

Terms of Reference (ToR) for the Project Mid-Term Evaluation

Project Title: “Gender-Responsive and Inclusive
Vocational Education and Training (GRiVET)”

3 June 2026

Assignment	Mid-term-Evaluation for GRiVET Project
Contract Type	Service Contract
Location	Mirpur-2, Dhaka-1216, Bangladesh
Duration	Seventy-five (75) calendar days.



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I. PROJECT SUMMARY

Type of assessment	Mid-Term Evaluation
Name of the project	Gender-Responsive and Inclusive Vocational Education and Training (GRiVET)
Project start & end dates	6 June 2024 to 31 March 2029
Project duration	5 Years
Project locations:	10 Districts of UCEP working areas (Dhaka, Gazipur, Sylhet, Rangpur, Rajshahi, Khulna, Barishal, Patuakhali, Chattogram, Cox's Bazar).
Thematic areas	Vocational education, skills training, Social Inclusion and job placement
Donor	Global Affairs Canada.
Estimated beneficiaries	27,000 direct and 108,000 indirect
Overall objective of the project	Objectives: The objective of the Gender-Responsive and Inclusive Vocational Education and Training (GRiVET) project typically revolves around addressing gender disparities and promoting equality within vocational education, training programs and decent job. Ultimate Outcome: Improved gender responsive TVET ecosystem (vocational education, skills training and job placement) to support underprivileged children and youth, especially women and girls, including those with disabilities, to gain employable skills for decent work in 10 districts of Bangladesh.

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2. INTRODUCTION

UCEP Bangladesh is implementing the Gender-Responsive and Inclusive Vocational Education and Training (GRiVET) Project with the support of Global Affairs Canada to promote a gender-responsive, inclusive, and equitable Technical and Vocational Education and Training (TVET) ecosystem in Bangladesh. The project is being implemented across multiple regions of the country with a strong focus on enhancing access to quality technical education, promoting gender equality, and creating decent employment opportunities for underprivileged youth, particularly women, girls, and persons with disabilities. The project emphasizes institutional capacity building, gender-transformative practices, community engagement, and strengthening linkages between training and employment opportunities.

As the GRiVET project has reached the midpoint of implementation, the Mid-term Evaluation to be conducted through third party consultant to assess the overall progress, effectiveness, relevance, and efficiency of the project interventions, particularly in improving enrolment, participation, retention, and employment opportunities for women and marginalized youth. The evaluation will also identify key achievements, challenges, lessons learned, and good practices to support evidence-based decision-making and adaptive project management, while providing recommendations to strengthen inclusive, gender-responsive, and sustainable TVET systems aligned with SDG-4, SDG-5, and SDG-8.

3. PROJECT BACKGROUND

3.1 Project Background

UCEP Bangladesh is implementing the "Gender-Responsive Inclusive Vocational Education and Training (GRiVET)" project with funding from Global Affairs Canada (GAC). This Project addresses Bangladesh's need to provide underprivileged youth with market-driven skills leading to decent work. It will provide underprivileged children and youth, especially girls and women, with inclusive vocational education and training that meets the needs of the market and responds to the needs of women and girls. It will also strengthen the capacity of the Organization to provide such training and be more gender responsive.

The Project will work with the Organization's 20 schools & 10 TVET institutions, stakeholders, and employers to promote women's and girls' right to education and address barriers affecting their access to both education and employment. The goal is to shift harmful norms that prevent girls and women from pursuing skills training and obtaining employment. The Project will strengthen the Organization's capacity to provide quality vocational education and training that address the needs of women and girls and increases the number of girls and women as students and graduates. It will also strengthen the Organization's job placement services, especially for women and girls. Specifically, the Project will provide market-driven skills training, including entrepreneurship training, to 15,000 youths (female 7,500; male 7,500) in 10 districts. Both groups will include diversified groups such as persons with disabilities (PWD), LGBTQI+ and ethnic minorities. Job placement support and entrepreneurship training will also be provided to enhance employment opportunities and economic empowerment to 85% training completers, out of which 50% will be female.

As the project has reached the midpoint of implementation, the Mid-term Evaluation is being conducted to assess the overall progress, effectiveness, relevance, and efficiency of the project interventions. The evaluation will examine the extent to which the project is achieving its intended outputs and outcomes, particularly in improving enrolment, participation, retention, and employment opportunities for women and marginalized youth.

