

# **Improved TVET for Employment Project**

## **Monitoring and Evaluation (M&E) Consulting Firm (CS02)**

### **Terms of Reference**

(May 2026)

#### **A. PROJECT DESCRIPTION**

The Improved TVET for Employment Project supports implementation of reforms under the Higher and Technical Education Reform Act 2020 and aims to strengthen governance, teacher training, curriculum relevance, infrastructure, and industry linkages across Papua New Guinea's TVET system.

The Project is financed by the Asian Development Bank (ADB), the Government of Papua New Guinea, and the Government of Australia (DFAT), and is implemented by DHERST through a Project Management Unit (PMU).

The Project has five outputs: (i) TVET College Governance and Management Strengthening; (ii) High-quality TVET Teacher Training; (iii) Curriculum Development for Demand-driven TVET Programs; (iv) Gender-responsive TVET Infrastructure and Equipment Establishment; and (v) National TVET Governance and Industry Links.

Given the Project's five outputs, multiple contracted consultants and firms, and the requirement to track performance against a comprehensive Design and Monitoring Framework (DMF), Gender Action Plan (GAP), and safeguards requirements, a robust Monitoring, Evaluation, and Data Governance function is critical.

The Project has established a Project Performance Monitoring System (PPMS), supported by digital platforms including the Project Information System (PIS) and other management information systems. Ensuring data integrity, system integration, quality assurance, and evidence-based decision-making is essential to achieving project targets and complying with ADB reporting standards. To strengthen results measurement and accountability, the Project Management Unit (PMU) will engage an international M&E Consultancy Firm.

#### **B. PROJECT IMPLEMENTATION ORGANIZATIONS: ROLES AND RESPONSIBILITIES**

DHERST is the implementing agency responsible for overall project implementation, including monitoring and reporting and coordination with all key stakeholders. The National Skills Development Agency (NSDA) and Industry Skills Groups (ISGs) under DHERST will be involved in implementation activities related to curriculum updates, industry partnerships, and teacher training.

The 10 target TVET colleges will support DHERST during implementation by providing onsite coordination, supporting project activities in their respective institutions, and providing data and information required for monitoring and evaluation.

The Project Steering Committee (PSC), chaired by the DHERST Secretary, provides policy direction and oversight. The PMU assists with day-to-day project coordination and reporting and will be the primary counterpart of the M&E Consulting Firm.

The M&E Consulting Firm will work closely with DHERST, the PMU, ADB, DFAT, TVET colleges, relevant government agencies, employers, students, graduates, and other stakeholders, as required.

### **C. OBJECTIVES OF THE ASSIGNMENT**

The objective of this assignment is to conduct independent, evidence-based evaluations of the project through baseline, midterm, and endline assessments. The M&E firm will be engaged to assess the project's progress against the DMF and GAP, measure outcomes and outputs, and provide analytical findings on relevance, effectiveness, efficiency, impact, and sustainability of project interventions.

### **D. SCOPE OF SERVICES**

The Monitoring and Evaluation (M&E) Consulting Firm will provide comprehensive M&E support for the project, including baseline assessment, annual monitoring, midterm evaluation, endline assessment, tracer studies, project completion and impact evaluation, and assignment completion reporting.

The assignment shall include core M&E and evaluation deliverables over 46 months. The firm shall ensure that the evaluation tools, datasets, and reports are structured in a manner that can support DHERST and the PMU's internal monitoring and reporting requirements.

The firm shall ensure that all activities are aligned with the project's Design and Monitoring Framework (DMF), Gender Action Plan (GAP), Project Administration Manual (PAM), and overall implementation arrangements. The firm shall apply both quantitative and qualitative methods to assess project progress, results, and impacts across the 10 target TVET colleges.

In carrying out the assignment, the firm shall work closely with DHERST, the Project Management Unit (PMU), ADB, DFAT, TVET colleges, and other relevant stakeholders, as required.

### **DETAILED TASKS**

The M&E Consulting Firm shall:

#### **1. General Responsibilities**

- Update, validate, and analyze baseline, midterm, and endline data for all relevant DMF, GAP, and project performance indicators.
- Design and apply appropriate quantitative and qualitative data collection methodologies and instruments, subject to PMU approval.
- Collect primary and secondary data from relevant stakeholders, including TVET managers, teachers, students, graduates, governing councils, parents, employers, and partner institutions.
- Ensure that data are disaggregated, at a minimum, by sex and disability status, and by other relevant variables where applicable.
- Apply appropriate data quality assurance, validation, editing, and triangulation methods, including the use of official government data, previous studies, and, where feasible, comparable regional data.
- Process and analyze data using suitable database and statistical software and generate analytical tables and summary findings.

