

Study, Research, and Evaluation Terms of Reference

Evaluation of Career Guidance Portal for Students in India

- Study (*an initiative to establish current knowledge around a specific topic through the descriptive summarization, interpretation or assessment of information and data*)
- Research (*systematic process of the collection and analysis of data and information, in order to generate new knowledge, to answer a specific question or to test a hypothesis*)
- Evaluation (*rigorous, systematic, and objective process in the design, analysis, and interpretation of information to answer specific questions*)

Output/Immediate Result (IR): 504: Government and partners have enhanced capacity to deliver quality education for improved learning and skills development for children and adolescents.

Activity: 504.1.10: Assess efficacy of career guidance programme in states and disseminated among the stakeholders

1. Background

India has the largest population of adolescents in the world (253 million students¹ aged 10-19 years). Elementary and secondary schools in India face a range of challenges in providing quality education, these include a lack of subject teachers, overloaded content, and lack of infrastructure to promote and accelerate learning. Students are performing poorly in subjects that are necessary to build competencies in applying skills in life situations.² These subjects equip them with skills of critical thinking, problem solving, creative and collaborative skills, and ultimately establish connections between the school, workplace, community, and the global economy. It is important that students are made aware of the opportunities which exist for them in the world. Many of India's students do not have the required exposure to choose their careers. Hence it is important that students are informed about the various career pathways, institutions available in their neighbourhood, entrance exams, and scholarship options. which will enable the students to make informed choices regarding education opportunities and career possibilities.³ The current education system does not systematically support students when choosing a career path matching with their aspirations, interests, and aptitude or connect them to scholarships, internships, and skill development programmes. Many teachers possess limited to no knowledge of current opportunities, schemes, and scholarships to guide the students.

Prior to COVID-19, only 45.2% of students in grades 3, 5 and 8 achieved targeted performance levels across all subjects at the national level with learning levels declining as children progressed to higher grades.⁴ Performance of girls (45.6%) is slightly higher than boys (44.9%). For children from scheduled castes (SC), scheduled tribes (ST), levels are lower - SC (42.2%) and ST (43.0%). States⁵ with large populations of children from scheduled castes (SC), scheduled tribes (ST) and minority communities have the lowest scores. At age 5, more than 50% of children are unable to do age-appropriate literacy and numeracy tasks with girls less able than boys. Children from less advantaged homes are affected disproportionately, lacking the foundation

¹ Census of India 2011

² NAS 2017

³ U-DISE 2020-2021

⁴ Ministry of Education India, National Survey Assessment 2017 [NAS-NCERT \(schoolinfo.in\)](https://www.nas-ncert.org/)

⁵ Rajasthan, Madhya Pradesh, Uttar Pradesh, Chhattisgarh, Jharkhand, Bihar, Odisha, and Andhra Pradesh

for future learning.⁶ As a result, only 45.9% of graduates were found employable, a steady decline from 47.4% in 2019 with less employable women than men⁷. Youth aged 15-24 years not in employment and education or training is 29.7% with girls increasing to 57%.⁸

NEW Education Policy 2020 of India envisages that all students to be capacitated to meet the demands of the life after school. There are provisions under the policy to mainstream life skills and career guidance in schools. First time in India, Vocational education is made part of the school education. Sustainable Development Goal (SDG) 4 also talks about every child attains learning and skills for the 21st century.

To overcome the gaps students in grades 9-12 face, UNICEF India, together with the state governments and YuWaah, provided a career guidance portal with technical support from the Aasman Foundation. Career guidance portals were planned for 15 states, but due to political reasons and government requests, career guidance portals have been launched across 13 states (Rajasthan, Bihar, Jharkhand, Andhra Pradesh, Madhya Pradesh, Jammu and Kashmir, Maharashtra, Assam, Gujarat, Odisha, Telangana, Kerala, West Bengal) and leveraged with governments in Punjab, Ladakh, Delhi and with Central Board of Secondary Education. Some of the unique features of the portal are:

- The career guidance portal provides comprehensive information for students in grades 9 -12 on possible careers, colleges, vocational institutions, entrance examinations, and scholarships. It is dynamic as it is updated regularly.
- It provides content on 550+ careers (including a synoptic overview, pay-scale, entry pathways, cost, job opportunities, and successful people in that fields.). The careers include both professional and vocational areas.
- The College Directory covers 280,000 courses offered by over 25,000 colleges and vocational institutes across India and 15 other countries that are listed down state/city wise.
- The Entrance Exams Directory of the portal covers over 1,150 entrance exams in India and abroad. It includes details for every entrance exam including the application process, general information, exam centres, process to apply, and exam dates.
- The portal has a Scholarship Directory which covers over 1,200 scholarships for India and abroad. It includes details for each scholarship including general information, scholarship amount, application process, eligibility, dates to apply, and other information. This also includes school-level competitions and fellowship opportunities.
- Information on the portal is available in specific state languages as well as English. The portal content is available in English, Hindi, Telugu, Gujarati, Odia, Marathi, Malayalam, Kannada, Assamese, and Punjabi.
- The portal updates regularly with current information on career pathways, colleges, entrance exams, and scholarships.

In addition, through career workshops, students are enabled to access the portal using their unique login IDs and passwords. The portal allows learners to explore career pathways to meet their aspirations in various industries including photography, fashion design, event management, and others. The aim of the portal is to expand knowledge on and access to multiple career pathways beyond traditional and stereotypical career

⁶ ASER Centre, Annual Status of Education Report 2019 [ASER 2019 - ASER Centre](#)

⁷ India Skills Report 2021 [ISR_Report_2021.pdf \(wheebox.com\)](#)

⁸ ILO Research Brief: Young persons not in employment and education (NEET) in India: 2000-2019. March 2021

choices due to limited exposure to occupations, lack of role models, and perceptions created by socio-cultural biases. Career webinars are conducted for students to introduce newer and available career options. Known personalities from different fields are called in to interact with learners on different career paths and leverage interest on career development for learners. These interactions have generated a lot of interest among students on careers. WhatsApp messages are also created with small posters on careers and circulated among the teachers to support career orientation of students. Regular follow up through government administrative structures also keeps the momentum going.


The portals are used by the students of classes 9-12, across different states. The access details of different portals and their usage by state (as of March 2022) is given in the table below:

S.No.	State	Start date	Portal link	Active users		
				Girls	Boys	Total
1	Andhra Pradesh	07.08.2019	https://apcareerportal.in/	101689	101807	203496
2	Assam	23.05.2020	https://assamcareerportal.in/	26030	22616	48646
3	Bihar	09.08.2019	https://biharcareerportal.com/	644883	716457	1361340
4	Gujarat	28.11.2019	https://gujaratcareerportal.com/	212144	242619	454763
5	Jammu and Kashmir	04.05.2020	https://jkcareerportal.org/	990	810	1800
6	Jharkhand	10.12.2019	https://jhcareerportal.com/	94145	79026	173171
7	Kerala	24.09.2021	https://careerprayanam.com/	8253	8540	16793
8	Ladakh	31.10.2020	https://ladakhcareerportal.org/	621	879	1500
9	Madhya Pradesh	16.01.2020	https://mpaspire.com/	190307	191959	382266
10	Maharashtra	22.05.2020	http://mahacareerportal.com/	594631	595499	1190130
11	Odisha	24.12.2020	https://odishacareerportal.com/	140457	163251	303708
12	Punjab	15.05.2021	https://punjabcareerportal.com/	44599	45293	89892
13	Rajasthan	06.02.2019	https://rajcareerportal.com/	522546	513276	1035822
14	Telangana	04.01.2021	https://telanganacareerportal.com/	8	5	13
15	West Bengal	16.11.2021	https://wbcareerportal.in/	4486	4491	8977

There is a dashboard of the portal (<https://www.careerportalreport.com>) that generates data and analysis on the usage data (by gender and location), number of schools and users using the portal, available career options, most clicked colleges and vocational institutes, and data on accessibility to scholarships.

