

Ethiopian Economics Association (EEA)



Terms of Reference (TOR)

for

Offering a Training

on

Policy Analysis, Development, and Implementation

April 2021

Addis Ababa, Ethiopia

1. Background and Rationale

The Ethiopian Economics Association (EEA) is a non-profit making, non-political and non-religious professional Association profoundly working on performances of Ethiopian economy. EEA is founded in 1991 under Ethiopia's Civil Society Law to offer training opportunities, produce scientific evidence, and contributes to the economic policy formulation capability, and broadly to the economic advancement of the country. For the last two decades, EEA has been actively engaged in economic research, offering training, organizing international, national and regional conferences and round table discussions (forums) on the Ethiopian economy. The Association publishes high quality research findings and disseminates the results of various research and conference activities through Ethiopian Journal of Economics, annual and quarterly reports on the Ethiopian economy, proceedings of conferences, and working papers, among others.

One of the core program activities of EEA is to organize short term trainings for its members, the private sector, Civil Society Organizations as well as for policy makers. The training programs aim to produce a professional pool of expertise that has state-of-the-art knowledge and skills to make a difference in economic research, policy formulation and development practice in Ethiopia.

Policies are the directives of laws and regulations developed by public sector organizations to address specific problems. Designing and implementing policies require understanding the processes and principles, national priorities, scientific evidences, and active engagement of stakeholders. Accordingly, EEA plans to organize training workshops on '**Policy Analysis, Development, and Implementation**' by involving competent professionals.

2. Objectives of the Training

The main objective of this training is to equip policy makers, CSOs, the private sector, and other stakeholders with the knowledge related to policy development, analysis and implementations. At the end of the training, the trainees will be able to:

- Define the meaning of policy and policy analysis;
- Conceptualize the process, principles, practices and challenges of policy analysis and implementation;
- Understand the foundation of policy analysis;
- Conduct policy analysis using standard techniques;
- Employ the conceptual framework of policy analysis;
- Distinguish between Philosophical frameworks and policy analysis frameworks;
- Design and identify alternative policy options that suit the national context; and
- Implement the analytical process required for policy analysis.

3. Training Methods

The resource person is expected to utilize latest and relevant literature pertaining to the training topic and support the concepts with illustration /demonstrations on the practices of policy analysis. The trainer is also expected to prepare a standard training material/module based on theoretical and empirical literature. The trainer will verify quality of the training sessions through evaluation of the training sessions by the participants using the checklist prepared by EEA.

4. Scope of the Training

The scope of the training ranges from introducing the trainee with basic concepts to advanced methods of policy analysis, formulation, and implementation issues. Specifically, this five-days training is expected to cover the following topics and subtopics:

1. The basics of policy and policy analysis

- 1.1. What is policy?
- 1.2. Meaning of policy analysis
- 1.3. Definition of policy formulation
- 1.4. Policy versus planning and strategy
- 1.5. Objectives of policy formulation
- 1.6. Skills for policy analysis and implementation
- 1.7. Public interest and public policy
- 1.8. Challenges in policy formulation and implementation

2. Policy analysis

- 2.1. Problem analysis
 - Objectives and goals
 - Deficiencies
 - Indicators
- 2.2. Measures
- 2.3. Scenarios and alternatives
- 2.4. Policy analysis frameworks
 - Philosophical frameworks
 - Policy analysis frameworks
- 2.5. Analytical process
 - The analytical approach to policy making
 - Steps in analytical process
- 2.6. Implementation framework for policy analysis
- 2.7. The policy process
 - Maps of the policy process

- Map of alternative models of policy-making process
- The policy life cycle

3. Policy formulation and Implementation

- 3.1. Steps in policy making
- 3.2. Setting objectives and priorities
- 3.3. Policy option analysis and selection
- 3.4. Policy implementation, monitoring and control
- 3.5. Policy evaluation and review
 - Policy evaluation criteria
 - Factors of policy evaluation
- 3.6. Models of policy analysis and planning
- 3.7. Policy implementation
 - The process of implementation
 - Measures
 - Barriers to policy implementation and acceptability

5. Expected Outputs and Results

For attainment of the general and specific objectives of the training, the following outputs are expected:

- Standard training module prepared based on the scope of the training indicated above; and
- Other training materials used to prepare and offer the training;

6. Deliverables

The resource person is expected to undertake the following deliverables:

- Organize relevant resources suitable to the training;
- Utilize the latest and relevant materials to offer the training;
- Organize practical exercises and demonstrative examples for all contents to be covered;
- Prepare the training module by including the exercises, illustrations, analytical outputs, and their interpretations; and
- Offer the training in a participatory way within five days.

