Terms of Reference End-Term Evaluation
for the ADA-financed Framework Program “Solar Skills Training and Environmental Education” in Ethiopia and Uganda

<table>
<thead>
<tr>
<th>Name of proposed evaluation</th>
<th>Outcome Evaluation of a Vocational Training Programme in Ethiopia &amp; Uganda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeframe proposed for the evaluation</td>
<td>22.04.2022 – 30.09.2022</td>
</tr>
<tr>
<td>Institution proposing evaluation</td>
<td>Jugend Eine Welt Österreich - Don Bosco Entwicklungs zusammenarbeit</td>
</tr>
</tbody>
</table>
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1. Context and Background

The Austrian NGO Jugend Eine Welt (JEW) and its partners, the Salesians of Don Bosco in Uganda and the Salesians of Don Bosco in Ethiopia, implement the program “Solar Skills Training and Environmental Education”, with a duration from 1.1.2019 to 31.12.2022. The program is funded by the Austrian Development Agency (ADA). 6 Vocational Training Centers (VTCs) in Ethiopia and 3 Vocational Training Centers in Uganda participate in the program.

Jugend Eine Welt – Don Bosco Development Cooperation is an Austrian non-governmental organisation that has been working to improve the future prospects of children and young people on the margins of society around the world since 1997. Following the principle “education overcomes poverty”, Jugend Eine Welt supports projects, especially in the field of education with a particular focus on the most vulnerable, in Asia, Africa, Latin America, the Middle East and Eastern Europe.

The focus of the Salesians of Don Bosco is to address the needs of the youth and to meet their basic needs. In light of this mission education is a key to prepare young people for their lives and give them the means to support themselves and their families. Consequently, the organization is running kindergartens, primary schools, high schools and Vocational Training Centers (VTCs). Don Bosco is also a key player in vocational training in Africa. The congregation is one of the biggest providers of vocational training on the African continent with around 100 VTCs.

Don Bosco Uganda belongs to the Salesian region “The Africa of the Great Lake Salesian Vice Province (AGL)”, which is made up of three countries namely Uganda, Rwanda and Burundi. Don Bosco Ethiopia forms the Salesian Province “Africa Ethiopia” (AET). The official project partners in the present programme are the Planning and Development Offices (PDOs) of AGL and AET Provinces.

Economic, social and political context of the programme

Access to modern and sustainable forms of energy is essential to overcome poverty, to promote economic growth and employment opportunities, to support the provision of basic social services and
Solar Skills Training and Environmental Education
Uganda & Ethiopia, 2019-2022

in general to promote sustainable human development. Sub-Saharan Africa has the lowest rates of access to electricity in a global comparison. The percentage of population with access to electricity is 42.9% in Ethiopia and only 26.7% in Uganda according to World Bank data from 2017. In rural areas it is in fact even lower. The majority of the population relies on biomass as the primary energy source, causing severe deforestation, environmental and health problems.

A major gap in the endeavor to provide basic electricity infrastructure to the rural population is the lack of sufficiently trained human resources to plan, apply and maintain electricity infrastructure and renewable energy systems. Hindering is also the lack of awareness of the communities about environmental issues, sustainability and the possibilities renewable energies can provide.

The Technical and Vocational Education and Training (TVET) sector can be a major contributor for the development of the skills of young people, especially also to train practical skills and real world applications. TVET plays an important role in equipping young people to enter the world of work and in improving their employability. The TVET sector is especially suitable to tackle capacity development needs in electrical installation and solar electricity.

The lack of awareness about environmental issues and renewable energies should preferably already be addressed at a young age. Therefore, environmental education of children in the TVETs will be conducted by establishing “Green Clubs” reaching out also to the communities.

Programme information

The programme’s overall goal is to contribute to inclusive, equitable and quality education (SDG4) and reliable and sustainable energy for all (SDG7) through vocational training and learning for sustainable development.

Its specific goal is to build capacity and establish sustainable organisational structures for the extension and quality improvement of solar skills training and environmental education in Ethiopia and Uganda.

The program is currently in its second phase. The first phase was implemented from 2016 to 2018 in Ethiopia and achieved to establish solar courses in 4 Vocational Training Centres in different regions in Ethiopia. Since 2019, the programme is also implemented in Uganda and besides the solar skills component it has another strong pillar on environmental education.

In order that the young generation can develop awareness of the importance of environmental protection from an early age, Green Clubs are the means for engaging the youth to environmental education. Campuses implement actions to improve their ecological sustainability. In order to raise the quality of training of solar technicians, Training of Trainers (ToT) are organised for solar engineering and infrastructure for quality training is set up. Learnings and manuals are documented and disseminated.