2. Results framework

UNICEF developed the result framework together with the implementing partner to ensure the results set for this partnership between UNICEF and Asaman foundation gets completed and captured for reporting purposes. The Result framework has not been changed or revised during the partnership.

Result statement	Performance indicator/s	Location	Baseline	Target	Means of Verification[1]	Disaggregation (if needed)
Corresponding result from Country programme/ Humanitarian Response Plan	- xxx					
PD Output 1 Technology enabled dynamic, contextualised and improvised career portal institutionalised by 15 state governments to provide career guidance to students and out-of-school adolescents	# of states with functional career portal endorsed and launched by the state governments, where children regularly access portal and functionaries access dashboard	Assam, Bihar, Andhra Pradesh, J&K, Gujarat, Rajasthan, Telangana, Tamil Nadu, Odisha, Madhya Pradesh, Maharashtra, Karnataka, Chattisgarh, Jharkhand, Uttar Pradesh	6	15	Career portals in respective states	by location
	#students/out-of-school adolescents logins created		10 million	20 million	Dashboard	by gender and location

Result statement	Performance indicator/s	Location	Baseline	Target	Means of Verification[1]	Disaggregation (if needed)
	#languages used for disseminating career related information through the portal		4	7		
PD Output 2 Learners identify their potential, strengths, weaknesses, interests, attitudes and aptitude and choose educational and career options	# of adolescents actively using career portal		2 million	10 million	Student log-ins Pre-post assessment reports	
	# adolescents with career plans	Gujarat, Rajasthan	0	25,000	Career plans, documentation	by gender and location
PD Output 3 Learners in secondary schools and those who are out-of-school access resources required to harness educational and occupational opportunities	# adolescents accessing resources through the portal (colleges, vocational institutes, mentorship, internship, scholarships)		0	10 million	Dashboard, case studies	by gender and location
PD Output 4 Enhanced capacity of teachers/facilitators to provide career guidance to students	#teachers and facilitators trained on career guidance portal and actively providing information to learners		59,000	100,000	Dashboard, teachers created youtubes, whatsapp on career portal, documentation	by gender and location

3. Rationale and objectives

A small-scale partnership of the career portal was done from February 2019 to January 2020 in Rajasthan (February 2019) and then in Andhra Pradesh and Bihar in August 2019. After this initial implementation, a larger partnership was initiated with Aasman Foundation beginning in May 2020 in other states. The portal was then deployed in an additional 11 states in a phased manner and later expanded to Delhi, Ladakh and Punjab (mainly through technical assistance in case of the latter). It has been three years since the launch of the first career guidance portal by UNICEF and respective state governments in May 2020 after the initial small-scale partnerships in Rajasthan, Andhra Pradesh and Bihar in 2019. These career Portals are launched in the states by the then Education Minister and the Principal Secretary along with other officials and UNICEF. Different data sources revealed a growing demand for career guidance support in the states. Several relevant activities are being developed to promote the use of the portals and to provide on-the-ground career activities like career assessments and career planning workshops.

Samagrah Shiksha (SMSA) of respective states along with State and district level education officials were involved in orienting the program and monitoring of the program across the states. At the school level, Head Masters and focus teachers were oriented to implement the program.

UNICEF intends to evaluate the career guidance portal on:

- i) Presence of a dynamic and contextualized career portal institutionalized by 15 state governments (Results Framework Output 1)
- ii) Increased career awareness among students and teachers (Results Framework Output 2)
- iii) Enabling learners to identify appropriate career options (Results Framework Output 2)
- iv) Supporting students by informing them about available scholarships and entrance exams to pursue their career choices (Results Framework Output 3)
- v) Enhancing capacities of teachers to provide career guidance (Results Framework Output 4)

It is important to evaluate UNICEF's approaches and strategies that have contributed to developing the career awareness among students in grades 9-12. It is necessary to detail recommendations for expansion/improvement of the portal and a potential exit strategy for UNICEF to ensure sustainability of implementation. The evaluation will help identify good practices of the programme which may inform UNICEF's adolescent programme is having the objective of ensuring every adolescent both Boys and girls with learning and relevant skills to face the demands of the 21st century. This Career Portal evaluation will help develop effective strategies for the new country program (2023-2027).

Objectives:

The key objectives of the evaluation are:

1. To evaluate the relevance, coherence, effectiveness, efficiency, and sustainability of UNICEF's "Adolescent programming on career guidance" programme from 2019-2022.
 - a. Students in grades 9-12 (adolescents in schools)
 - b. Teachers/facilitators
2. To evaluate the performance of UNICEF's "Adolescent programming on career guidance" programme in meeting the needs of both girls and boys

3. To evaluate the performance of UNICEF's "Adolescent programming on career guidance" programme in meeting the needs of most vulnerable and marginalized groups⁹
4. To document activities, good practices, and lessons learnt from the implementation of the career guidance portal on education and career opportunities and choices made by students, teachers, and parents.
5. To create a case study from the state of Punjab as a unique state portal model where the funding was provided by the state government and technical support and facilitation was provided by UNICEF to document activities, best practice for implementation and sustainability.

**Note 1: This evaluation does not seek to assess the impact of UNICEF's contribution, rather, it seeks to capture learning and recommendations for Career Guidance Portal's support to the education program*

***Note 2: This evaluation will cover the pre-COVID (2019), the COVID-19 period (2020-21), and 2022.*

****Note 3: Most disadvantaged/vulnerable refers to communities/children from Scheduled Castes, Scheduled Tribes, girls, Children with Disabilities, and minority communities.*

4. Use of findings

The findings will evaluate the relevance, coherence, effectiveness, efficiency, and sustainability of the career guidance portal's approaches, strategies, and current modalities of implementation. The evaluation will document good practices and lessons learnt as well as provide recommendations to improve the portal. Findings from this evaluation will also inform UNICEF's adolescent programme and help develop effective strategies for the new country program (2023-2027), along with the career guidance portal as stated above.

The evaluation findings are primarily intended for internal use at UNICEF. UNICEF will manage all communication in relation to the evaluation and will disseminate the evaluation report and findings internally to prepare the next Country Programme Document.

UNICEF will also develop a policy brief based on the evaluation findings to advocate for greater action on strengthening its programme objectives.

5. Publication plan

The findings from this evaluation (in the form of the final report and presentation) will be disseminated internally by UNICEF through various programme network meetings and Country Management meetings. Further, UNICEF may disseminate the findings with the government (relevant ministries and department) and partners (United Nations agencies, donors, implementing partners, etc.) as appropriate.