7. Style and Length of the Training Module

The number of pages for the module should be between 100 to 150 with 12 font size, single spacing, 0 points before paragraph, and 10 points after paragraph. It must generally satisfy the expected minimum standards as evaluated by the EEA.

8. Eligibility and Selection Criteria

The trainer shall have direct and relevant background in policy analysis, development and implementation. Applicants should fulfil the following eligibility criteria:

- PhD degree in Policy analysis and related disciplines;
- A minimum of five publications related to the topic;
- Demonstrated experience in using statistical software packages including Stata and SPSS; and
- Demonstrated experience in offering similar trainings.

The following criteria with the respective weights shall be employed to select resource persons for offering the training:

- Field of study (40%);
- Research publications (30%);
- Training and teaching experience (30%); and
- Women empowerment (5%).

9. Ethics and Risk

EEA policies on academic integrity shall be strictly respected by the trainer, and shall be enforced as key ethical standard. The trainer is responsible to the quality and relevance of the training document, as per the terms and conditions indicated in this TOR.

10. Time Schedule of the Training

The following tentative timeline is prepared for the training.

Training Day	Subject	Remark
Day 1	Introduction	
Day 2	Policy analysis	
Day 3	Policy analysis (continued)	
Day 4	Policy formualiton and implementation	
Day 5	Policy formualiton and implementation (continued)	

Ethiopian Economics Association



Terms of Reference (TOR)

for

Offering a Training

on

Welfare Analysis with DASP

April 2021

Addis Ababa, Ethiopia

1. Background and Rationale

The Ethiopian Economics Association (EEA) is a non-profit making, non-political and non-religious professional association profoundly working on performances of Ethiopian economy. EEA is founded in 1992 under Ethiopia's Civil Society Law to offer training opportunities, produce reliable scientific research outputs, and contributes to the economic policy formulation capability, and broadly to the economic advancement of the country. For the last two decades, EEA has been actively engaged in economic research, offering training, organizing international, national and regional conferences and round table discussions (forums) on the Ethiopian economy. The Association publishes high quality research outputs and disseminates the results of various research and conference activities through Ethiopian Journal of Economics, annual and quarterly reports on the Ethiopian economy, proceedings of conferences, and working papers, among others.

To promote the professional capacity and meet the interest of its members, EEA engages in offering different professional trainings and organizing public forums and events. In a similar way, this year, EEA has a plan to provide a bunch of professional trainings on various topics, and to organize dialogue forums on Ethiopian economy by involving interested competent professionals.

Poverty is persistent in many developing countries including Ethiopia. Analysis on poverty and inequality can help shed light on the theoretical and empirical linkages between poverty and inequality. Analysis on poverty and inequality analysis is particularly important from a dynamic perspective of economic, political, social, and cultural domains. It might help design policies to improve both equity and welfare. However, most researchers fail to apply the right analytical and methodological formworks. They also lack adequate skill to employ appropriate econometric tools and techniques of analyzing poverty and inequality. This suggests that it may be appropriate to employ advanced tools and methods of poverty and inequality analysis. In order to alleviate the knowledge and skill gap, short term training on poverty and inequality analysis with Distributive Analysis Stata Package (DASP) is designed.

The intention of this specific training is therefore to equip participants with practical skills of data management, manipulation, analysis, and interpretation using real-world datasets with DASP software package. Hence, this TOR serves as the guideline to the resource person for preparing training materials and offering the training. The TOR comprises the objectives and scope, methodology to be employed, deliverable outcome of the training, the material to be prepared, and trainer and target beneficiary selection criteria, ethics and risks of the training. Finally, modality of payment and tentative time schedule for the training is proposed.