- Provide evidence-based findings, lessons learned, and practical recommendations to support project implementation, improvement, and evaluation.
- Present findings to DHERST, PMU, ADB, DFAT, and other stakeholders as required.
- Submit all reports, datasets, tools, and related outputs in formats agreed with the PMU.
- Ensure adherence to ethics and research protocols, including obtaining informed consent from respondents, securing ethical clearance where required, and implementing strict data confidentiality and protection safeguards.

## 2. Key Areas for Qualitative Assessment

The firm shall collect and analyze qualitative evidence relating to, at a minimum, the following areas:

- Improved leadership and management practices among TVET managers.
- Improved pedagogical practices, including work-based learning and assessment, among TVET teachers.
- Use of demand-driven, gender-responsive, and socially inclusive curricula.
- Application of quality standards at the college level, including linkages to accreditation through the relevant national authority.
- Employer satisfaction with course quality and relevance to industry needs.
- Employer satisfaction with graduate skills and competencies.
- Changes in institutional capacity, organizational development, and service delivery.
- Broader qualitative evidence of change emerging from project support.

Possible methods may include key informant interviews, focus group discussions, observations, spot checks, student and graduate surveys, employer surveys, case studies, and organizational assessments.

## 3. Data Governance, MIS Integration, and Digital Systems

The firm shall design, operationalize, and strengthen the project's data systems. This includes enhancing the design of the **Project Performance Monitoring System (PPMS)** and ensuring integration with DHERST MIS. The Firm shall develop a comprehensive **Project Data Management Plan**, covering the data architecture and system framework, data flow protocols across PMU, colleges, and DHERST, as well as data storage, access, and version control mechanisms. In addition, the Firm shall establish **data standards**, including naming conventions and the use of unique identifiers for students, teachers, institutions. **Data protection and confidentiality protocols** shall also be developed in line with international good practices.

## 4. Rigorous Evaluation Design

The firm shall develop a robust evaluation framework to ensure credible attribution of project results. This includes validation and refinement of the Theory of Change during the inception phase and the development of a comprehensive Evaluation Matrix linking evaluation questions, indicators, data sources, and methodologies. The firm shall apply at least one of the following evaluation approaches:

- Quasi-experimental design (where feasible)
- Contribution analysis
- Before–after analysis with comparison groups

All evaluation activities including questions shall be aligned with the following ADB evaluation criteria: i) Relevance; ii) Effectiveness; iii) Efficiency; iv) Impact; and v) Sustainability)

## **5. Sampling Strategy Requirements**

The firm shall develop statistically sound sampling methodologies to support project evaluations. This includes designing statistically valid sampling design approaches, conducting power calculations (particularly for tracer studies), defining clearly sampling frames covering students, graduates, and employers.

## **6. Gender and Social Inclusion**

The firm shall operationalize gender and social inclusion requirements throughout the M&E system. This includes conducting gender analysis focusing on access, participation, and outcomes, integrating inclusion indicators (PWDs, rural and disadvantaged groups), and ensuring alignment of all reporting with the ADB Gender Action Plan (GAP).

## **7. Learning and Adaptive Management**

The firm shall establish mechanisms for continuous learning and adaptive management within the project. This includes facilitating quarterly reflection and review sessions, including quarterly and annual learning cycles, to assess implementation progress, identify challenges, and generate evidence-based recommendations.

Findings from monitoring and evaluation activities shall be systematically fed into project decision-making processes to enable adaptive management, inform implementation adjustments, and strengthen overall project performance. The firm shall also prepare knowledge products, including policy briefs, lessons learned notes, and analytical summaries, to support institutional learning and knowledge sharing across stakeholders.

## **8. Data Quality Assurance Framework**

The firm shall establish a Data Quality Assurance (DQA) Framework to ensure the integrity of project data. This framework shall address key dimensions including accuracy, completeness, timeliness, and reliability, and shall include the conduct of periodic Data Quality Audits (DQAs).