The evaluation will also identify key achievements, challenges, lessons learned, and good practices to support evidence-based decision-making and adaptive project management during the remaining implementation period. The findings and recommendations of the evaluation will help UCEP Bangladesh strengthen project implementation and further promote inclusive, gender-responsive, and sustainable





TVET systems aligned with the Sustainable Development Goals (SDGs), particularly SDG-4, SDG-5, and SDG-8.

Project Objectives:

The objective of the Gender-Responsive and Inclusive Vocational Education and Training (GRiVET) project typically revolves around addressing gender disparities and promoting equality within vocational education, training programs and decent job.

Promoting Gender Equality: Ensuring equal access to vocational education and training opportunities for individuals of all genders especially for girls/women, PWD and ethnic & others minority people.

Addressing Gender Stereotypes: Challenging and reducing stereotypes that may limit individuals from pursuing certain vocational paths based on their gender.

Enhancing Access: Increasing access to vocational education & training for marginalized groups, including women, PWD, LGBTQ+ individuals, and other underrepresented communities.

Skill Development: Providing relevant and practical skills training that aligns with labor market demands and promotes economic empowerment for all gender especially for girls/women, PWD and ethnic & others minority people.

Capacity Building: Building the capacity of organization for providing to deliver gender-responsive and inclusive education.

Project Result Framework:

Ultimate Outcome:

Improved gender responsive TVET ecosystem (vocational education, skills training and job placement) to support underprivileged children and youth, especially women and girls, including those with disabilities, to gain employable skills for decent work in 10 districts of Bangladesh.

Intermediate Outcome:

1. Strengthened gender-responsive vocational education and market-driven skills training for underprivileged children and youth, especially women and girls, including PWD.
2. Improved gender-responsiveness of UCEP schools/institutes and selected employers to create and ensure safe and inclusive education and work environments for women and girls
3. Enhanced UCEP's organizational capacity to provide gender-responsive quality TVET services.

Immediate Outcome:

1. Improved access to gender responsive, equitable and green learning environment opportunities of quality vocational education for disadvantaged children and youth.
2. Increased capacity for equitable gender responsive market- driven employment opportunities for disadvantaged young women and men including PWD, LGBTQI+ and ethnic minorities.
3. Increased underprivileged girls and women graduates at UCEP Technical Schools and TVET Institutes.
4. Increased the employment of underprivileged girls and women graduates of UCEP in a job relevant to their training.
5. Enhanced individual capacity of UCEP personnel on gender responsive pedagogy, technical competency, greening skills, curriculum and learning material development, and project management.
6. Improved lab and infrastructural capacity of UCEP institutions to provide quality vocational education and better address the changing demand of skills economy.

Population Reach: 27,000 direct and 108,000 indirect reach through this project.

Geographical coverage: 20 Schools and 10 TVET Institutes in 10 Districts of UCEP working areas (Dhaka, Gazipur, Sylhet, Rangpur, Rajshahi, Khulna, Barishal, Patuakhali, Chattogram, Cox's Bazar)





3.2 Context of the Mid-term Evaluation

The evaluation will examine the performance of the project across its key thematic areas, including vocational education and skills training, gender equality and social inclusion, institutional capacity development, and employment promotion. It will assess the effectiveness of the project's strategies in improving enrolment, retention, completion, and employment outcomes for women, girls, and marginalized youth. The evaluation will also explore how effectively the project has integrated gender-responsive and inclusive approaches within TVET institutions, workplaces, and communities.

In addition, the Mid-term Evaluation will identify key achievements, implementation challenges, lessons learned, and good practices that can inform the remaining implementation period of the project. Particular attention will be given to understanding the socio-cultural, institutional, operational, and economic factors that influence project performance and sustainability. The evaluation findings will support adaptive management and evidence-based decision-making by providing actionable recommendations for improving project effectiveness, strengthening accountability, and maximizing long-term impact.

The Mid term Evaluation is also aligned with UCEP Bangladesh's broader commitment to promoting inclusive education, gender equality, decent employment, and sustainable economic development in line with the Sustainable Development Goals (SDGs), particularly SDG-4 (Quality Education), SDG-5 (Gender Equality), and SDG-8 (Decent Work and Economic Growth). The findings and recommendations of the evaluation will play a critical role in guiding the future direction of the GRiVET project and strengthening UCEP Bangladesh's efforts to establish gender-responsive and inclusive TVET institutions where all learners can equally access opportunities, develop skills, and achieve their full potential.