2. Objectives of the Training

The main aim of the training is to strengthen the capacity of researchers, academicians and practitioners to manage, manipulate, analyze, and interpret poverty and inequality analysis with DASP software.

Specifically, this training will enable the trainees to:

1. Know the basic concepts of poverty and inequality;
2. Distinguish unidimensional and multidimensional poverty and inequality;
3. Explain the measures and indicators of poverty and inequality;
4. Define the dimensions and indicators of poverty and inequality;
5. Describe the distinction among alternative measures and indices of unidimensional and multidimensional poverty and inequality
6. Manipulate and manage data suitable to unidimensional and multidimensional poverty and inequality with DASP;
7. Describe data using distributive analysis;
8. Employ alternative methods of unidimensional and multidimensional poverty and inequality analysis;
9. Estimate alternative indices of unidimensional and multidimensional poverty and inequality;
10. Decompose total poverty and inequality indices to population subgroups and other constituent parts;
11. Produce various unidimensional and multidimensional poverty and inequality curves and distributional tools;
12. Interpret DASP software outputs; and
13. Employ DASP software packages for any distributive analysis;

3. Training Methodology

The resource person is expected to use of real-world data sets pertaining to the training topic, the latest DASP software, and intensive computer labs. The trainer is also expected to prepare a standard training material/module based on analytical outputs of the datasets used and interpretation of the results thereof. The trainer should be aware of the fact that the training sessions will be evaluated by the participants using checklist prepared by EEA.

4. Scope of the Training

The scope of the training ranges from introducing the trainee with basic concepts, tools and techniques of measuring poverty and inequality to advanced multidimensional poverty and inequality analysis using DASP software. Specifically, this five-days training is expected to cover the following four basic topics, among others:

1. Concepts of Poverty and Wellbeing

1.1. Measuring Poverty

- 1.2. Approaches to Measuring Welfare
- 1.3. Characteristics of Poverty Indicators
- 1.4. Poverty Lines
 - 1.4.1. Absolute poverty
 - 1.4.2. Relative poverty
 - 1.4.3. Objective poverty lines (OPL)
 - 1.4.4. Subjective poverty lines (SPL)
- 1.5. Poverty Profiles

2. Analysis of Unidimensional Poverty

- 2.1. FGT Poverty Indices
 - 2.1.1. Headcount index
 - 2.1.2. Poverty gap index
 - 2.1.3. Squared poverty gap index
- 2.2. Watts Poverty Index
- 2.3. The Sen Index
- 2.4. The Sen-Shorrocks-Thon index
- 2.5. Time Taken to Exit
- 2.6. Determinants of Poverty
- 2.7. Decomposing FGT Poverty
 - 2.7.1. Decomposition of poverty by population subgroups
 - 2.7.2. Decomposing poverty by income components using the Shapley value
 - 2.7.3. Decomposition by transient and chronic poverty components
- 2.8. FGT Curves
- 2.9. FGT Curve with Confidence Interval
- 2.10. Poverty Gap and Cumulative Poverty Gap Curves
- 2.11. Density Curves
- 2.12. Joint Density Surfaces

3. Unidimensional Inequality

- 3.1. Gini Coefficient of Inequality
- 3.2. Generalized Entropy Measures
- 3.3. Atkinson Index
- 3.4. Coefficient of Variation Index
- 3.5. Quantile and Shares Ratio

- 3.6. Decomposing Inequality
 - 3.6.1. Decomposition of inequality by income sources
 - 3.6.2. Decomposition of the entropy index of inequality
 - 3.6.3. Decomposition of the Gini index of inequality
 - 3.6.4. Regression-based decomposition of inequality by predicted component
- 3.7. Inequality Curves

4. Multidimensional Poverty and Inequality

- 4.1. Multidimensional Poverty
 - 4.1.1. Meaning
 - 4.1.2. Dimensions and indicators
- 4.2. National Multidimensional Poverty Indices for Ethiopia
- 4.3. Multidimensional Poverty Indices
 - 4.3.1. Additive multidimensional poverty index
 - 4.3.2. Multiplicative FGT index
 - 4.3.3. Alkire and Foster (2011) index
- 4.4. Determinants of Multidimensional Poverty
- 4.5. Multidimensional Inequality Index
- 4.6. Decomposing Multidimensional Index of Inequality
- 4.7. Joint Distribution Curves

5. Expected Outputs

For attainment of the general and specific objectives of the training, the following outputs are expected:

- Standard training module prepared based on the scope of the training indicated above.
- Real world dataset used to prepare the training material and to be used during training sessions.
- Relatively latest version of DASP software.
- Program files to be used during the training.