## **9. Risk Management in M&E**

The firm shall develop and maintain an M&E Risk Log, to systematically identify and manage risks. This shall include risks related to data gaps, access constraints, and institutional capacity limitations. Appropriate mitigation measures shall be defined and regularly updated.

## **10. Capacity Building**

The firm shall develop and implement an M&E Capacity Development Plan targeting the PMU, DHERST, and TVET colleges. This shall include delivery of training sessions, preparation of M&E manuals, and development of Standard Operating Procedures (SOPs) to strengthen institutional capacity.

## **11. Digital Innovation**

The firm shall adopt appropriate digital tools to enhance M&E efficiency and effectiveness. This includes the use of mobile data collection platforms such as Kobo Toolbox and ODK, statistical software such as SPSS, Stata, and R, dashboard tools such as Power BI and Tableau, and GIS mapping for infrastructure and geographic analysis.

## **12. Strategic Evaluation and Sustainability Elements**

The firm shall incorporate strategic evaluation and sustainability considerations into the project framework. This includes the use of an Evaluation Matrix, validation of the Theory of Change, and development of a Sustainability Assessment Framework addressing Institutionalization of reforms and financial sustainability. As part of ensuring long-term sustainability, the firm shall also support the institutionalization of the Project Performance Monitoring System (PPMS) within DHERST for continued use and integration beyond the project lifecycle. A Stakeholder Engagement Plan shall be developed to ensure inclusive and sustained participation.

## **13. Strengthen Data Use Link**

Monitoring and evaluation data shall be used to inform PMU decision-making, Annual Work Plan and Budget (AWPB) adjustments, and policy dialogue with DHERST, ADB, and other stakeholders.

## **SPECIFIC ACTIVITIES AND OUTPUTS**

### **14. Baseline Assessment and Survey**

The firm shall undertake a baseline assessment and survey to establish or update pre-project conditions and provide a robust basis for future monitoring and evaluation. The tasks shall include, but not be limited to, the following:

- Review existing baseline information in the DMF and update or validate it, as necessary.
- Collect primary and secondary data on project indicators and supporting socioeconomic, institutional, and service delivery conditions across the 10 target TVET colleges.
- Collect baseline information on teachers, students, graduates, governing councils, parents, facilities, equipment, and other relevant project dimensions.
- Undertake an organizational assessment of each target TVET college to establish institutional development levels, where relevant to project indicators.
- Collect additional qualitative and behavioral change data needed to support future assessment of effectiveness, relevance, efficiency, and sustainability.
- Develop and use approved data collection tools, reporting templates, analytical tables, and databases.
- Analyze findings in relation to the project design and intended results framework.
- Prepare and submit a draft Baseline Assessment and Survey Report, revise it based on comments from DHERST, PMU, ADB, DFAT, and other designated stakeholders, and submit the final report.

### **15. Midterm Evaluation**

The firm shall support the project midterm review by undertaking a midterm evaluation and preparing the corresponding report. The tasks shall include, but not be limited to, the following:

- Collect and analyze updated quantitative and qualitative data on project progress, results, and institutional changes at midterm.
- Assess progress toward achievement of outputs and outcomes, including progress against DMF and GAP targets.
- Evaluate implementation arrangements, institutional capacity development, stakeholder engagement, and use of project resources.
- Identify issues, risks, delays, and constraints affecting implementation and achievement of results.
- Assess the continued relevance of the project in relation to sector needs and government priorities.
- Review early evidence of project effectiveness, efficiency, likely sustainability, and emerging impacts.
- Document good practices, lessons learned, and any needed corrective actions or scope adjustments.
- Prepare and submit a Midterm Evaluation Report, incorporating comments from DHERST, PMU, ADB, DFAT, and other designated stakeholders.

## **16. Endline Assessment**

The firm shall undertake an endline assessment to determine project results at completion and support the final evaluation of the project. The tasks shall include, but not be limited to, the following:

- Develop an endline methodology consistent with the project evaluation criteria and approved by the PMU.
- Prepare endline data collection instruments, using baseline data elements and adding any additional items needed to assess final results and evaluation criteria.
- Collect and process endline data using methods and systems consistent with the baseline, to the extent possible.
- Generate analytical tables comparing baseline, midterm, and endline results, where applicable.
- Submit all endline datasets, analysis tables, and supporting materials for use in the final project evaluation.
- Integrate endline findings into the final project evaluation report, unless otherwise directed by the PMU.