Due to COVID 19 and political tensions in Ethiopia, the programme experienced significant delays in several of the activities.

Overview of the programme

<table>
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<tr>
<th>Main Objective</th>
<th>Capacity building and the establishment of sustainable organisational structures for the extension and quality improvement of solar skills training and environmental education in Ethiopia and Uganda</th>
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</table>
| Planned Outcomes of the Intervention | • Don Bosco institutions in Ethiopia and Uganda have built capacities to promote ecological sustainability on their campuses and to conduct environmental education.  
• Don Bosco TVET centres in Ethiopia and Uganda have built sustainable structures to offer vocational training for solar PV technology increasing the employment opportunities for youth.  
• Good practice and learning is shared and documented on national and international level, further enhancing the program quality and promoting ecological sustainability. |
### Planned Outputs indicators of the Intervention

- Number of Don Bosco Institutions in Ethiopia and in Uganda for which a Green Policy is in place
- Number of girls/boys who take part in interactive environmental education (Green Clubs) per year in 3 DB Institutions in Ethiopia and in 2 Don Bosco Institutions in Uganda
- Number of new pilot projects implemented at Don Bosco institutions to improve ecological sustainability (solar systems, waste management etc.)
- Number of workshop facilities for solar energy training at Don Bosco TVETs in Uganda and in Ethiopia which are established, maintained and in regular use
- Number of instructors (m/f) from participating Don Bosco TVET centres in Uganda and in Ethiopia who are capacitated and have sufficient teaching experience for solar technology
- Number of Don Bosco TVET centres in Uganda and in Ethiopia which are accredited to teach solar technology
- No of students (m/f) who have graduated from 2019 to 2022 from regular electrical TVET programs including solar PV modules at 2 Don Bosco TVET centres in Uganda and at 3 Don Bosco TVET centres in Ethiopia
- No of students (m/f) who have graduated from 2019 to 2022 from Solar PV short courses established at 3 Don Bosco TVET centres in Uganda and 5 Don Bosco TVET centres in Ethiopia
- Number of youth (m/f) who have been consulted on skills training for solar technology and job prospects with a special focus on gender equality and social inclusion
- Number of graduates (m/f) for whom the integration in the labour market is particularly fostered (pilot projects)
- Number of program- and TVET personnel who have increased their management capacities in project cycle management
- Number of program- and TVET personnel who have been sensitized concerning ecological sustainability
- Number of program- and TVET personnel who have been sensitized concerning social inclusion, gender equality and a human rights based approach
- A manual for environmental education for Green Clubs is developed containing methods and topics
- Solar teaching manuals on 6 specific topics are developed and/or adapted to current industrial standards
- Knowledge on environmental education and solar training is shared in international exchange visits (Ethiopia/ Uganda)
- Exchange meetings with stakeholders on national level take place (e.g. invitation to events / courses, common projects)
- Number of partnerships between JEW, DB and stakeholders in Europe, Africa and the partner countries, which have been fostered to ensure the quality of the solar teaching and environmental education and to spread the knowledge on a wider scale

<table>
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<tr>
<th>Duration and timing of the interventions to be assessed</th>
<th>January 2019 to December 2022</th>
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<tr>
<td>Geographic Reach of Evaluations</td>
<td>Uganda (Kamuli, Palabek, Bombo) and Ethiopia (Adwa, Mekelle, Gambella, Dilla, Addis Ababa)</td>
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<tr>
<td>Estimated budget for intervention</td>
<td>EUR 1,287,500</td>
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<td>Estimated Budget for this evaluation</td>
<td>EUR 32,300 (excluding VAT)</td>
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2. Purpose and Objectives of the evaluation

According to the ADA Evaluation Policy and Evaluation Guidelines in general, every programme should be evaluated at least once during its cycle with a clear purpose in mind. Being the final year of the programme, an end-term evaluation is envisaged.

Purpose of the evaluation

The purpose of this end-term evaluation is to provide independent feedback about the fulfilment of the program objectives for the implementers and the donor organisation. However the main purpose is accountability and communication; the evaluation will also serve a learning function. The evaluation is expected to also help to understand why certain aspects of the project worked (or not) and will support Jugend Eine Welt and Don Bosco to learn from the implementation.

Objectives of the Evaluation

1. To determine the extent to which the envisaged results have been achieved and used, focusing on aspects of relevance, effectiveness and sustainability
2. To develop lessons learned and recommendations that will assist Don Bosco PDOs and TVET centres to improve their performance and the quality of their services in future work.

Intended user and use of the evaluation

Primary users: The management and project staff of Don Bosco AET and AGL, relevant project staff at Jugend Eine Welt and Austrian Development Agency (donor).