6. Deliverables

The resource person is expected to undertake the following deliverables:

- Organize relevant real-world data with recommended sample size suitable to the topics

- Analyze these datasets, report, and interpret the analytical outputs
- Prepare a program file (do-file) to be used in the training.
- Organize practical exercises for all contents to be covered.
- Prepare the training module by including the exercises, analytical outputs, and their interpretations.
- Offer the training in a participatory way within five days.

7. Target Beneficiaries

The direct beneficiaries of this training are participants from research institutions, academia, practitioners, and other institutions. The indirect beneficiaries include staff and colleagues of participants, their students and institutions, and other beneficiaries who will be using the training materials.

8. Style and Length of the Training Module

The number of pages for the module should be between 100 to 150 with 12 font size, single spacing, 0 points before paragraph, and 10 points after paragraph. It must generally satisfy the expected minimum standards as evaluated by the EEA.

8. Eligibility and Selection Criteria

The trainer shall have direct and relevant background in poverty and inequality analysis with DASP, as well as knowledge and skill on application of advanced and updated statistical/econometric software applications.

- PhD degree in economics and related disciplines;
- A minimum of five publications related to the topic;
- Demonstrated experience in using statistical software packages including DASP, Stata and SPSS; and
- Demonstrated experience in offering similar trainings.

The following criteria with the respective weights shall be employed to select resource persons for offering the training:

- Field of study (40%);
- Research publications (30%);
- Training and teaching experience (30%); and
- Women empowerment (5%).

9. Ethics and Risk

EEA policies on academic integrity shall be strictly respected by the trainer, and shall be enforced as key ethical standard. The trainer is responsible to the quality and relevance of the training document, as per the terms and conditions indicated in this TOR.

10. Time schedule of the Training

The following tentative timeline is prepared for the training.

Training Days	Subject	Remark
Day 1	Concepts of Poverty and Wellbeing	
Day 2	Analysis of Unidimensional Poverty	
Day 3	Unidimensional inequality	
Day 4	Multidimensional Poverty and Inequality	
Day 5	Multidimensional Poverty and Inequality (Continued)	

Ethiopian Economics Association (EEA)



Terms of Reference (TOR)

For offering a Training

on

Environmental Impact and Sustainability Analysis (EISA)

April 2021

Addis Ababa, Ethiopia

1. Background and Rationale

The Ethiopian Economics Association (EEA) is a non-profit making, non-political and nonreligious professional Association profoundly working on performances of Ethiopian economy. EEA is founded in 1991 under Ethiopia's Civil Society Law to offer training opportunities, produce reliable scientific research outputs, and contributes to the economic policy formulation capability, and broadly to the economic advancement of the country. For the last three decades, EEA has been actively engaged in economic research, offering training, organizing international, national and regional conferences and round table discussions (forums) on the Ethiopian economy. The Association publishes high quality research findings and disseminates the results of various research and conference activities through Ethiopian Journal of Economics, annual and quarterly reports on the Ethiopian economy, proceedings of conferences, and working papers, among others.

To enhance the professional capacity and meet the interest of its members and other stakeholders, EEA has been engaged in offering various professional trainings. Consequently, EEA has planned to provide professional training on Environmental Impact and Sustainability Analysis (EISA) by engaging interested and competent professionals.