## **17. Tracer Studies**

The firm shall undertake two tracer studies to assess graduate outcomes and labor market responsiveness of the supported TVET colleges.

The first tracer study shall be conducted around midterm, and the second at project completion, in coordination with the endline assessment and final evaluation. The tasks shall include, but not be limited to, the following:

- Develop the tracer study methodology, sampling approach, and data collection instruments, for approval by DHERST/PMU.
- Collect and analyze data on graduate employment, employability, labor market outcomes, graduate-to-enrollee trends, wages, and other relevant indicators.
- Assess the extent to which project-supported training is responsive to labor market needs and industry demand.
- Prepare tracer study reports with findings, conclusions, and recommendations.

- Support dissemination of tracer study findings through presentations, stakeholder discussions, and at least one agreed knowledge-sharing event for each tracer study.
- Coordinate, as needed, with the Technical Support Team (TST) and other relevant experts in finalizing and disseminating tracer study findings.

The firm shall strengthen tracer studies through:

- Development of a Graduate Tracking System
- Use of panel tracking methodologies (where feasible)
- Integration of digital tools (e.g., SMS, mobile platforms, alumni networks)

## **18. Project Completion and Outcome/Impact Assessment**

The firm shall prepare a Project Completion and Impact Evaluation Report in accordance with government and ADB requirements. The evaluation shall assess the project's:

- a. Relevance;
- b. Effectiveness;
- c. Efficiency;
- d. Sustainability; and
- e. Likely and emerging impacts.

In carrying out this task, the firm shall:

- Use findings from the baseline, annual monitoring, midterm evaluation, endline assessment, tracer studies, and other available sources.
- Assess the extent to which project outputs and outcomes have been achieved.
- Evaluate changes in institutional capacity, teaching and learning practices, curriculum delivery, employability outcomes, and stakeholder satisfaction.
- Assess the sustainability of project benefits in the medium and long term.
- Identify lessons learned, good practices, and recommendations for future programming.
- Prepare and present the final Project Completion and Outcome/Impact Assessment Report at an agreed knowledge-sharing event.

## **19. Assignment Completion Report**

At the end of the assignment, the firm shall prepare an Assignment Completion Report. The report shall include, at a minimum:

- A summary of activities undertaken and outputs delivered under the assignment.
- The firm's experience in carrying out the assignment, including coordination arrangements and implementation issues encountered.
- Key lessons learned, including facilitating and constraining factors affecting delivery.
- Lessons, Risks and Recommendations to improve future M&E assignments of a similar nature.

## **E. LOCATION AND DURATION OF THE ASSIGNMENT**

The assignment will be undertaken in PNG covering the 10 TVET colleges under the project. The firm is expected to have staff in PNG to assist. Members of the evaluation team will need to travel to all the 10 TVET colleges to ensure timely and high-quality delivery of the outputs.

The assignment is expected to start in February 2027 and will be implemented over 46 months, ending in November 2030. The assignment will be implemented intermittently, with major inputs

during inception, baseline establishment, midterm evaluation, and endline assessment, and project completion evaluation stages. Specific timelines, deliverables and inputs will be defined in the contract.

## **F. REPORTING ARRANGEMENT**

The M&E Consultancy Firm will report to the Project Manager under the PMU. All deliverables will be subject to review and approval by DHERST and ADB. The firm will coordinate closely with the PMU M&E Officer, International FMA Specialist, Gender and Social Officer, Environmental Safeguards Officer, and Technical Support Team, and relevant DHERST and TVET college focal persons.

All reports shall follow DHERST/PMU-approved outlines and shall be prepared in English. Each report shall include a concise executive summary not exceeding two pages. Unless otherwise agreed with the PMU, the firm shall submit three (3) hard copies and electronic copies of each final report, together with all required annexes, datasets, databases, analytical tables, completed questionnaires, coding instructions, data collection instruments, metadata, and other supporting materials generated under the assignment.