6. Scope of activity

Programmatic scope: This evaluation seeks to assess the career guidance portal currently being implemented across 15 states in India as per the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD DAC) evaluation criteria, i.e., relevance, coherence, effectiveness, efficiency, and sustainability as per the programme strategy document. It will look at the

⁹ Most vulnerable and marginalised groups refer to communities/children from Scheduled Castes, Scheduled Tribes, girls, children with disabilities and minority communities, including from lower economic groups.

aspects of ease of availability of the portal for students, the number of students reached, awareness among students on careers, and awareness among teachers on careers. This evaluation will examine the progress made from the year 2019 onwards up to mid of 2022. It will also examine the effect of COVID on programme implementation and reach.

Further, the evaluation will examine the challenges and barriers encountered during the implementation of the programme and various activities and understand the partnerships and collaborations/actors employed in achieving the targets.

Geographic scope: The evaluation will be designed to assess the career portal support and operationalization across five states. The selection of the five states is purposive based on the following factors:

- Geographic representation (north, south, east, west and north-east regions of India).
- Number of years of programme implementation within the state.
- UNICEF three state typology:¹⁰
 - High-burden states: Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, and West Bengal.
 - States with large tribal populations: Jharkhand, Chhattisgarh, Odisha, and Assam.
 - Transition states: Andhra Pradesh, Telangana, Karnataka, Gujarat, Maharashtra, Tamil Nadu, and Kerala.
- Diversity of activities across the states: undertaking of unique activities at the state level including career counselling, creation of videos on career pathways, development of student handbooks on career pathways, registration of students' data discrepancy, enhanced involvement of teachers and concerned officials, etc.
- Performance of the portal within a state.

The states chosen for this evaluation are detailed in the following table.

Name of the State*	Geographic region	Number of years of programme implementation	UNICEF State Typology	Performance (# registrations/users) of portal within the state
Rajasthan	North	More than three years (Program launched on 6.2.2019)	High Burden state	23.3% active users
Gujarat	West	Two- three years (Program launched on 28.11.2019)	Transition state	16.17% active users
Odisha	East	One- two years (Program launched on 24.12.2020)	Tribal state	17.7% active users
Andhra Pradesh	South	Two- three years (Program launched on 7.08.2019)	Transition state	2.51% active users
Assam	Northeast	Two- three years (Program launched on 23.05.2020)	Tribal state	5.92% active users

* In case of emergency/curfew the state can be changed in consultation with UNICEF during the Inception period.

¹⁰ As defined in the programme document, available at: https://unicef-my.sharepoint.com/personal/npasi_unicef_org/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fnpasi%5FUnicef%5Ffor%2FDocuments%2FCareer%20Portal%20Prog%20Evaluation%2FTypology%20definition%2D%20CPAP%20%282%29%2Epdf&parent=%2Fpersonal%2Fnpasi%5FUnicef%5Ffor%2FDocuments%2FCareer%20Portal%20Prog%20Evaluation%20%282%29%2Epdf&ga=1.

Availability of data: There are existing Dashboard for tracking the active users across all the state portals. Besides these the states have done review meetings among the districts, which can be made accessible to the agency. There are you tube videos and recording of the sessions available. Reports submitted by the agency quarterly to UNICEF is also available for the agency.

Timeline: This evaluation will examine the implementation of the career guidance portal from 2019 to mid-2022 (covering pre-COVID and COVID-19 contexts).

What is not within the scope of this evaluation: The evaluation will not assess the 'impact' of UNICEF's programme and is not expected to make causal claims or attributions.

Programmatic risks, challenges, and limitations: Internal programmatic understanding anticipates that the following risks and limitations may affect the evaluation or its outcomes:

Implementation fidelity: It is worth noting that UNICEF's *direct* sphere of influence is limited. UNICEF does not implement at the last mile, and supports implementing partners (nongovernmental organisations, civil society organisations, local governments, etc.). Outcomes found in the field cannot be directly attributed to UNICEF's support or its non-support. This evaluation will only claim to establish contribution.

COVID-19: Given the impact of COVID-19 on the programme, UNICEF anticipates a number of new challenges during this evaluation:

- Disruption of ongoing programmes due to COVID-19 related closures may result in the evaluation team observing disruption in programming which is not a result or consequence of UNICEF programming. As such, it is important to ensure that pre-pandemic and pandemic disaggregation is carried out throughout the evaluation.
- The evaluation team may face issues around recall when inquiring about pre-pandemic programming with respondents during interviews and focus group discussions. This may be due to the gap of nearly two years between pre-pandemic programming (December 2019) and the expected start date of data collection for this evaluation (Q3 or Q4 of 2022).
- The evaluation team must consider limitations in face-to-face interactions and plan for a data collection plan (face-to-face, completely remote or a hybrid model) accordingly. It may be noted that while UNICEF has lifted the face-to-face interactions ban, at this point we cannot predict that these will be allowed/possible in the future when data collection is planned given the dynamic nature of the pandemic. As such, it may be required to budget for face-to-face interactions with the possibility of later moving to online based on the situation of pandemic in the country.

7. Methodology

The overall design for the formative evaluation will be cross-sectional, mixed-method evaluation with a focus on situational analysis and contribution analysis. An overall situational analysis approach will be followed, i.e., to assess change in situation over time, sustainability of efforts, status of implementation, covering both pre-pandemic and pandemic scenarios.

An equity-focused contribution analysis is required to:

- i. Understand the implementation of the programme from national, state, district, to school and student level.

- ii. Evaluate whether the career guidance portal has effectively reached the students from every section of the society and helped them to identify their strengths and harness appropriate educational and occupational opportunities, thereby creating a change in their lives.

Bidding agencies are strongly encouraged to elaborate on the methodology and design outlined here or to propose a more appropriate design and methodology to conduct the evaluation.

At the beginning of this evaluation, i.e., during the inception phase of the evaluation, the agency will **review all relevant literature**. The agency will submit an inception report detailing (i) the evaluation design as approved by UNICEF (ii) the overall work plan/road map with timelines/monitoring plan and (iii) team structure for implementation of the entire evaluation. The structure of the inception report is given in Annexure D.

Evaluation framework and key questions

This evaluation will be assessed using criteria of relevance, coherence, effectiveness, efficiency, and sustainability. These criteria are prioritized because they capture the key evaluation questions presented below. In addition, the evaluation will incorporate equity and gender equality considerations as cross-cutting issues.

Key evaluation questions are clustered in the Table below according to the evaluation criteria. This initial list of questions will be further refined and unfolded by the evaluation agency to also include sub-questions, and included in the inception report following desk review of key documents.

Note: Since this evaluation will examine the support provided by the career guidance portal from 2019 to mid-2022 (covering pre-COVID and COVID-19 contexts), all relevant evaluation questions will cover UNICEF’s pre-COVID and COVID-19 support.

Evaluation Criteria	Evaluation Questions
1. Relevance	1.1 How relevant is the career guidance portal for students in classes 9-12? 1.2 How much aligned is the career guidance portal to national government and state government priorities (Sarva Shiksha Abhiyaan/Samagra Shiksha, National Education Policy, Right to Education etc.)? 1.3 How relevant is the career guidance portal and its content to the specific context of the state in which students are accessing it? 1.4. How relevant was the career guidance portal programme in enhancing the capacities of the teachers/facilitators to provide career guidance? 1.5 How relevant is career guidance portal in addressing prevalent social stereotypes around careers? (E.g., inherent equity gaps – taking into consideration the disparities regarding caste, residence, gender, religion, disability, and wealth.) 1.6 To what extent did the career guidance portal address the digital divide? 1.7 To what extent has the career guidance portal been able to adapt to the career needs of the learners following the COVID-19 pandemic?
2. Effectiveness	2.1 To what extent was the career guidance portal effective in addressing the needs of adolescents/young people (Grades 9-12) to make appropriate educational and career choices? 2.2 To what extent was the career guidance portal effective in orienting students and teachers at the national and state level on educational and occupational opportunities? 2.3 To what extent have the overall outcomes of the career guidance programme been achieved or are likely to be achieved?