EISA help to identify potential risks of a project to environment and human well-being and identify measures to eliminate or mitigate these risks. It is a tool that can help decision-makers and policy-makers decide what actions they should take and should not take in an attempt to make society more sustainable. The EISA is carried out in a wide variety of sectors, including agriculture, manufacturing, tourism, mining and forestry and applied in different circumstances for different purposes by different types of decision-makers, including:

- government regulators as an approval process for proposals (particularly project proposals);
- proponents (or consultants, planners, engineers) to inform development of a proposal, which could be a policy, plan or project; and
- government regulators, non-government organizations or any other interested party to assess the environmental impact and sustainability of current practices (e.g., a whole industry sector).

Cognizant of these, EEA is planning to organize a three-day training on EISA. This TOR is prepared with the aim to guide the trainer regarding the objectives, contents, mode of delivering the training, and expected deliverables of the training.

2. Objectives of the Training

The main aim of the training is to strengthen the capacity of researchers, academicians and practitioners on how to conduct EISA and interpret the results.

More specifically, this training will enable the trainees to:

- Understand the key elements of environmental impact and sustainability assessment processes;
- Become familiar with key aspects of EIA project screening in order to gain skills in assessing the planned project/initiative features to decide if an environmental impact assessment is needed
- Acquire the knowledge and skills to understand basic EISA steps; and
- Understand sustainability assessment principles, processes and issues;

3. Training Methodology

The trainer to be selected is expected to develop a standard training module on EISA. The module should be supported with relevant case studies and examples. The necessary analytical procedures and illustration are expected to be provided at the end of each section of the module or annexed to the module as needed. This means, the training module should be supported by analytical formulas, practical examples and appropriate case studies. Therefore, the resource person should be aware of the fact that the training sessions will be evaluated by the participants using checklist prepared by EEA.

The resource person is expected to propose the training delivery method including, but not limited to lecture, group discussions, and small group activity as needed.

4. Scope of the Training

The training is expected to cover two main topics: Environmental Impact Assessment (EIA) and Sustainability Assessment (SA). The training will cover the following topics:

1. Environmental impact assessment (EIA)

1.1. Introduction and overview of EIA

1.1.1. What is an EIA?

1.1.2. Why Conduct an EIA

1.1.3. What is the outcome of EIA?

1.1.4. What is essential of EIA?

1.1.5. Assessments related to EIA

- 1.2. Steps in EIA
 - 1.2.1. Screening
 - 1.2.2. Scoping
 - 1.2.3. Impact Assessment and Mitigation
 - 1.2.4. Impact Management
 - 1.2.5. The EIA Report
 - 1.2.6. Review of EIA Quality
 - 1.2.7. Decision Making
 - 1.2.8. Implementation and follow-up
- 1.3. Examples and Case Studies

2. Sustainability Assessment

- 2.1. Introduction to sustainability assessment
 - 2.1.1. Origin and evolution of sustainability
 - 2.1.2. Current definition (s) of sustainability assessment in use and the use of sustainability assessment in different countries
- 2.2. Sustainability assessment case studies
 - 2.2.1. Showcase of recent sustainability assessment cases studies and draw out issues and challenges faced
- 2.3. Linkages between EIA and Sustainability Assessment
 - 2.3.1. Developing a sustainability decision-making protocol
 - 2.3.2. Approaches to sustainability assessment
 - 2.3.2.1. EIA-driven integrated assessment
 - 2.3.2.2. Objectives-led integrated assessment
 - 2.3.3. Sustainability decision-making protocol and decision making in sustainability assessment
 - 2.3.4. Sustainability assessment criteria and rating systems
- 2.4. Integrating sustainability assessment into decision-making
 - 2.4.1. Steps in integrating sustainability assessment with development proposal

- 2.5. Dealing with integration, offsets and trade-offs in sustainability assessment
 - 2.5.1. Trade-offs in sustainability assessment and decision making
 - 2.5.2. Principles for guiding trade-off decisions
 - 2.5.3. Environmental offsets as a means of delivering positive environmental outcomes
- 2.6. Issues in sustainability assessment

5. Expected Outputs

For attainment of the general and specific objectives of the training, the following outputs are expected:

- Standard training module prepared based on the scope of the training indicated above;
- Selected case studies to be worked on in the small group activity during the training sessions; and
- List of useful publications, websites and other information sources on EIA and SA.