Project Indicators:

Level	Expected Results	Indicators
ULTIMATE OUTCOME	1000: Improved gender responsive TVET ecosystem (vocational education, skills training and job placement) to support underprivileged children and youth, especially women and girls, including those with disabilities, to gain employable skills for decent work in 10 districts of Bangladesh.	• % of increase in participation and attainment in vocational education and skills training. • % of income increased of women and men including PWD, LGBTQI+ and ethnic minorities • Capacity increased of UCEP for gender-responsive programming
INTERMEDIATE OUTCOMES	1100 (VOCATIONAL EDUCATION AND SKILLS TRAINING): Strengthened gender-responsive vocational education and market-driven skills training for underprivileged children and youth, especially women and girls, including PWD.	• % of increased female completion rate in vocational education and skills training • % of female student/learner performance improved in exams in vocational education and skills training • % of youth reported on increased employability skills
	1200 (GENDER EQUALITY) Improved gender-responsiveness of UCEP schools/institutes and selected employers to create and ensure safe and inclusive education and work environments for women and girls.	• Confidence level increased of girls to continue education. • # of GBV incidents/cases reduced (at school, family, community and workplace) • % of women increased in the participation in workforce. • Job satisfaction of women and girls.
	1300 (CAPACITY BUILDING): Enhanced UCEP's organizational capacity to provide gender-responsive quality TVET services.	• % of UCEP staff demonstrated improved performance. • % of staff and trainees reported on the adequacy of lab and workshop facilities. • Perception of students, staff and community people on green learning and working environment.

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IMMEDIATE OUTCOMES	1110 Improved access to gender responsive, equitable and green learning environment opportunities of quality vocational education for disadvantaged children and youth.	# of children including girls, person with disabilities and children from marginalized communities enrolled in vocational education. - UCEP student' pass rate in public examination (SSC – Voc)
	1120 Increased capacity for equitable gender responsive market-driven employment opportunities for disadvantaged young women and men including PWD, LGBTQI+ and ethnic minorities.	# of market driven and gender inclusive curriculum updated/developed. # of youth placed in gainful employment within 6 months of completion of skills training
	1210 Increased underprivileged girls and women graduates at UCEP Technical Schools and TVET Institutes	# of underprivileged girls graduates at Technical School. # of underprivileged women graduates at TVET Institute
	1220 Increased the employment of underprivileged girls and women graduates of UCEP in a job relevant to their training.	# of TVET women graduates employed. # of workplace ensured affirmative action towards women employment
	1310 Enhanced individual capacity of UCEP personnel on gender responsive pedagogy, technical competency, greening skills, curriculum and learning material development, and project management.	# of teachers and instructors integrating gender-sensitive content and approach into teaching and training activities
	1320 Improved lab and infrastructural capacity of UCEP institutions to provide quality vocational education and better address the changing demand of skills economy.	# of labs and training workshops upgraded with modern tools and machineries. # schools' environment improved

4. SCOPE OF EVALUATION

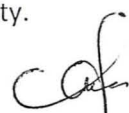
4.1 Purpose and key Questions of the Mid-Term Evaluation

The purpose of the Mid-Term Evaluation of the GRIVET Project is to systematically assess the project's progress, performance, effectiveness, efficiency, and implementation status at the midpoint of the project cycle. The evaluation will generate evidence-based findings on the extent to which the project is achieving its intended outputs and outcomes, identify implementation gaps and operational challenges, assess emerging risks and opportunities, and provide practical recommendations and corrective measures to improve project implementation and ensure the successful achievement of the overall project objectives within the remaining project period.

Specific Objectives of the Mid-Term Evaluation

- To assess the progress of the GRIVET Project against planned outputs, outcomes, targets, indicators, and implementation timelines.
- To examine the effectiveness of project interventions and strategies in achieving intended results among targeted beneficiaries and stakeholders.
- To assess the efficiency of project implementation mechanisms, resource utilization, coordination, and management systems.
- To identify implementation gaps, operational bottlenecks, challenges, and emerging risks affecting project performance and sustainability.





5. To assess the relevance and appropriateness of project activities in relation to the needs and priorities of beneficiaries and stakeholders.
6. To examine the extent of participation, inclusion, gender responsiveness, and accountability mechanisms within project implementation.
7. To document key lessons learned, good practices, and innovative approaches emerging from project implementation.
8. To provide evidence-based recommendations, strategic guidance, and course-correction measures for improving project performance and ensuring the successful achievement of the project objectives during the remaining implementation period.

