>
1.	Submission of an Inception Report with a detailed methodology and a time bound work plan with key deliverables in consultation with NPC/AISN project team	Within 10 days of signing the contract	20 percent of the contract amount upon approval of inception report by NPC
2.	Sharing of pilot survey findings to NPC team	Within 25 days of signing the contract	None
2.	Submission of Draft Study Report to NPC/AISN project	Within 90 days of signing the	40 percent of the contract amount upon approval of the

		contract	draft report by NPC
3.	Sharing of draft Study Report in the consultation workshop (organized by NPC/AISN project)	Within 110 days of signing the contract	None
3.	Submission of Final Study Report incorporating comments/feedbacks from the consultation workshop	Within 120 days of signing the contract	40 percent of the contract amount upon approval of the final report by NPC

8. Working Arrangement

The consultant will work under the overall guidance of responsible member of the National Planning Commission and Joint Secretary/division chief. The consultant will be hired through Accelerating Implementation of SDGs in Nepal (AISN), a UNDP assisted project which is supporting NPC in implementing SDGs in Nepal. AISN will be first point of contact for the assignment and processing of the payment through UNDP.

The consultant will be accountable for deliverables under this assignment and thus the management of the required other team members as well as support services/facilities including work station and equipment. AISN/NPC may provide required letters to the stakeholders for consultation meetings as appropriate.

9. Estimated Budget

The financial proposal should be inclusive of all costs i.e. cost of the consultant, support services and logistics including out of Kathmandu field travel/meetings (estimated 2 days each province). UNDP/NPC will not consider any external costs other than contract award amount following the financial proposal.

10. Evaluation Method

Technical and financial proposals will be evaluated separately. Only those qualified from the technical evaluation will be considered for the financial application. Technical proposal will weigh 70 percent of the total evaluation score while financial will weigh 30 percent. A combined score of technical and financial evaluation will be used for the final evaluation score. The technical evaluation will include the conceptual clarity to carry out the assignment; proposed research methodology including reporting framework; the educational qualification and experience of identified personnel based on CV; consultant earlier experience in the relevant areas and others as appropriate.

**OFFEROR'S LETTER TO UNDP
CONFIRMING INTEREST AND AVAILABILITY
FOR THE INDIVIDUAL CONTRACTOR (IC) ASSIGNMENT**

**UNDP/PN/12/2022 – Study on the Socio-Economic Impact of Diploma and Pre-Diploma TVET
Graduates after 5 years of Graduation.**

Date _____

United Nations Development Programme
UN House
Pulchowk,
Lalitpur, Nepal

Dear Sir/Madam:

I hereby declare that:

I have read, understood and hereby accept the Terms of Reference describing the duties and responsibilities of **National Consultant - Study on the Socio-Economic Impact of Diploma and Pre-Diploma TVET Graduates after 5 years of Graduation.**

I have also read, understood and hereby accept UNDP's General Conditions of Contract for the Services of the Individual Contractors;

- A) I hereby propose my services and I confirm my interest in performing the assignment through the submission of my CV which I have duly signed and attached hereto as Annex 1;
- B) In compliance with the requirements of the Terms of Reference, I hereby confirm that I am available for the entire duration of the assignment, and I shall perform the services in the manner described in my proposed approach/methodology which I have attached hereto as Annex 3.
- C) I hereby propose to complete the services based on the following payment rate:
- ☐
- ☐ A total lump sum of *[state amount in words and in numbers, indicating **exact currency**]*, payable in the manner described in the Terms of Reference.
- D) For your evaluation, the breakdown of the abovementioned all-inclusive amount is attached hereto as Annex 2;
- E) I recognize that the payment of the abovementioned amounts due to me shall be based on my delivery of outputs within the timeframe specified in the TOR, which shall be subject to UNDP's review, acceptance and payment certification procedures;

- F) This offer shall remain valid for a total period of _____ days [*minimum of 90 days*] after the submission deadline;
- G) I confirm that I have no first degree relative (mother, father, son, daughter, spouse/partner, brother or sister) currently employed with any UN agency or office [*disclose the name of the relative, the UN office employing the relative, and the relationship if, any such relationship exists*];