6. Beneficiaries of the Training

This training is intending to present the theory and practice of EISA based on best practice examples from around the world. Therefore, direct beneficiaries of the training will be planners, government agency personnel, proponents and consultants, and students in fields of impact assessment (mainly with environmental and socioeconomic background).

7. Eligibility and Selection Criteria

The trainer shall have direct and relevant background in environmental impact assessment and sustainability analysis. Applicants should fulfil the following eligibility criteria:

- PhD degree in environmental and resource economics and related disciplines;
- A minimum of five publications related to the topic;
- Demonstrated experience on application of economic valuation and sustainability analysis;
- Demonstrated experience in using Stata, SPSS and other statistical software packages; and
- Demonstrated experience in offering similar trainings.

The following criteria with the respective weights shall be employed to select resource persons for offering the training:

- Field of study (40%);
- Research publications (30%);
- Training and teaching experience (30%); and
- Women empowerment (5%).

8. Ethics and Risk

EAA policies on academic integrity shall be strictly respected by the trainer, and shall be enforced as key ethical standard. The trainer is responsible to the quality and relevance of the training document, as per the terms and conditions indicated in this TOR.

9. Training Duration and Schedule

The training is expected to be given for five days and tentatively scheduled as follows.

Table 1: Training schedule

Training Days	Topic	Remark
Day 1	Environmental impact assessment	Full day
Day 2	Environmental impact assessment	Full day
Day 3	Sustainability assessment	Half day
Day 4	Sustainability assessment	Full day
Day 5	Sustainability assessment	Full day



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ETHIOPIAN ECONOMICS
ASSOCIATION

Terms of Reference (TOR)

For

Offering a Training

On

Proposal and Report Writing and Data Management

April 2021

Addis Ababa, Ethiopia

1. Background and Rationale

The Ethiopian Economics Association (EEA) is a non-profit making, non-political and non-religious professional association profoundly working on research and training for enhancing evidence-based decision and policy making. Established in 1991 under Ethiopia's Civil Society Law, EEA has been actively engaged in economic research, offering training, organizing international, national, and regional conferences, and round table discussions (forums) on the Ethiopian and African economy. The Association publishes high-quality research outputs and disseminates through the Ethiopian Journal of Economics, annual and quarterly reports, proceedings of conferences, and working papers, among others.

EEA always strives to deliver immense supports for its stakeholders such as universities, research institutes, government offices, and NGOs. The services expected from EEA are research works, delivering training, and preparing forums and platforms for educational debates and dialogues among scholars. To promote the professional capacity and meet the interest of its members, EEA engages in offering different professional trainings and organizing public forums and events. Hence, this year, EEA has a plan to provide a bunch of professional trainings on various topics and to organize dialogue forums on the Ethiopian economy by inviting competent professionals and scholars.

One of the most important skill in conducting research is the capacity to prepare scientific proposals, reports and to manage and analyze real-world datasets for producing scientific evidences that are suitable to rational decision-making and policy formulation.

Many of the scholars, research staff, and officers engaged in universities and different institutions within the country do not have the expected skills to prepare a well-organized and standard proposal that could enable to secure grants and to undertake rigorous research. Moreover, they do not have the skill of collecting the relevant data for undertaking problem-solving research works. To be a well-equipped researcher and policymaker, the skill of report writing is crucial input, which is a gap for most researchers and officers in Ethiopia.

Hence, EEA prepared this TOR to recruit skilled, experienced, and well-equipped trainers with the necessary skill of developing scientific proposals, data management, analysis and report writing. The TOR will enable EEA to deliver training that could fill the gap that researchers and officers in most institutions do have.

2. Objectives of the Training

The main objective of this TOR is to recruit qualified and experienced trainers on proposal development, report writing, and data management and analysis using STATA. This training will add value to enhancing the research skill of beginners and junior researchers from different institutions in Ethiopia.

Specifically, this training is intended to equip the trainees with expected skills. At the end of the training, the trainees will be able to:

- Conceptualize the basics of scientific writing;
- Distinguish between technical and financial proposals;
- Write scientific and grant proposals;
- Prepare standard research report;
- Manage and manipulate data using Stata;
- Conduct parametric and non-parametric analysis of data;
- Present analytical results using tabular and graphic methods;
- Employ Stata software package for any statistical analysis and
- Interpret Stata software outputs.