	<p>2.4 To what extent has the career guidance portal contributed towards building and strengthening of life skills among learners across different states? 2.5 What has been the effectiveness of the programme given the different modalities (e.g., offline programming and online – web/mobile – mediums) of implementation?</p> <p>2.6 Are there any unintended consequences or effects of the career guidance portal on learners, teachers, and parents?</p> <p>2.7 In the past three years, to what extent did the career guidance portal adapt to the changing ecosystem within the education sector?</p> <p>2.8 How effective has the programme been in addressing the inherent equity gaps or taking into consideration the disparities with regards to caste, residence, gender, and wealth?</p> <p>2.9 What is the effectiveness of different strategies adopted by state governments for promotion of the career guidance portal to increase learner engagement?</p>
3. Efficiency	<p>3.1 To what extent are the activities of the career guidance portal being delivered in a timely and organized manner? Is the career guidance portal on track to reach its target by May 2023, within the timeframe set in the plan, or are there any changes required?</p> <p>3.2 Did the career guidance portal activities carry optimum utilisation of the allocated financial resources? To what extent did UNICEF deliver activities within the planned monetary resources allocated?</p> <p>3.3 Did the career guidance portal activities utilise the allocated human resources optimally? Were UNICEF’s human resources well utilised to deliver activities and interventions?</p> <p>3.4 To what extent is the career guidance portal managing and utilising the technical and financial resources efficiently through its outputs and key activities in achieving programme results?</p> <p>3.5 How efficiently did the career guidance portal respond to any equity based challenges (those emerging from gender, socio-economic, and disability context) of learners and teachers?</p>
4. Coherence	<p>4.1 (EXTERNAL COHERENCE) How does the career guidance portal programme fit with the career guidance work being done by other agencies in different states of the country? Does it align with the work of external partners (global partners, regional partners, government, partner programmes/interventions)?</p> <p>4.2 To what extent, and in what ways, did UNICEF leverage key partners and partnerships to ensure efficient and effective programme implementation, strengthening and improvement?</p> <p>4.3 (INTERNAL COHERENCE) How does the career guidance portal align with/fit with UNICEF adolescent programming under Recurring Work Plan Output 504?</p> <p>4.4. Were the programming priorities chosen based on UNICEF’s comparative strengths and capacities?</p>
5. Sustainability	<p>5.1 What are the key barriers and bottlenecks towards achieving sustainability of the career guidance portals in different states?</p> <p>5.2 To what extent have the interventions/innovations from the career guidance portal programme been embedded in/integrated/costed into the government’s adolescent programming in each state?</p> <p>5.3 What are the lessons learnt from the implementation of the career guidance portal that can make it more effective in different states? Are there any state-specific learnings?</p>

	5.4 What are some examples of good practices and examples of the career guidance portal in different states that have been scaled up or integrated in the government’s education programme?
<p>6. Cross-cutting considerations</p> <p><i>(Please note that some of these questions are important from UNICEF programming point of view, but these would fit better as sub-evaluation questions in the evaluation matrix)</i></p>	<p>6.1 What are the ways in which the career guidance portal has captured disaggregated (by gender, socio-economic status, disability status) data during the programme monitoring?</p> <p>6.2 What are the ways in which the career guidance portal has been able to break career stereotypes, especially for girls and marginalized groups? In what ways and to what extent has the career guidance portal integrated an equity-based approach into the design and implementation of the programme?</p> <p>6.3 Does the career guidance portal actively promote children’s right to education, especially across genders and for the most vulnerable?</p> <p>6.4 How has COVID-19 impacted the programme implementation and the effectiveness and efficiency of implementation?</p>

Evaluation matrix

As part of the proposal, the bidding agency will need to submit an evaluation matrix detailing and mapping each of the evaluation questions (and corresponding indicators) against how they will help achieve the evaluation’s objectives. The evaluation matrix will also include information on sources of data/means of verification and data collection methods for each evaluation question.

A basic evaluation matrix which links each evaluation questions to primary and secondary data collection methods is available in Annexure A. The evaluation will draw on the following mixed-methods approach to **data collection**:

Quantitative

- Secondary data analysis: State career guidance portal dashboards

Qualitative

- Desk review of background and programme documents related to the career development portal (e.g., monthly programme reports, case studies, videos of students and teachers from various states).
- Key informant interviews (KIIs) with representatives from state/district level officials of Samagra Shiksha, Department of Education.
- Interviews/discussions with UNICEF programme specialists/officers.
- Focus group discussions (FGDs) with teachers.
- FGDs with students in grades 9-12 – select groups (students who are registered, active users, have made a career choice).
- Review of good practices or case studies to capture additional activities undertaken by states to promote career guidance.
- Review and analysis of documentation on key lesson learning or areas/strategies not working well.

Note: Due to COVID-19, bidding agencies are encouraged to submit proposals detailing remote data collection techniques. Given that face-to-face data collection in the COVID-19 context poses numerous risks, agencies should not plan for on-field travel or interactions.

Sampling

The evaluation is to be conducted across five states in India (mentioned in Section 6). The sample size selected should be taken from grades 9-12 to ensure there is equal representation from all the classes. Both boys' and girls' representation also must be equal in this sample size.

Low performing and high performing districts can be chosen to see why some of them were able to perform much better than others, why some of them could not. The technical proposal should include an indicative criteria for selection of districts that will be finalized with the UNICEF team in the inception phase.

The evaluation agency is expected to provide a detailed sampling plan (at national, state and district level) for the evaluation as part of the technical proposal. This will be finalized in consultation with UNICEF programme and evidence team during the inception phase. A tentative list of primary and secondary stakeholders for interaction during data collection is provided in Annexure B.

Risks and limitations

The bidder is advised to review the programmatic risks mentioned in Section 6 along with the risks and limitations listed below when proposing mitigation strategies. The risks may be viewed as either controllable or uncontrollable and may cause obstructions and delays.

Some of the uncontrolled risks associated with this activity include:

- COVID-19 (as mentioned earlier) poses a substantial risk. The spread of the infection may affect the respondents (key informants and FGD participants) and members of the evaluation team. Further, any lockdowns or restrictions may also cause delays or prevent data collection altogether. And finally, since a number of key informants are working on responses to COVID-19, they may not be able to devote enough time for this evaluation in the event of subsequent waves.
- State elections may delay or obstruct data collection due to unavailability of responders.
- Ongoing government activities and programmes may obstruct data collection and may redirect Front Line Workers (FLWs).
- Weather, climatic conditions, and natural disasters such as earthquakes, cyclones and floods may affect the evaluation, as the logistical and human impact of such events is substantial and disruptive.

Some of the controlled risks along with their mitigation plans include:

- The evaluation may face data loss due to poor handling of data. UNICEF requires the evaluation agency to provide details on all data protection, data storing (for primary data) measures taken as part of the technical proposal stage.
- Data manipulation is a common occurrence. The UNICEF evaluation manager will conduct on-field audits to ensure all practices stated by the evaluation agency in the evaluation design and work plans are followed.
- Information leakage is common, too, as the data travels from the key informants to the evaluation agency and changes hands and formats. UNICEF requires the evaluation agency to put in place transparency measures, such as a progress reporting template with live activity logs to ensure all details are logged. In addition, UNICEF urges the evaluation agency to employ digital methods to log activities (such as a dashboard) as it ensures faster transfer of information to UNICEF.