4.2 Key Mid-Term Evaluation Questions Following OECD-DAC Criteria

The OECD-DAC Criteria are internationally recognized evaluation standards used to assess the effectiveness and quality of development and humanitarian projects. The criteria include Relevance, Effectiveness, Efficiency, Impact, and Sustainability. Relevance measures how well the project addresses beneficiaries' needs, while Effectiveness assesses the achievement of objectives. Efficiency examines how economically resources are used, and Impact evaluates the long-term positive or negative changes created by the project. Sustainability measures whether the project benefits are likely to continue after donor support ends. Key Mid-Term Evaluation Questions Following OECD-DAC Criteria are as given below:

1. Relevance

1. To what extent are the project objectives, interventions, and implementation strategies relevant to the needs and priorities of the targeted beneficiaries and stakeholders?
2. To what extent is the project aligned with national policies, donor priorities, and institutional strategies related to skills development, gender equality, and socio-economic empowerment?

2. Effectiveness

1. To what extent has the project achieved its planned outputs and made progress toward intended outcomes at the mid-term stage?
2. How effective are the project interventions and implementation approaches in producing meaningful results for the targeted beneficiaries?

3. Efficiency

1. To what extent are project resources, time, and implementation mechanisms being utilized efficiently to achieve planned results?
2. How effective are the project management, coordination, monitoring, and reporting systems in supporting timely and quality implementation?

4. Impact

1. What significant changes or emerging impacts have occurred among beneficiaries and stakeholders as a result of the project interventions?
2. To what extent has the project contributed to improving skills, livelihoods, empowerment, and social inclusion of the targeted groups?

5. Sustainability

1. To what extent are the project's outcomes and benefits likely to continue after the completion of the project?



2. How effectively has the project strengthened the capacity, ownership, and commitment of stakeholders to sustain project achievements?

6. Cross-Cutting Issues

1. To what extent has the project ensured gender equality, PWDs, and minority groups inclusion, participation, and accountability throughout implementation?
2. What key lessons learned, good practices, and course-correction measures can be identified to improve the remaining phase of the project?

4.4 Stakeholders / Audiences

The key stakeholders/audiences for this Mid-term Evaluation are:

Stakeholder	Further information
Project donor	Global Affairs Canada.
Implementing organisation	UCEP Bangladesh
Employers of Project Beneficiaries	Employers, Industrialist and Employers Committee Members
Institute and community level	Girls and Women, Persons with Disabilities (PWDs), LGBTQI+ Individuals, Ethnic Minorities, Parents, Local Leaders, Teacher, Local Government Officials and Service Providers.
Beneficiaries	Learner's, Trainers, Teachers, Program/Project Management of UCEP.

5. STUDY METHODOLOGY

5.1 Research design

The consultant/firm is expected to propose a robust mixed-method approach, including but not limited to:

Quantitative Methods

- Structured quantitative survey among a representative sample of 27,000 direct project beneficiaries
- Employment, income, and livelihood outcome analysis
- Comparative analysis with baseline/pre-training conditions and mid-term progress (where available)

Qualitative Methods

- Key Informant Interviews (KIIs) with project staff, employers, NSDA representatives, and institutional stakeholders
- Focus Group Discussions (FGDs) with male, female, and persons with disabilities (PWD) trainees, students, teachers and trainers' groups.
- Development of case studies on successful graduates and employment outcomes

The mid-term evaluation will use both qualitative and quantitative methods. It will include a context analysis. Data will be collected from project locations (i.e. Dhaka (North & South), Gazipur, Chattogram, Sylhet, Rajshahi, Rangpur, Khulna and Barisal. Division). Besides a desk-based document review, the consultant will propose participatory tools for qualitative information collection (i.e. field visits, key

informant interviews, focus group discussions, Interview, IDs etc.). Discussions with community people, focus group discussions, key informant interviews and other required tools and quantitative data collection tools (i.e. sample survey, interview, observations etc) will be proposed by the consultant in the proposal / tender and inception report. The contracted consultancy firm is expected to prepare an approach and methodology, appropriate tools and sampling frame with representative sample size to meet the objectives of the study. The approach and methodology and relevant tools should be discussed during the inception phase in consultation with UCEP Bangladesh, tested, and finalized before data collection. The detailed approach and methodology will be presented in the inception report. The evaluator will use a utilization-focused approach including participatory methods to involve key users, beneficiaries and other stakeholders in the process. The inception report will need to present the approach to this.