3. Scope of the Training

Technically this training will focus on the skill of proposal development; data collection, management, and analysis; and scientific report writing. It could be delivered to researchers, officers, and other interested trainees who have economics, and/or related educational backgrounds. Hence, the training will focus on the following topics and subtopics:

1. Proposal development

- Meaning of proposal
- Meaning and scope of research
- Defining and formulating a research problem
- Research objectives and questions
- Layout of a scientific research proposal
- The distinction between technical and financial proposals
- Grant proposal writing
- Steps in grant proposal writing
- Grant writing process
- Important parts and selection criteria
- Basic elements of writing stage

2. Interpretation and research report writing

- Meaning and the need for interpretation
- Technique of interpretation
- Stages of writing a report
- Structure of a typical research report

3. Data manipulation, management and analysis using Stata

- Data description
- Creating or changing data
- Descriptive methods of data analysis
- Tests of hypothesis
- Distributional tests
- Multivariate tests
- Graphic methods of data analysis

4. Expected Outputs/Deliverables

For attainment of the general and specific objectives of the training, the following outputs are expected:

- Standard training module prepared based on the scope of the training indicated above.
- Real world dataset used to prepare the training material and to be used during training sessions.
- Prepare program files to be used during the training, do file.
- The resource person is also expected to commence the following deliverables:
- Organize relevant real-world data with recommended sample size suitable to the topics;
- Analyze these datasets, report, and interpret the analytical outputs;
- Organize practical exercises for all contents to be covered;
- Prepare the training module by including the exercises, analytical outputs, and their interpretations;
- Offer the training in a participatory way within five days; and
- Conduct the evaluation of the training sessions using the format prepared by the EEA.

5. Training Methodology

A theoretical and practical method of deliveries may be used for managing the training. The resource person is expected to use latest theoretical and empirical literature on scientific proposal and report writing, real-world data sets pertaining to the training topic, the latest statistical software package, and computer labs. The trainer is also expected to prepare a standard training material/module based on analytical outputs of the datasets used and interpretation of the results thereof. The trainer should be aware of the need to evaluate the training sessions by the participants using checklist prepared by EEA.

6. Target Beneficiaries

The direct beneficiaries of this training are participants from research institutions, academia, practitioners, government offices, and other institutions with the interest of being equipped researchers. To make the training delivery easy and fruitful the potential trainees could have a background in economics or a related field of specialization. In addition to the direct beneficiaries, the training could have indirect beneficiaries including staff and colleagues of participants, their students and institutions, and others who will use the training materials.

7. Style and Length of the Training Module

It is advisable to have two separate modules with a maximum page of 50 each. Module one will be for proposal development and the second for data management and report writing. The modules could be prepared in Times New Roman, with 12 font sizes, 1.5 spacing between lines, 0 points before paragraph, and 10 points after paragraph. The modules must generally satisfy the expected minimum standards as evaluated by the EEA.

9. Eligibility and Selection Criteria

The trainer shall have direct and relevant background in applied research methods, quantitative analysis and application of Stata software package. Applicants should fulfil the following eligibility criteria:

- PhD degree in Applied Economics and related disciplines;
- A minimum of five publications related to the topic;
- Demonstrated experience in using Stata, SPSS and other statistical software packages; and
- Demonstrated experience in offering similar trainings.

The following criteria with the respective weights shall be employed to select resource persons for offering the training:

- Field of study (40%);
- Research publications (30%);
- Training and teaching experience (30%); and
- Women empowerment (5%).

9. Ethics and Risk

EEA policies on academic integrity shall be strictly respected by the trainer, and shall be enforced as key ethical standard. The trainer is responsible to the quality and

relevance of the training document, as per the terms and conditions indicated in this TOR.

9. Time schedule of the Training

The following tentative timeline is prepared.

Training Days	Subject	Remark
Day 1	Scientific and grant proposal writing	
Day 2	Scientific and grant proposal writing (continued)	
Day 3	Research report writing	
Day 4	Data Management and analysis	
Day 5	Data Management and analysis (continued)	