## **G. CONSULTANT QUALIFICATIONS**

The M&E Consulting Firm must demonstrate strong technical, institutional, and operational capacity to deliver complex, multi-phase evaluations across a multi-year project lifecycle. The firm shall meet the following minimum requirements:

- (i) At least 10 years of proven experience in monitoring and evaluation of development projects, including baseline, midterm, and endline evaluations.
- (ii) Demonstrated experience in conducting at least 5 large-scale project/program evaluations of which:
  - a. At least 2 must include impact assessment or tracer studies; and
  - b. At least 2 must involve education, TVET, or human capital development projects
- (iii) Proven familiarity with Design and Monitoring Framework (DMF), results framework, and reporting standards of MDBs
- (iv) Demonstrated experience working in Papua New Guinea and/or Pacific Island Countries
- (v) At least 2 assignments implemented in geographically dispersed or logistically challenged environments

## **H. CONSULTANTS' QUALIFICATION, STAFFING, AND TASKS OF KEY AND NON-KEY EXPERTS**

The firm shall be composed of a multidisciplinary team with expertise in monitoring and evaluation, education and TVET systems, statistics and data analysis, gender and social inclusion, and safeguards monitoring. Key experts should demonstrate:

- Extensive international experience in evaluation of development projects.
- Proven experience with ADB or other multilateral development bank-funded projects.
- Strong expertise in results-based management and logical framework analysis.
- Experience in conducting large-scale surveys and qualitative research.
- Excellent analytical, reporting, and facilitation skills.

The mandatory key experts to be assigned in the consultant team and minimum mandatory requirements are the following (see the Table below).

The consulting firm will have to determine other experts (national or international) to deliver all the required outputs in accordance with their proposed approach and methodology.

No	Position	Indicative Person-Months	Minimum Qualifications	Main Responsibilities
1	Team Leader/Project Evaluation Specialist (International Consultant, Key Expert)	12	<p><u>Key Qualifications, Skills and Experience</u></p> <ul style="list-style-type: none"> <li>• Post Graduate Degree in <b>economics, statistics, evaluation, public policy, or international development</b></li> <li>• At least <b>10 years of professional experience</b>, including <b>monitoring and evaluation</b></li> <li>• Experience leading <b>at least 3 project/program evaluations</b></li> <li>• Experience with <b>ADB or other MDB-funded projects</b></li> <li>• Experience in <b>TVET, education, or skills development projects</b></li> <li>• Experience working in <b>PNG or Pacific region (strongly preferred; at least 2 assignments)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Direct and supervise the team of consultants;</li> <li>• Take a lead role in the development of methodologies and data collection instruments as well as project indicators and data analysis for each of the assigned tasks;</li> <li>• Lead the data collection activities and ensure the collection of high-quality data and the delivery of high-quality outputs on time;</li> <li>• Liaise with assigned focal persons at PMU and DHERST on matters relating to the tasks assigned to the team and inputs from TST and design and supervision consulting firm;</li> <li>• Coordinate with DHERST to ensure that databases developed are integrated into the department's Management Information System (MIS);</li> <li>• Take a lead role in the drafting and finalization of all reports</li> </ul>
b	Project Evaluation Specialist/ Capacity Building Specialist (International Consultant, Key Expert)	12	<p><u>Key Qualifications, Skills and Experience</u></p> <ul style="list-style-type: none"> <li>• Bachelor's Degree in <b>education, development studies, economics, or related field</b></li> <li>• At least <b>8 years of professional experience</b>, including <b>evaluation and capacity development</b></li> <li>• Experience in: <ul style="list-style-type: none"> <li>○ Designing <b>evaluation frameworks and survey instruments</b></li> <li>○ Assessing <b>institutional capacity development programs</b></li> </ul> </li> <li>• At least <b>2 evaluation assignments in education/TVET</b></li> <li>• Experience in <b>PNG or similar contexts</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provide inputs to methodologies and instruments for collecting and analyzing data related to subject matter expertise;</li> <li>• Provide inputs to the design of analytical tables;</li> <li>• Participate in all data collection activities including the editing of completed data collection forms and data cleansing prior to data entry;</li> <li>• Provide inputs to the analysis of data especially on data related to capacity building;</li> <li>• Provide inputs to required reports;</li> <li>• Perform other tasks as may be assigned by the Team Leader.</li> </ul>
c	TVET Specialist/ Organizational Development Specialist (International consultant, key expert)	12	<p><u>Key Qualifications, Skills and Experience</u></p> <ul style="list-style-type: none"> <li>• Bachelor's Degree in <b>education, TVET, organizational development, or related field</b></li> <li>• At least <b>8 years of professional experience</b>, including <b>TVET systems or institutional development</b></li> <li>• Experience in: <ul style="list-style-type: none"> <li>○ <b>Curriculum implementation assessment</b></li> <li>○ <b>Organizational assessments of training institutions</b></li> </ul> </li> <li>• Experience in a <b>TVET or education related projects</b></li> <li>• Experience in <b>developing countries or Pacific region</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provide inputs to methodologies and instruments for collecting and analyzing data related to subject matter expertise;</li> <li>• Provide inputs to the design of analytical tables;</li> <li>• Participate in all data collection activities including the editing of completed data collection forms and data cleansing prior to data entry;</li> <li>• Provide inputs to the analysis of data especially on the organizational assessment of target TVET colleges;</li> <li>• Provide inputs to required reports;</li> <li>• Perform other tasks as may be assigned by the Team Leader.</li> </ul>