8. Ethical considerations

As per UNICEF standards for ethical research, the evaluation agency must give special attention to ethical considerations and should put in place adequate measures for ethical oversight throughout the evaluation period. The evaluation team must adhere to the [2021 UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis](#).¹¹ All evaluators and field investigators involved in primary data collection basic ethics training, specifically UNICEF's course titled [Introduction to Ethics in Evidence Generation on AGORA](#).¹² In addition, the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation will be observed during the evaluation process.¹³

In conducting the evaluation, the evaluation agency must ensure informed consent, respecting people's right to provide information in confidence and making evaluation participants aware of the scope and limits of confidentiality. Standard consent procedures will be followed throughout the evaluation. Data collectors will emphasize the voluntary nature of participation in the evaluation activities. In addition, participants who wish to withdraw from the study after providing consent will be free to do so.

Furthermore, the agency is responsible for ensuring that sensitive information cannot be traced to its source so that the relevant individuals are protected from reprisals. Data storage and security must also be ensured at all stages of the evaluation and the selected agency must adhere to strict protocols of securely storing the data. All results will be reported at aggregate level and no identifying information will be disclosed. Furthermore, the agency must detail all data protection and data storing (for primary data) measures taken

Due to these ethical considerations and the scale of the evaluation, **a formal institutional review board (IRB) approval is mandatory for this evaluation**. The agency should factor in the time for the IRB approval process within the evaluation timeline. The evaluation agency will be required to share a copy of their IRB approval (along with the tools and study protocol submitted to the IRB) with UNICEF. Data collection cannot begin before IRB approval is received and proof of IRB approval is shared with UNICEF.

Bidding agencies are further encouraged to outline what ethical review mechanisms they can provide or leverage. It is the responsibility of the independent evaluators to ensure there is no conflict of interest when carrying out this evaluation.

The evaluation agency will be required to provide details of their plan for ensuring and maintaining ethical research processes during the evaluation. This plan (to be included in the inception report) will include details on how data collected will be confidential, will not be attributed, and will not be shared.

Overall, the evaluation does not involve more than minimal risk to subjects and has more benefits than risks. However, since the evaluation deals with adolescents as a stakeholder and gender-related issues, the data collector may face instances of respondents speaking of sexual harassment, abuse, violence, etc. All data collectors will therefore need to undergo appropriate ethical training as mentioned in the beginning of this section and be well versed with protocols when faced with issues on field. It is for the evaluating agency to pre-empt all risks and ensure that the evaluation agency and its data collectors undergo all training and adhere to strict standards even when local settings permit looser standards.

¹¹ UNICEF, 2021, UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis. Available at: <https://www.unicef.org/evaluation/documents/unicef-procedure-ethical-standards-research-evaluation-data-collection-and-analysis>.

¹² Available at: <https://agora.unicef.org/course/info.php?id=2173>.

¹³ UNEG, 2016, Norms and Standards for Evaluation. Available at: <http://www.unevaluation.org/document/detail/1914>.

The evaluation agency will be responsible for ensuring data quality and must therefore put in place relevant quality assurance mechanisms at different points of the evaluation (data collection, processing, and analysis). A detailed plan is to be agreed and shared with UNICEF in this regard as part of the inception report.

Evaluation Reference Group

An Evaluation Reference Group (ERG) will be formed to oversee the evaluation process and ensure compliance to UNEG Norms and Standards. The ERG is an independent group of UNICEF and non-UNICEF experts (consisting of technical experts, government representatives) constituted for this evaluation by UNICEF India. The ERG will serve as an advisory body which will support the evaluation by 1. providing strategic direction and technical inputs, 2. monitoring progress and quality, 3. supporting dissemination of findings, as applicable, and 4. bringing critical issues to the notice of the Research and Evaluation Specialist (UNICEF) who is responsible for the overall management of the evaluation.

9. Schedule of tasks and timeline

Once selected, a kick-off meeting will be organised between UNICEF and the selected evaluation agency. The timeline has been detailed in Section 10 of the terms of reference.

Develop methodology and evaluation design (as part of the inception report):

UNICEF seeks a design that fits all five states selected for this evaluation from the total 15 implementation states, keeping in mind the geographical and demographic variations. It is anticipated that the design may need to vary depending on geography. While developing the evaluation design, the evaluation agency is advised to adhere to five of the OECD-DAC criteria (relevance, coherence, effectiveness, efficiency, and sustainability). It is expected that the evaluation agency identified for the evaluation, in consultation with UNICEF, will provide the final design specifying data collection and analysis methods taking into consideration key evaluation questions and the context of the programme. There will be a need to agree on the detailed design, analytical methods, and tools between the selected evaluation agency and the ERG. Details of the structure and expectations of the inception report submitted by the evaluation agency are outlined in Annexure C.

Obtain study approvals:

Detailed in Section 8 of the terms of reference.

Develop work plan:

A work plan must be submitted to UNICEF detailing the data collection protocol, with all data collection activities listed against a timeline, and with details of work allocated to team members.

Develop data collection tools and field protocols:

In line with the work plan, all data collection tools, and associated protocols need to be developed.

Testing and piloting of tools:

The evaluation agency must plan to pilot the tools before commencing any primary data collection activity. All data collection tools must be pilot tested in Hindi.

Train local evaluation teams:

Data collectors must be fully prepared and supported by the agency. This will include training workshops, the adaptation and translation of data collection instruments, and on-line technical support whenever needed.

Data collection and management:

Accuracy of data entry is of paramount importance, including setting up of data entry, data screening, and data clean-up protocols.

All data collection will be conducted in the local language and subsequently translated into English. The data will be coded individually and then brought together for analysis. Verification and triangulation of collected information will be conducted to ensure the quality of data.

Reporting:

Once data collection has begun, the agency will be required to update UNICEF with data collection and progress updates, per an agreed digital format and frequency. The progress updates or dashboard will contain daily activity logs along with updated field plans. This will be followed by a brief implementation report or data collection completion report.

Analyse data:

Analytical plans (detailed in the inception report) will address how analysis will be conducted. Given the varied nature of the data collected, analytical techniques that combine results in a coherent manner are desired. Data harmonisation for ease of analysis must be ensured. A plan must be submitted by the evaluation agency as part of the inception report, outlining the data analysis process and software to be used for quantitative and qualitative data analysis.

Draft report:

The evaluation agency will be required to present preliminary findings in a meeting before the draft report is shared. Cutting, pasting, and touching up bullet points, charts, and other information from the PowerPoint presentation into a Word Document does not equal a report and will be rejected.

A draft report, professionally edited and copy edited, will include an executive summary, methods, limitations, findings (including lessons learnt and good practices), discussion, and recommendations will be presented to the ERG which will then provide feedback to the evaluation agency. In addition, please note that the report must conform to the UNICEF-Adapted UNEG Evaluation Reports Standards.¹⁴ The draft report will have two components, the first will be the technically detailed report of the evaluation and the second will be a non-technical executive summary (within the report), designed keeping in mind that it will be shared with non-experts. The first revised draft report will be based on feedback received from the ERG. This revised draft report will be externally assessed by an independent agency managed by the Regional Office for South Asia with the view to help improve its quality.