5.2 Data Collection Tools

All primary data collected during the course of the evaluation must facilitate disaggregation by gender, age, disability, location etc. Data triangulation is expected for this evaluation. It will be a requirement of the evaluation team to source additional external data sources to add value to the evaluation. The evaluation will explore any personal and professional influence or potential bias among those collections or analysing data been recorded and addressed or mitigated ethically.

A range of project documentation will be made available to the evaluation team that provides information about the design and implementation. The evaluation team is required to adhere to the Data protection and Privacy policies throughout all project activities.

5.3 Sampling

- A statistically representative sample will be selected from the 27,000 direct project beneficiaries using statistical sampling approach.
- Multi-stage stratified random sampling will be applied based on region, gender, trade/course, and beneficiary categories to ensure proportional representation.
- The sample size will be determined using a standard statistical formula with a 95% confidence level and 5% margin of error, including consideration of non-response rates.
- Simple random or systematic random sampling techniques will be used for selecting quantitative survey respondents from the beneficiary database/MIS records.
- Purposive sampling will be used for KIIs, FGDs, and case studies to ensure participation of project staff, employers, successful graduates, women, and persons with disabilities (PWDs).

5.4 Ethical considerations

It is expected that this assessment will be:

Inclusive: Ensure that people from different ethnic, social and religious backgrounds have the chance to participate, as well as children with disabilities and children who may be excluded or discriminated against in their community.

Ethical: The impact assessment must be guided by the following ethical considerations:

- Protection/safeguarding – demonstrating the highest standards of behaviour towards children.
- Sensitive – to child rights, gender, inclusion and cultural contexts



- Openness – of information given to the highest possible degree to all involved parties.
- Confidentiality and data protection – measures will be put in place to protect the identity of all participants and any other information that may put them or others at risk.
- Public access – to the results when there are not special considerations against this.
- Broad participation – the relevant parties should be involved where possible.
- Reliability and independence – the evaluation should be conducted so that findings and conclusions are correct and trustworthy.

It is expected that:

- Data collection methods will be age and gender appropriate.
- The Impact Assessment Activities will provide a safe, creative space where children feel that their thoughts and ideas are important.
- A risk assessment will be conducted that includes any risks related to children or young people's participation.
- Informed consent will be used.

6. EXPECTED DELIVERABLES

This consultancy is expected to be completed within 75 calendar days after signing the contract. The assessment deliverables and due dates (subject to the commencement date of the evaluation) are outlined below. The evaluation team lead will advise immediately of any risks or issues that may impact on their ability to provide the deliverables by these due dates.

Deliverables and due dates

Deliverable	Due Date
The Evaluation Team is contracted and commences work	15 July 2026
The Evaluation Team will facilitate a workshop with key users and relevant stakeholders at the commencement of the project to develop the inception report. The inception report will include: ▪ Evaluation objectives and key questions and matrix ▪ description of the methodology, data sources, draft data collection tools and sampling considerations ▪ caveats and limitations of evaluation ▪ key deliverables, milestones and timelines ▪ risk and issue management plan ▪ a stakeholder communication and engagement plan ▪ consultation protocols for consulting with children and other vulnerable groups ▪ logistical or other support required from UCEP Bangladesh See annex for an outline of the inception report	30 July 2026
Data collection tool ▪ Survey instrument. ▪ Data collection mechanism	15 August 2026
Data collection and analysis including all raw data, databases and analysis outputs	31 August 2026
An Evaluation Report (Draft Version) including the following elements: ▪ Executive summary	30 September 2026

- Background description of the program and context relevant to the impact assessment - Scope and focus of the impact assessment. - Overview of the assessment methodology and data collection methods, including an evaluation matrix - Findings aligned to each of the key impact assessment questions. - Specific caveats or methodological limitations of the impact assessment - Conclusions outline implications of the findings or learnings. - Recommendations - Evaluation management action - Annexes (project log frame, evaluation TOR, inception report, study schedule, list of people involved) See annex for an outline of the evaluation report.	
Final Mid-Term Evaluation Report incorporating feedback from consultation on the Draft Mid Term Evaluation Report A Power Point Presentation on Mid Term Evaluation Study will be shared with final report.	10 October 2026
Findings Sharing with A Power Point Presentation: The consultant will share the findings of the Mid-Term Evaluation Report with key stakeholders through a PowerPoint presentation, along with the final report and necessary data.	15 October 2026

7. KEY CONTACT

The study will be coordinated by **Md Atiquer Rahman**, Manager MFRL (atiquer.rahman@ucephd.org, 01731490399) keeping close coordination with **Engr. Joy Prakash Barua**, Deputy Director, Programme & Innovation, UCEP Bangladesh CC for any required support, information, and documents.