d	Data Management and Statistics Specialist (National consultant, key expert)	12	<u>Key Qualifications, Skills and Experience</u> <ul style="list-style-type: none"> <li>• Bachelor's Degree in <b>statistics, data science, economics, IT, or related field</b></li> <li>• At least <b>5 years of experience</b>, including data management for <b>large-scale surveys</b>, use of statistical software (e.g., Stata, R, SPSS)</li> <li>• Experience supporting <b>baseline, midterm, and endline surveys</b></li> </ul>	<ul style="list-style-type: none"> <li>• In coordination with DHERST, recommend a suitable software for data entry and developing the database with the end in view of integrating the database into the MIS of DHERST;</li> <li>• Develop the data entry routine and database structure based on the data collection instruments;</li> <li>• Participate in data collection activities as may be assigned by the Team Leader;</li> <li>• Perform all data entry tasks;</li> <li>• Prior to generating analytical tables, review databases for consistency in units of measurement and extreme values;</li> <li>• Generate all analytical tables;</li> <li>• Perform other tasks as may be assigned by the Team Leader.</li> </ul>
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**Indicative total key expert input: approximately 48 person-months.** In addition, the firm shall provide adequate non-key national support, including field coordinators, enumerators/data collectors, data entry or transcription support, and logistics/administrative support, as required to complete fieldwork across the 10 target TVET colleges.

The person-months are indicative and may be optimized by the firm, provided that the technical proposal demonstrates sufficient resources for data collection, analysis, quality assurance, reporting, and stakeholder coordination.

## I. KEY TIMELINES, DELIVERABLES AND PAYMENT SCHEDULE

Payments are contingent upon acceptance of final outputs and reports. An Output-based contract shall apply with the following milestones:

Output No.	Output/Deliverable	Submission	% of Lumpsum Contract
1	<b>Inception Report</b> , including methodology, work plan, draft data collection instruments, validated Theory of Change, evaluation framework, sampling strategy, draft data architecture and PPMS/MIS Integration design, Evaluation Matrix, Indicator Reference Sheets	Month 2 (expected Mar 2027)	10%
2	<b>Baseline Assessment and Survey Report</b> including datasets, tools, institutional assessments, and baseline data	Month 4 (expected May 2027)	15%
3	Tracer Study 1 Report + Presentation, including sampling, datasets, and labor market analysis	Month 10 (expected Nov 2027)	10%
4	Midterm Evaluation Report (including evaluation matrix application, comparative analysis, ToC validation)	Month 16 (expected May 2028)	10%
5	Tracer Study 2 Report + Presentation	Month 31 (expected Aug 2029)	10%
6	Endline Assessment Package (datasets, comparative analysis tables, cleaned databases)	Month 40 (expected May 2030)	10%
7	Project Completion and Outcome/Impact Assessment Report including final evaluation analysis, synthesis of all prior datasets and studies, outcome and impact assessment, sustainability assessment, lessons learned, and Final Stakeholder Presentation	Month 45 (expected Oct 2030)	25%
8	Assignment Completion Report	Month 46 (expected Nov 2030)	10%

Each major report shall include:

- Updated DMF Tracking Table
- Indicator Reference Sheet (IRS)
- Evaluation Matrix (where applicable)
- Output/Outcome Analysis
- Gender and Social Inclusion (GAP-aligned)
- Risk Log and Mitigation Updates
- Data Quality Assessment (DQA) Findings
- Clean datasets, databases, metadata, coding instructions, completed questionnaires, data collection instruments, and supporting documentation
- Dashboards and visual summaries
- Actionable recommendations