H) If I am selected for this assignment, I shall [*please check the appropriate box*]:

- ☐ Sign an Individual Contract with UNDP;
- ☐ Request my employer [*state name of company/organization/institution*] to sign with UNDP a Reimbursable Loan Agreement (RLA), for and on my behalf. The contact person and details of my employer for this purpose are as follows:

I) I hereby confirm that [*check all that applies*]:

- ☐ At the time of this submission, I have no active Individual Contract or any form of engagement with any Business Unit of UNDP;
- ☐ I am currently engaged with UNDP and/or other entities for the following work:

Assignment	Contract Type	UNDP Business Unit / Name of Institution/Company	Contract Duration	Contract Amount

- ☐ I am also anticipating conclusion of the following work from UNDP and/or other entities for which I have submitted a proposal:

Assignment	Contract Type	Name of Institution/ Company	Contract Duration	Contract Amount

- J) I fully understand and recognize that UNDP is not bound to accept this proposal, and I also understand and accept that I shall bear all costs associated with its preparation and submission and that UNDP will in no case be responsible or liable for those costs, regardless of the conduct or outcome of the selection process.
- K) **If you are a former staff member of the United Nations recently separated, please add this section to your letter:** I hereby confirm that I have complied with the minimum break in service required before I can be eligible for an Individual Contract.

L) I also fully understand that, if I am engaged as an Individual Contractor, I have no expectations nor entitlements whatsoever to be re-instated or re-employed as a staff member.

M) Are any of your relatives employed by UNDP, any other UN organization or any other public international organization?

YES ☐ NO ☐ If the answer is "yes", give the following information:

Name	Relationship	Name of International Organization

O) Do you have any objections to our making enquiries of your present employer?

YES ☐ NO ☐

P) Are you now, or have you ever been a permanent civil servant in your government's employ?

YES ☐ NO ☐ If answer is "yes", WHEN?

Q) REFERENCES: List three persons, not related to you, who are familiar with your character and qualifications.

Full Name	Full Address	Business or Occupation

R) Have you been arrested, indicted, or summoned into court as a defendant in a criminal proceeding, or convicted, fined or imprisoned for the violation of any law (excluding minor traffic violations)?

YES ☐ NO ☐ If "yes", give full particulars of each case in an attached statement.

I certify that the statements made by me in answer to the foregoing questions are true, complete and correct to the best of my knowledge and belief. I understand that any misrepresentation or material omission made on a Personal History form or other document requested by the Organization may result in the termination of the service contract or special services agreement without notice.

DATE: _____

SIGNATURE: _____

NB. You will be requested to supply documentary evidence which support the statements you have made above. Do not, however, send any documentary evidence until you have been asked to do so and, in any event, do not submit the original texts of references or testimonials unless they have been obtained for the sole use of UNDP.

Annexes *[please check all that applies]:*

- ☐ CV shall include Education/Qualification, Professional Certification, Employment Records /Experience
- ☐ Breakdown of Costs Supporting the Final All-Inclusive Price as per Template
- ☐ Brief Description of Approach to Work

BREAKDOWN OF COSTS³
SUPPORTING THE ALL-INCLUSIVE FINANCIAL PROPOSAL

A) Breakdown of Cost by Components:

Cost Components	Quantity	Unit Cost (NPR)	Total for the Contract Duration (NPR)
I. Personnel Costs			
Professional Fees	65 person days		
Life Insurance			
Medical Insurance			
Communications			
II. Travel⁴ Expenses to Join duty station			
Travel Lumpsum (if any)	1		
DSA Lumpsum (if any)	1		
Others:			
Stationery and logistics			
Total			

B) Breakdown of Cost by Deliverables*

Deliverables	Percentage of Total Price (Weight for payment)	Amount in NPR.
Inception Report	20%	
Draft Report	40%	
Sharing of draft report in the national level workshop.	40%	
Final Report after addressing comments and suggestions from reviewers/consultation workshop, including policy brief		
TOTAL IN NEPALESE RUPEES		

**Basis for payment tranches*

³ The costs should only cover the requirements identified in the Terms of Reference (TOR)

⁴ Travel expenses are not required if the consultant will be working from home.