8. EVALUATION TEAM

The evaluation team members may include as below:

The consultants/firm/organization shall have roves readiness for independent work in the field and should have extensive academic experience in education or facilitation or a related field. The consultants/firm/organization should have, but not limited to, below composition of staff:

- Team Leader- Should have minimum 15 years of research experience blended with national and international organization or project implementation specially on TVET and Skills development area.
- TVET Specialist: Should have minimum 10 years of experience as TVET or skills related field in reputed national and international organization or university level sociology teaching faculty member.
- Gender Specialist- Should have minimum 10 years of research experience blended with national and international organization or project or as a university level research methodology teaching faculty member.
- Statesian/Anthropologist: Should have minimum 10 years of experience as anthropologist or related field in reputed national and international organization or university level anthropology teaching faculty member.
- SPSS/R/NVivo/Power BI specialist: Should have minimum 5 years of working experience as SPSS/RA/Power BI specialised or as a university level SPSS teaching staff.

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There is a high expectation that:

- Members (or a proportion) of the evaluation team have a track record of working together.
- A team leader will be appointed who has the seniority and experience in leading complex evaluation projects, and who has the ability and standing to lead a team toward a common goal.
- The team has the ability to commit to the terms of the project, and have adequate and available skilled resources to dedicate to this evaluation over the period.
- The team has a strong track record of working flexibly to accommodate changes as the project is implemented.

9. TECHNICAL EVALUATION CRITERIA

The organization will assign a committee composed of management and technical team to evaluate the proposals submitted by consulting firms/firms. The selection committee will evaluate the bidders based on the criteria set below. The consulting firm/firm is expected to provide detailed information based on the given framework to ensure fair and effective comparison. The committee reserves the right to drop a competitor that scores the least. The proposals submitted will be reviewed based on the set criteria.

Need to mention the technical evaluation criteria. It can vary but the standard practice is:

Criteria	Score
Technical Proposal (Desk Review)	75
Appropriateness of the study design and justification for choosing the specified study design	20
Study Methodology, Sampling strategy, data collection methods (including the data collection tools), and data quality assurance plan	25
Formation of the evaluation team, and the required expertise, skills, and experience of the consulting firm in conducting studies in the skills sector (both soft and technical skills). Testimonials and previous experience will be considered during the evaluation.	20
Relevant Experiences and Capacity of the consulting firm (management, technical, and financial capacity)	10
Financial Proposal	25
Total	100

Weight Distribution:

- Technical: 75% (Proposal 60% + Presentation 15%)
- Financial: 25%

Benchmark scoring point:

Step 1: Bidders must score at least 39 out of 60 (65%) in the technical proposal to qualify.

Step 2: Qualified bidders (39 score out of 60) will proceed to an oral presentation (15%).

Step 3: Financial proposals (25%) will be evaluated only for shortlisted bidders (who will appear for oral presentation).

Step 4: Final selection will be based on the combined score, and the highest scorer will be awarded the contract.

10. MODE OF PAYMENT

The payment will be made through the A/C Payee Cheque in favor of the contract holder, that will cover everything i.e. remuneration, field work cost, conveyance, printing, other administrative cost etc. All expenditure during survey time will be taken care of by the consultancy firm. UCEP Bangladesh will deduct tax, according to the TAX and VAT Regulation of the Government of Bangladesh. The payment will be made according to the following schedule:

- 30% after completion of inception report and tools development and sharing of field plan with UCEP Bangladesh.
- 40% after submission of draft report including filled up tools, database and guidelines.
- 30% after submitting the final report of the study and having this accepted by UCEP Bangladesh.

Required documents:

The consultant/evaluation team should attach the following documents along with the technical and financial proposal:

1. Copy of valid TIN Certificate
2. Copy of valid VAT Registration/BIN certificate
3. Curriculum Vitae(s) of key proposed consultants /team outlining relevant experience.

Procedure of proposal submission:

The consultant(s)/evaluation team should submit a technical and financial proposal along with required documentation as per the requirements in this ToR to the UCEP Bangladesh management.

1. ANNEXES

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