Secondary users: TVET management staff in all 9 TVET centres, Don Bosco Tech Africa – regional capacity development office for Don Bosco TVET centres.

The results of the evaluation will be used to inform about the effectiveness of use of Austrian Development Cooperation funding by the implementation partners. They will furthermore be used to derive learnings for future interventions of Jugend Eine Welt and the Salesians of Don Bosco – both in AET and AGL province, as well as in other African countries (through dissemination and reflection with Don Bosco Tech Africa).

3. Scope of the evaluation

The evaluation should cover the program “Solar Skills Training and Environmental Education” during the implementation from 1.1.2019 to 31.03.2022 in Uganda and Ethiopia. The evaluation will cover OECD DAC criteria of relevance, effectiveness and sustainability. Geographic coverage will include:

- Narrative reports and monitoring data from 9 TVET centers in 8 locations (Uganda: Bombo, Kamuli, Palabek; Ethiopia: Addis Ababa, Dilla, Gambella, Adwa, Mekele)
- Online/phone interviews with persons from 7 TVETs in 6 locations (Uganda: Bombo, Kamuli, Palabek; Ethiopia: Addis Ababa, Dilla, Gambella)
- Field work in 4 TVET centres in 4 locations (Uganda: Kamuli and Palabek, Ethiopia: Dilla and Addis Ababa)

The following principles and documents should be guiding the evaluation:

- The Evaluation Policy of the Austrian development cooperation defines the overall quality standards, principles and definitions of relevance to Austrian development evaluation (https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Evaluierung/Englisch/Evaluation policy.pdf)
4. Main evaluation questions

The commissioned evaluator must adopt a methodology that allows for the systematic addressing of the following specific project process and implementation evaluation questions.

- **Questions on Relevance: (Is the intervention doing the right things?)**
  1. To what extent does the training in PV respond to needs in the energy markets of the target regions?
  2. To what extent addresses the project interests of the youth in the project areas, particularly interests of girls and young women?
  3. How well was the intervention designed to respond to these needs?
  4. Were appropriate systems put in place to meet these needs (participation, information sharing, coordination and feedback)?

- **Questions on Effectiveness: (Is the intervention achieving its objectives?)**
  5. What types and extent of trainings and activities did the programme actually deliver in practice compared to the planned trainings and activities?
  6. Which were facilitating and hindering factors in implementing planned and conducted trainings and activities?
  7. To what extent is the target group (youth/students) satisfied with the solar skills training and environmental education the project delivered?
  8. To what extent has the programme contributed to improved uptake of (self-)employment of graduates in the sustainable energy market?

- **Questions on Sustainability: (Will the benefits last?)**
  9. To what extent do the graduates of trainings demonstrate the capacity to use the developed skills to earn sustainable incomes?
  10. To what extent do the students/graduates of trainings demonstrate sensitivity towards the protection of the environment?
  11. To what extent do the TVET centres demonstrate the capacity to continue providing PV trainings in their premises?
  12. Which were facilitating and hindering factors for achieving sustainability of the project?

5. Design and Approach / Evaluation Methodology

The evaluator will largely base its study on data collection during the field visit; as well as existing project information like proposal, reports, M&E information, the previous project evaluation, post-graduate survey information (where available) and other project information. The evaluator will identify both the approach and the specific data collection methods which she/he believes will best achieve the stated objectives of the evaluation. In any case, the methods chosen should include both quantitative and qualitative methods. The methodology to be applied will be finalized after receipt of the inception report and final inputs from Jugend Eine Welt. The analyses will be using multiple appropriate methods. In order to enhance the reliability of findings data triangulation will be utilized. A Results Assessment Form (RAF, see 10. Annexes) will be completed and submitted together with the evaluation report.

The human rights based approach (HRBA), ADC’s cross-cutting issues, as well as the basic principles and quality standards applying to ADA’s programme and project design will be incorporated in the evaluation design, approach and methods. The data collection and analysis methods suggested are sufficiently rigorous to allow for a complete, fair and unbiased assessment. The evaluation will follow ADC and OECD/DAC norms and standards as well as ethical guidelines for evaluations (compare to 3. Scope of the evaluation).
6. Workplan & Deliverables