A second revised draft report incorporating feedback from the independent agency will be submitted to UNICEF. It may be noted that there may be more than one version of these draft documents, based on feedback from UNICEF and based on the satisfactory revision of reports.

Final report and presentation:

Professionally edited and copyedited final versions of the report with all feedback incorporated will be submitted to UNICEF. The report (including the executive summary) should be no more than 30 pages.

Along with these reports, a stand-alone PowerPoint Presentation of up to 20 minutes with complete speaking notes with evaluation details will also be submitted to UNICEF. The PowerPoint Presentation will

¹⁴ UNICEF, 2017, UNICEF-Adapted UNEG Evaluation Reports Standards. Available at: <https://www.unicef.org/evaluation/media/816/file/UNICEF-Adapted-UNEG-Evaluation-Report-Standards.pdf>.

be succinct and engaging with the goal of providing audience members with an overview of the intervention, key findings from the evaluation (including good practices and lessons learnt), and recommendations.

Electronic copies of all data sets, including all materials required to permit additional analysis is to be submitted as well. This will include de-identified, clean, and labelled final datasets, with codebook variable names, data cleaning notes, and error logs.

10. Estimated duration of contract

Aug 2022 to March 2023 (nine months).

11. Deliverables

All the deliverables are to be submitted as mentioned below:

1. Inception report with desk review, final evaluation matrix and design, and draft tools.
2. Pilot test report with final tools
3. Implementation report (field completion report)
4. Draft evaluation report and presentation
5. Final evaluation report and presentation
6. Submission of all field notes, transcripts, and recordings in appropriate formats (without identifying information).

Each of the tasks and corresponding deliverables have been represented in Annexure C against their delivery deadline for completion of deliverable. Note that the length, structure, and content of the final report will be as per UNICEF Evaluation Report Standards (GEROS) and the main sections of report will be further discussed after inception report. The inception and the final report will be reviewed by the UNICEF Evaluation Manager and UNICEF Technical Support Manager as well as the ERG.

12. Qualifications and experience required

The evaluation agency will be selected through a competitive process. The agency should have qualified, skilled, and experienced team to carry out various activities of the evaluation, along with the requirements as mentioned below:

- At least 10 of experience in conducting research and programme evaluation in social sector, and a proven expertise in the education sector
- The agency needs to have experienced research and evaluation professionals with advanced degree in social sciences/education/development and with specialized training in areas such as research, evaluation, project management, and advanced statistical analysis.
- The agency should have a strong survey technical team led by a social scientist/Educationist with proven experience with similar programmes and at least 10 years of working in social sector/education development. The proposed team should include a specialist with experience of programme evaluation. The team should be committed to the assignment from the inception phase through the analysis, training, fieldwork, and report writing phases.
- The agency team must have professional experience in designing and management of programme evaluation. Demonstrated expertise in the research, evaluation, and data analytical skills required, including developing complex and large-scale evaluation design, methodology, and data analysis as well as experience in conducting programme evaluation.

- The team should have specialized experience and technical knowledge, data collection, and analytical skills with understanding of
 - o human rights-based approaches to programming,
 - o gender equality
 - o results based management (RBM) principles
 - o participatory approaches to data collection
 - o quantitative and qualitative data collection and analysis.
- Proven track record of on-time performance on assignments of similar scale at international, national and state levels. The agency should have successfully executed at least three multi-state research studies or evaluations.
- Staff must have knowledge of the required local languages.
- If the agency proposes a consortia arrangement, the details and description of the partner agencies must be included in the technical and financial proposals.
- Preference will be given to agencies who have previously carried out programme evaluation of government and United Nations programmes.
- Team should have skills of teamwork, capability to bring together diverse stakeholders, communication in English and local languages, strong drafting skills in English language and analytical skills
- At least three client references and contact information should be provided. The references should be limited to work done within past five years and specific to India in relevant field.
- Submit along with the proposal a previous sample report (research or evaluation report) from an activity by the team leader.

13. Duty station

New Delhi, India.

14. Management and supervision

Evaluation Manager: Atishay Mathur, Research & Evaluation Specialist (UNICEF)

Evaluation Technical Support Manager: Pramila Manoharan, Education Specialist (UNICEF), with support from Ganesh Nigam Monitoring & Evaluation Focal Point for Education (Education Specialist, UNICEF)

Overall Technical Oversight: Terry Durnnian, Chief, Education (UNICEF)

Key roles and responsibilities in the management and supervision of the evaluation are noted below.

A. Evaluation agency

The evaluation agency, which will be selected through a competitive bidding process will have the following responsibilities:

1. Implement, manage, and complete the evaluation as per these terms of reference and guidance of the ERG, and under the supervision of UNICEF.
2. Communicate regularly with UNICEF, responding to all evaluation-related issues and queries in a timely manner.
3. Provide progress reports on the evaluation on a periodic basis.

4. Ensure that all evaluation-related documents and deliverables (questionnaires, manuals, datasets, transcripts, and final reports) are handed over to UNICEF.

Overall, the evaluation agency will be required to satisfactorily complete all the tasks mentioned in Section 9 and all deliverables mentioned in Section 11 as per the framework detailed in these terms of reference. The 'satisfactory completion' of each of these tasks is subject to ERG's review as well as an external quality assurance review (as necessary).

B. UNICEF

UNICEF's Research and Evaluation Specialist will be responsible for managing the evaluation. From the programme side, the Education Specialist will support this evaluation. UNICEF India's Education section will be responsible for providing the evaluation team with the necessary background information to carry out the evaluation as well as technical inputs throughout. UNICEF India will also keep the evaluation team updated on any changes or development that may affect the evaluation.

Specialists from UNICEF will review evaluation tools and reports (all key deliverables) developed by the agency and overall monitoring of the conduct of the evaluation by the agency, providing guidance and responses to queries as required.

The Supply and Procurement Section will remain the focal point for all administrative, financial, and commercial queries and correspondence, including contract amendment.

15. Official travel involved

Due to COVID-19, UNICEF India Country Office reviews its policy on face-to-face data collection regularly (based on number of cases, rate of spread, restrictions etc.). Bidding agencies should plan data collection for any in-field travel.

16. Estimated cost

USD 80,000.

17. Payment schedule

Payments will be made against the submission and acceptance of milestones and deliverables, as detailed in the table below. It must be noted that the completion of each of these tasks is subject to the ERG's approval.

Milestone/Deliverable	Payment (%)
Submission of approved inception report (with methodology and design, workplan, evaluation tools)	20%
Report of the completion of field work (implementation report)	30%
Submission of draft report	20%
Submission of approved final evaluation report	30%

18. Technical evaluation criteria

S.No	Category	Maximum score
1	SPECIFIC EXPERIENCE OF THE FIRM RELEVANT TO THE ASSIGNMENT <ul style="list-style-type: none"> Professional expertise, knowledge and experience with similar projects, contracts, clients, and assignments 	10
2	METHODOLOGY AND IMPLEMENTATION PLAN <ul style="list-style-type: none"> How effective is the proposed approach and methodology? Is it sufficiently detailed/elaborate to meet the objectives of the terms of reference, any innovative techniques? (7) How is the quality of proposed implementation plan? i.e., how the bidder will undertake each task? Is/are person/s assigned for each task? And is the team composition balanced with appropriate skills mix and appropriate number of input days, quality assurance mechanisms for the assignment, and time schedules for implementation? (8) Risk assessment and mitigation measures- recognition of the risks/peripheral problems and methods to prevent and manage risks/peripheral problems. (5) 	20
3	PROPOSED TEAM <ul style="list-style-type: none"> Team leader: Qualifications, relevant experience, skills (10) Team members – Qualifications, relevant experience, skills, language (8) Retention of key staff and procedures for handling unavoidable team changes (4) Gender balance of the team (3) Quality of report submitted (5) 	30
	*Sub-Total	60
	TECHNICAL PRESENTATION BY SHORTLISTED AGENCIES	20
	**TOTAL	80
	FINANCIAL PROPOSAL	20
	***GRAND TOTAL	100

* Please note bidders need to score a minimum of 48 marks to be shortlisted for a Technical Presentation.

**For this Assignment, the Technical Proposal has a total weightage of 80%. Bidders must score a minimum of 64 points to be considered technically responsive and compliant and in order for the Financial Proposal to be opened.

***Bidder scoring the highest marks out of 100 in cumulative scores (technical + financial) will be selected for Award of Contract

19. [FOR INTERNAL USE] Amount budgeted in RWP for this activity (US \$)

- Estimate the cost of the activity: USD 80,000
- Grant Ref: RR/Thematic: SC180082 – Unicef India
- Expiry date of the grant: Dec 2022 & expiry by Dec 2027

20. [FOR INTERNAL USE] PIDB code

Please select one of the following Generic Intervention Codes:

- 60: Analysis, research, and studies
- 61: Data, databases, surveys and statistics
- 63: Evaluations

21. [FOR INTERNAL USE] Identification of risks for the consultancy and plan for mitigation

These have been detailed at the end of Section 6 and Section 7 of these terms of reference.

22. [FOR INTERNAL USE] Performance reviews

Please indicate the frequency of performance reviews, for example that feedback will be provided after review of each deliverable. Performance evaluation of the supplier will need to be done at the end of the assignment or whenever a contract amendment is sought.

23. [FOR INTERNAL USE] Submitted to external QA review by:

Name of P.O.: Pramila Manoharan

Signature:

Date: 13th July 2022

Name of R&E Specialist: Atishay Mathur

Signature:

Date: 13th July 2022

Name of Section Chief: Terry Durnnian

Signature:

Date: 15 July 2022

Once clearance from CFO and Section Chief is granted, and the Research and Evaluation Specialist has been consulted, submit the terms of reference for external quality assurance review (this is done via the Research and Evaluation Specialist). Once you have received the external review comments, please take the following steps:

- If your terms of reference received **60-100%, i.e., satisfactory or highly satisfactory rating** → Finalise the terms of reference with any possible changes, attach the external review sheet to the terms of reference and submit to Deputy Representative-Programmes for approval.
- If your terms of reference **received 40-59% it indicates the need for substantial changes** → Make the changes, fill out the subsequent section (confirmation of amendments), attach the original terms of reference, revised terms of reference and external review sheet, and submit to Deputy Representative-Programmes for approval.
- If your terms of reference **received 0-39%, i.e., unsatisfactory, the terms of reference is not mature enough** → Revise the entire terms of reference and resubmit for external quality assurance review.

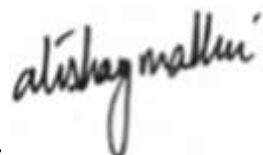
A. [FOR INTERNAL USE] Confirmation of amendments:

Undersigned confirm that external review comments have been incorporated in the TOR.

Name of P.O.: PrAMILA Manoharan

Signature of PO:  Date 13th July 2022

Name of R&E Specialist: Atishay Mathur

Signature of R&E Specialist:  Date: 13th July 2022

Signature of the CFO (if applicable): _____ Date _____

Signature of the Section Chief:  Date 15 July 2022

B. [FOR INTERNAL USE] TOR cleared by:

Name of ^{Procurement} ~~S&P~~ specialist: Isolene Rebello


Signature of ^{Procurement} ~~S&P~~ specialist:  Date 15/7/2022

C. [FOR INTERNAL USE] TOR approved by:

For activities with a budget of \leq \$50,000

Chief of Education Section

For activities with a budget of $>$ \$50,000, or activities which are not in the Supply Plan

 Approved.
Arjan de Wagt, DRP a.i
21 July 2022

Deputy Representative, Programmes

Type text here

Annexure A

OECD-DAC criteria	Sub-evaluation questions	Desk review of background documents	Secondary data analysis	KIIs/FGDs
Relevance	1.1 How relevant is the Career Guidance Portal for students in classes 9-12?	X	X	X
	1.2 How much aligned is the Career Guidance to national government and state government priorities (Sarva Shiksha Abhiyaan/Samagra Shiksha, National Education Policy, Right To Education)?	X		X
	1.3 How relevant is the career guidance portal and its content to the specific context of the state in which students are accessing it?	X		X
	1.4. How relevant was the career guidance portal programme in enhancing the capacities of the teachers/facilitators to provide career guidance?	X		
	1.5 How relevant is Career Guidance Portal in addressing prevalent social stereotypes around careers? (Inherent equity gaps – taking into consideration the disparities regarding caste, residence, gender, religion, disability, and wealth)	X	X	X
	1.6 How did the career guidance portal address the digital divide?	X		X
	1.7 To what extent has the career guidance portal been able to adapt to the career needs of the learners following the COVID-19 pandemic?	X	X	X
Effectiveness	2.1 To what extent was the career guidance portal effective in addressing the needs of adolescents/young (grades 9-12) people to make appropriate educational and career choices?	X	X	X
	2.2 To what extent was the career guidance portal effective in orienting students, and teachers at the National and state level on educational and occupational opportunities?	X	X	X
	2.3 To what extent have the overall outcomes of career guidance programme been achieved or are likely to be achieved?	X	X	X
	2.4 To what extent has the career guidance portal contributed towards building and strengthening of life skills among learners across different states?	X		X
	2.5 What has been the effectiveness of the programme given the different modalities (offline programming and online –web/mobile- mediums) of implementation	X	X	X

	2.6 What are the unintended consequences or effects of career guidance portal on learners, teachers and parents?	X		X
	2.7 In the past three years, to what extent did the career guidance portal adapted to the changing ecosystem within the education sector?	X		X
	2.8 How effective has the programme been in addressing the inherent equity gaps or taking into consideration the disparities with regards to caste, residence, gender, and wealth?	X	X	X
	2.9 What is the effectiveness of different strategies adopted by state governments for promotion of career portal to increase learner engagement	X		X
Efficiency	3.1 To what extent are the activities of career guidance being delivered in a timely and organized manner? Is the career guidance portal on track to reach its target by May 2023, within the timeframe set in the plan or are there any changes required?	X		X
	3.2 Did the career guidance portal activities carry optimum utilisation of the allocated financial resources? To what extent did UNICEF deliver activities within the planned monetary resources allocated?	X	X	X
	3.3 Did the career guidance activities utilised the allocated human resources optimally? Were UNICEF's human resources well utilized to deliver activities and interventions?	X	X	X
	3.4 To what extent is the career guidance portal managing and utilizing the technical and financial resources through its outputs and key activities in achieving programme results?	X		X
	3.5 How efficiently did the career guidance portal respond to any equity based challenges (those emerging from gender, socio-economic and disability context) of learners and teachers?	X	X	X
Coherence	4.1 (EXTERNAL COHERENCE) How does the career guidance programme fit with the career guidance work being done by other agencies in different states of the country? Does it align work of external partners (global partners, regional partners, government, partner programmes/interventions)?	X		X
	4.2 (EXTERNAL COHERENCE) To what extent, and in what ways, did UNICEF leverage key partners and partnerships to ensure efficient and effective programme implementation, strengthening and improvement?	X		X
	4.3 (INTERNAL COHERENCE) How does the career guidance portal align with/fit with UNICEF adolescent programming under Recurring Work Plan Output 504?	X		X

	4.4.(INTERNAL COHERENCE) Were the programming priorities chosen based on its comparative strengths, capacities?	X		X
Sustainability	5.1 What are the key barriers and bottlenecks towards achieving sustainability of career guidance portals in different states?	X		X
	5.2 To what extent have the interventions/innovations from the career guidance portal programme been embedded in/integrated/costed into the government's adolescent programming in each state?	X		X
	5.3 What are the lessons learnt from the implementation of the career guidance portal that can make it more effective in different states? Are there any state-specific learnings?	X		X
	5.4 What are some examples of good practices and examples of career guidance portal in different states that have been scaled up or integrated in the government's education programme?	X		X
Cross-cutting considerations <i>(Please note that some of these questions are important from UNICEF programming point of view, but these would fit better as sub-evaluation questions in the evaluation matrix)</i>	6.1 What are the ways in which the career guidance portal has captured disaggregated (by gender, socio-economic status, disability status) data during the programme monitoring?	X	X	X
	6.2 What are the ways in which the career guidance portal has been able to break career stereotypes, especially for girls and marginalized groups? In what ways and to what extent has the career guidance portal integrated an equity-based approach into the design and implementation of the programme?	X	X	X
	6.3 Does the career guidance portal actively promotes children's right to education, especially across genders and for the most vulnerable?	X		X
	6.4 How has COVID-19 impacted the programme implementation and the effectiveness and efficiency of implementation?	X	X	X

Annexure B

List of Primary and secondary stakeholders for data collection

S.no	Level	Primary Stakeholder for Data collection		Secondary Stakeholder for Data collection			
		Focus Group Discussions (FGD)	No. of FGDs	Key Informant Interviews (KII)	No. of KIIs	In-depth Interviews (IDIs)	No. of IDIs
1	National			<ul style="list-style-type: none"> UNICEF Staff at ICO Implementation partner/Aasman Foundation Donors (if applicable) Department of School Education and Literacy, Samagrah Sikhsa 	3-4 2 1 2-3		
2	Rajasthan	Teachers Students	5-7 5-7	<ul style="list-style-type: none"> UNICEF Staff Department of Education, Samagrah Shiksha Abhiyan, <ul style="list-style-type: none"> State officials, District officials, 	2 1 1 (per district)	Head Masters Parents	10-15 10-15
3	Gujarat	Teachers Students	3-5 3-5	<ul style="list-style-type: none"> UNICEF Staff Department of Education, Samagrah Shiksha Abhiyan, <ul style="list-style-type: none"> State officials, District officials 	2 1 1 (per district)	Head Masters Parents	5-7 5-7
4	Odisha	Teachers Students	3-5 3-5	<ul style="list-style-type: none"> UNICEF Staff Department of Education, Samagrah Shiksha Abhiyan, <ul style="list-style-type: none"> State officials, District officials 	2 1 1 (per district)	Head Masters Parents	5-7 5-7
5	Andhra Pradesh	Teachers Students	3-5 3-5	<ul style="list-style-type: none"> UNICEF Staff Department of Education, Samagrah Shiksha Abhiyan, <ul style="list-style-type: none"> State officials, District officials 	2 1 1 (per district)	Head Masters Parents	5-7 5-7
6	Assam	Teachers Students	3 3	<ul style="list-style-type: none"> UNICEF Staff Department of Education, Samagrah Shiksha Abhiyan, <ul style="list-style-type: none"> State officials, District officials 	2 1 1 (per district)	Head Masters Parents	5 5
			~47		~30		~67

Annexure C

Tasks and Timeline

1. Inception report with desk review, final evaluation matrix and design, and draft tools: 2 months
2. Pilot test report with final tools: 1 month
3. Implementation report (field completion report): 3 months
4. Draft evaluation report and presentation: 1 month
5. Final evaluation report and presentation: 1-2 months
6. Submission of all field notes, transcripts, and recordings in appropriate formats (without identifying information): Along with the Final evaluation report

Annexure D

A). Sample table of contents for an inception report (no more than 30 pages, plus annexes)

CONTENTS

- Title page
 - Table of contents
 - Acronyms
 - List of tables and figures
 - Executive summary
1. INTRODUCTION*
 - 1.1. Objective of the evaluation
 - 1.2. Background and context
 - 1.3. Results Framework
 - 1.4. Scope of the evaluation
 2. METHODOLOGY*
 - 2.1. Evaluation criteria and questions
 - 2.2. Conceptual framework
 - 2.3. Evaluability
 - 2.4 Sampling
 - 2.5. Data collection methods
 - 2.6. Analytical approaches
 - 2.7. Risks and potential limitations
 - 2.8. Ethics and UNEG Standards
 3. PROGRAMME OF WORK*
 - 3.1. Phases of work
 - 3.2. Team composition and responsibilities

3.3. Management and logistic support

3.4. Calendar of work

ANNEXES

1. Terms of reference of the evaluation*
2. Evaluation matrix*
3. Stakeholder map*
4. Tentative outline of the main report*
5. Interview checklists/protocols*
6. Draft Study Tools*
7. Results framework*
8. Detailed work plan*
9. Detailed responsibilities of evaluation team members
10. Reference documents
11. Document map
12. Project list
13. Project mapping*

The structure of inception reports may be adjusted depending on the scope of the evaluation. Chapters and sections with an asterisk should be included by default.

B). Sample table of contents for an evaluation report (not more than 30 pages, plus annexes)

CONTENTS

- Title page
 - Table of contents
 - Acronyms
 - List of tables and figures
 - Executive summary (with the purpose of the evaluation, brief methodology, key findings, conclusions, and recommendations in priority order)
1. INTRODUCTION*
 - 1.1. Background and context of intervention
 - 1.2. Literature review
 - 1.3. Objective of the evaluation
 - 1.4. Scope of the evaluation
 2. METHODOLOGY*
 - 2.1. Evaluation criteria and questions

2.2. Conceptual framework: Results Framework

2.3. Evaluation design

2.4. Sampling design

2.5. Data collection methods

2.6. Analytical approaches

2.7. Risks and potential limitations

2.8. Ethics and UNEG Standards

3. FINDINGS*

3.1. Findings by criteria

3.2. Mixed method analysis (quantitative & qualitative)

4. CASE STUDY: PUNJAB

5. POLICY IMPLICATIONS & RECOMMENDATIONS*

5.1. Recommendations, it will be explicitly linked to the findings and with the target audience identified

5.2. Lessons learned

ANNEXES

1. Terms of reference of the evaluation*

2. List of meetings attended*

3. List of persons interviewed*

4. List of documents reviewed*

5. Interview checklists/protocols

6. Study Tools

7. Any other relevant materials*

The structure of evaluation reports may be adjusted depending on the scope of the evaluation. Chapters and sections with an asterisk should be included by default.