<table>
<thead>
<tr>
<th>Phase</th>
<th>Deliverable</th>
<th>Timeframe (all 2022)</th>
<th>Estimated working days</th>
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<tbody>
<tr>
<td>Inception Phase</td>
<td>Draft inception report including full methodology, planning and logistic of field trip. The evaluation matrix (see 10. Annexes) forms an integral part of the inception report.</td>
<td>6 May – 20 May</td>
<td>5 days</td>
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<tr>
<td>Feedback, revision, final approval of Inception Report</td>
<td>Final inception Report</td>
<td>21 May – 10 June</td>
<td>1 day</td>
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<tr>
<td>Fieldwork</td>
<td></td>
<td>13 June – 3 July</td>
<td>15 days</td>
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<tr>
<td>Data Analysis</td>
<td></td>
<td>4 July – 17 July</td>
<td>3 days</td>
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<tr>
<td>Report Writing</td>
<td>Draft Evaluation Report in English, including an Executive Summary and filled RAF (see 10. Annexes)</td>
<td>18 July – 31 July</td>
<td>7 days</td>
</tr>
<tr>
<td>Feedback, revision, final approval of Full Report</td>
<td>Final Evaluation Report and filled Feedback Matrix (see 10. Annexes)</td>
<td>1 August – 30 August</td>
<td>2 days</td>
</tr>
<tr>
<td>Refined reporting</td>
<td>Short version of the report (not more than 15 pages), incl. Recommendations</td>
<td>1 September – 15 September</td>
<td>2 days</td>
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<td></td>
<td>Presentation of the findings to PDO AET Province, PDO AGL Province and Jugend Eine Welt staff via video conference (incl. other interested entities like e.g. ADA)</td>
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<td>1 day</td>
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7. Evaluation Management Arrangements

The evaluation management will be led by Jugend Eine Welt and work with a reference group of relevant representatives of the local partner organizations:

- Evaluation Management: Irita Opara & Irmgard Neuherz, Jugend Eine Welt
- Reference Group:
  - Alemseged Berhane & Surafel Kebede, PDO AET Province
  - Gianpaolo Gullotta & Innocent Mutala, PDO AGL Province

Evaluation management is responsible for coordinating the selection of evaluators, contracting, providing all necessary documents and information to the evaluators, coordinating feedback from Austrian Development Agency and Reference Group to draft documents, coordinating the online presentation of results and payment of the evaluators. Reference group will be consulted on selection of the evaluators and provide feedback to draft documents. Evaluation management and Reference Group need to respect the ethical standards and guiding principles for evaluation, including impartiality and independence.

Local partner organisations will guide the evaluation team, facilitating access to the relevant stakeholders and organize the logistics in the programme areas.

The Austrian Development Cooperation will review all draft documents and provide input to all drafts.
8. Requirements for the Evaluator(s)

The evaluator / evaluation team is required to have relevant experience in evaluating projects and programmes with funding from institutional donors. They must have a sound knowledge of international evaluation principles for development programmes and the OECD/DAC evaluation criteria and principles. The evaluator(s) must not have been involved in the design or implementation of the programme being evaluated. Further requirements:

- **Language Skills**: English. Additional language skills for Uganda and Ethiopia are an asset.
- Experience/ expertise in the areas of Technical Vocational Training and preferably the (Renewable) Energy Sector
- Expertise and experience on the human rights based approach and gender responsive approaches
- Experience in conducting evaluations of similar types of interventions
- Regional experience in Sub-Saharan Africa, with experience in Ethiopia and/or Uganda as an asset.

Diversity of evaluation teams is commendable.

9. Specifications for the Submission of Offers

Submission of Proposal

Please submit all proposals to Irmgard Neuherz, Irmgard.neuherz@jugendeinewelt.at by 29th of April 2022, 10am CET.

We expect that the proposal shall include these components:

- **Narrative offer** (max. 8 pages), including
  - Evaluation methodology
  - Measures or data sources
  - Plan for data collection
  - Plan for data analyses
  - Timeline for the evaluation, with timing for key activities
  - Presentation of the evaluators (Background of evaluator/ service provider)
  - A summary of similar evaluations conducted

- **Financial offer** (max. 2 pages), including
  - Budget in EUR with detailed breakup of unit costs (max. 2 pages)

The narrative offer will make up 75% of the evaluation points, while the financial offer will make up 25% of the evaluation points for the selection. The financial offer must not exceed EUR 32.300 (excluding VAT and other charges).

Possibility for Questions & Answers

On 19th of April, 2pm Central European time, a zoom call will be arranged for interested service providers, with the possibility to pose questions on the call for proposal.

All parties interested to participate in the call are requested to register with Irmgard Neuherz, Irmgard.neuherz@jugendeinewelt.at by 18th of April 2022.
10. Annexes

- Evaluation Policy of the Austrian development cooperation:

- The Guidelines for Programme and Project (PP) Evaluations at the Austrian Development Agency (ADA):

- The OECD/DAC evaluation criteria, standards and principles for use:

- Evaluation Matrix:

- Results Assessment Form (RAF):
  https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Evaluierung/Evaluierung_Templates/Annex9_Results_AssessmentForm_Template2022.xlsx

- Feedback Matrix Template: