

**TERMS OF REFERENCE (TOR)**  
**For**  
**Midterm Evaluation for the Ujuzi na Uajiri Kwa Vijana Project**

---

**Ujuzi na Uajiri Kwa Vijana Project:**

The Ujuzi na Uajiri Kwa Vijana project is being implemented by Edukans and Kenya Conference of Catholic Bishops (KCCB), with a general objective of enhancing the capacities of **30 Technical and Vocational Education and Training (TVET) institutions**. The project will enhance the quality, market relevance, and value-oriented education provided by these TVETs, with a specific focus on enhancing the employability of **9,000 youths** in Kenya. This will contribute to enhancing the quality of teaching, improving learning environments, and bolstering institutional capacities in management, information systems, and monitoring the transition of graduates into the workforce.

It is anticipated that the Ujuzi na Uajiri Kwa Vijana Project will result in the improvement of TVET graduates' employability, market relevance, and 21st-century skills.

Other objectives are to have a systematic approach to different stakeholders of the educational system which include:

1. To enhance the quality and relevance of teaching and learning by improving learning outcomes by implementing work-based learning, and integrating ICT and digital literacy.
2. Improving the learning environment and learning outcomes (70% practical and 30% theoretical), safeguarding safety and inclusion among students and vulnerable youth in the 30 TVETs
3. To strengthen the institutional capacity of the TVETs in management and leadership, capacity in information systems including monitoring and evaluation of TVET courses and graduate transition.
4. To achieve 75% graduate job placement 6 months and 90% graduate job placement 12 months after training with an 80% increase in income 12 months after graduation as a result of that.
5. Work with the private sector and TVET government agencies in the proposed activities to realize the systemic change.
  
6. Work with the private sector and TVET government agencies in the proposed activities to realize systemic change.

**About Edukans**

Edukans is an education organization committed to unleashing the power of education by providing inclusive quality education that equips children and young people with the skills to participate in a rapidly changing world. Our interventions are in Basic Education, Education in Emergencies, the Global Teacher Exchange Programme, and Skills for Work and Life. We believe



that education is one of the most powerful engines of progress with the ability to change societies from within and support sustainable, inclusive, and safe communities.

Our overarching global mission is centered around creating opportunities that empower children and young people, equipping them with the confidence to shape their futures. At Edukans Kenya, our commitment extends to enhancing basic education and Technical and Vocational Education and Training (TVET) systems. We achieve this through strategic collaborations with government entities, academic institutions, the private sector, and civil society, ensuring a comprehensive and impactful approach to education in Kenya.

### **About the Project Implementing Partner.**

The Kenya Conference of Catholic Bishops (KCCB), is the assembly of the Catholic Bishops in Kenya united and exercising together their pastoral offices over Christ's faithful as shepherds of the Catholic Church in Kenya. KCCB has constituted Commissions for specific missions of the Church. KCCB operates in all 47 counties of Kenya, promoting values-based education and implementing 6 educational programs through its Commission for Education and Religious Education (CERE), which oversees about 8,000 affiliated educational institutions. KCCB-CERE has a wealth of experience in multifaceted programs spanning both basic and tertiary education sectors. These initiatives encompass a wide range of areas including special needs education, vocational and technical training, safeguarding and child protection, life skills development, environmental education, countering violent extremism, psychosocial support for teachers and school leaders, parental involvement and engagement in the education of their children as well as capacity building for teachers and other duty bearers. This diverse expertise enables KCCB-CERE to address various educational challenges and contribute significantly to the holistic development of individuals and communities.

### **Evaluation Purpose**

The main purpose of this mid-term evaluation is to provide the project partners with an independent review of the status, relevance, and performance of the project implementation during the period September 2022 – September 2024, as compared to the project goals. This entails identifying and assessing the midterm results of the project with an indication of impact and sustainability. The consultant is expected to identify key lessons learnt through measurements of the changes in the set indicators, summarize the experiences gained, technically and managerially, and recommend approaches and methodologies to correct any gaps in project implementation.

The consultant will also identify appropriate actions to address any gaps in the design, implementation, and management of the project, and make recommendations to reinforce initiatives that demonstrate the potential for success.

The scope of the evaluation will encompass the review of achievements, opportunities, and challenges so far experienced in project implementation, the impact of the project at the TVET

level, and recommendations to ensure effective, and efficient implementation of the project within the second phase.

### **Objectives of the Evaluation**

Using findings from quantitative and qualitative data, the evaluation should address the following:

1. Review of recommendations from the project baseline report and the extent to which these have been implemented
2. Assessment of the project's progress towards attaining its objectives
3. Assessment of the performance of the project in terms of timeliness, quality, quantity, and cost-effectiveness of the activities undertaken including project procurement: both experts and equipment, training programs, etc.
4. Review of the project concept and design with respect to the clarity of the addressed challenges by the project and the soundness of the approaches adopted by the project to solve these problems.
5. Review of the appropriateness and clarity of the roles and responsibilities of stakeholders and the level of coordination between them as well as capacities available and required.
6. Mid-term project data on all indicators included in the final approved project log frame, and comparison with the baseline assessment at the start of the project.
7. Review of the logical framework matrix and the indicators to assess their appropriateness for monitoring the project performance and to what extent they are being used by the project management.
8. Assessment of the prospects of the sustainability of the project outcomes and benefits and recommend measures for further improvement
9. Review of recommendations from the project baseline report and the extent to which these were implemented to improve the project implementation.
10. Evaluation of project strategies, tools, and intended and unintended consequences.
11. Discussion of best practices, challenges, and general lessons learned, including recommendations for any improvement or adjustment needed for the remaining project implementation period.
12. Make relevant recommendations and a summarized document for sharing with stakeholders

### **Evaluation Questions**

To determine the relevance, coherence, and level of achievement of project objectives, efficiency, impact, and sustainability, the criteria below are used. These criteria provide a normative framework used to determine the worth of intervention and serve as the basis upon which evaluative judgments are made.

Criteria	General Evaluation Questions
<p><b>Relevance</b> <i>The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.</i></p>	<p>To what extent has the project-selected method of delivery been appropriate to the development context to enhance youth employment and livelihoods?</p> <p>What are beneficiaries' opinions on the quality and relevance of the services received?</p>
<p><b>Coherence</b> <i>The compatibility of the intervention with other interventions in a country, sector, or institution, the extent to which other interventions (particularly policies) support or undermine the intervention, and vice versa.</i></p>	<p>To what extent were the activities coherent with / complementary to the activities of other stakeholders?</p>
<p><b>Effectiveness</b> <i>The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.</i></p>	<p>To what extent have the planned objectives in the log frame of the project, been reached so far, per indicator, disaggregated by gender and age? What factors contributed to the success and/or underachievement of each of the objectives?</p> <p>To what extent have project activities contributed to the overall goal?</p>
<p><b>Efficiency</b> <i>The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.</i></p>	<p>How efficient was the delivery of the project by Edukans so far, not only in terms of expenditure but also in terms of implementation of activities?</p> <p>To what extent were lessons learned from other relevant projects considered in the project's design?</p> <p>To what extent do the involved TVETs provide better quality education in comparison to the start of the project?</p>
<p><b>Impact/Outcomes</b> <i>The extent to which the intervention has generated or is expected to generate significant positive or negative, intended</i></p>	<p>To what extent are trainers better equipped to deliver advanced teaching and training skills in comparison to the start of the project?</p> <p>What are the unintended positive and negative impacts of the programme and the supported</p>

<p><i>or unintended, higher-level effects.</i></p>	<p>projects?</p>
	<p>Which % of youth completed their training? And which % of youth dropped out from training?</p>
	<p>Which % of trained youth is (self)employed or in follow-up education after finalizing their training?</p>
	<p>What is the average increase in income of trained youth compared to the start of the project?</p>
<p><b>Sustainability</b> <i>The evaluation should assess to what extent the results and impacts are expected to be durable and remain relevant after the completion of the project.</i></p>	<p>What is the likelihood that project interventions are sustainable? To what extent will the benefits of the program and projects continue after the programme ends? Are the positive effects sustainable?</p>
	<p>Are there any financial risks that may jeopardize the sustainability of project outputs?</p>
	<p>What could be done to strengthen exit strategies and sustainability?</p>

Based on the above analysis, the consultant is expected to provide overarching conclusions on project results in this area of support, as well as recommendations on how the project could adjust its programming, partnership arrangements, resource mobilization strategies, and capacities to ensure that the project portfolio fully achieves currently planned outcomes and is positioned for sustainable results in the future. The evaluation is additionally expected to offer lessons for project support within the implementing partners of the project.

## Scope of the Evaluation

The evaluation will cover 30 TVETs in 7 Counties as shown below.



COUNTY	#TVETs
Nairobi	11
Nakuru	5
Machakos	5
Mombasa	3
Kajiado	2
Makueni	2
Nyeri	2

## Approach and Methodology of the Evaluation

The approach and methodology of this study entail conducting desk research and collecting both quantitative and qualitative data from the project locations as stated above. The consultant will be responsible for developing the evaluation design and precise methodology, but should work with a mixed-methods approach and should incorporate at least the following:

- Desk study of project- and other relevant documents
- Quantitative primary data collection and analysis
- Specifically focused on project indicators (as mentioned); for instance, by means of structured questionnaires
- Qualitative primary data collection and analysis



- Example methods include (key informant) semi-structured interviews and Focus Group Discussions (FGDs)
- Appropriate sampling techniques
- The mid-term evaluation will make use of the same data collection tools that were used during the baseline study in order to be able to measure progress over the life of the project.
- Ethical considerations and data quality assurance mechanisms should be described in detail

The proposed methodology will be reviewed and validated with relevant stakeholders and approved by the Edukans team. This includes a discussion on the potential use of the tool(s) provided by Edukans itself.

### **Expected Outputs and Deliverables**

The selected consultant will be expected to prepare and submit the following:

- Proposal for the evaluation to be submitted to Edukans before the deadline as stated below. The proposal should contain the methodology (including data collection tools, sampling, sample size, and a detailed end-line evaluation matrix), a detailed planning of activities, and the budget.
- Revised proposal based on the inception meeting, within five (5) working days after the inception meeting
- Inception report
- Developed tools (to be reviewed by the project management team)
- Draft evaluation report (to be reviewed by the project management team).
- Final evaluation report: comprehensive and well-organized, complete with standard reporting formats (see below for requirements for the end report).
- Abridged report synthesizing the main findings and indicators of the evaluation (not to exceed 7-10 pages in length).
- Data files including quantitative data sets (raw and refined products) and transcripts of qualitative data in an easy-to-read format (maintaining naming conventions and labelling for use by Edukans, KCCB, and key stakeholders).

### **Requirements of the Evaluation Report**

The consultant(s) will produce a report of no more than 40 pages plus annexes, in Microsoft Word using Arial font 10 (minimum spacing). It will include:

- Title Page
- Table of Contents
- Acronyms
- Acknowledgements

- Executive summary (not more than 2 pages) providing an overview of the evaluation, summary of main findings/lessons learned/promising practices, and three key recommendations
- Background and project description, including context analysis
- Limitations to the research
- Evaluation objectives and methodology including justification of selected methodologies
- Findings – Includes all relevant issues stated under specific objectives of the assignment and gaps identified
- Lessons learned
- Conclusions and recommendations for improvements/adjustments of the project implementation
- PowerPoint presentation

#### **Annexes:**

- ToR
- CVs of evaluation team members
- Key summary of data
- List of contact details of all organizations/persons interviewed (for internal use only)

#### **Planning**

The data collection phase in the field is to be confirmed between the consultant and Edukans but ideally would start on **18<sup>th</sup> November 2024**, with the final report deadline to Edukans by **8<sup>th</sup> January 2025**. The consultant will develop a detailed work plan in consideration of the referenced timeframe, which should at least include a plan with deadlines for the following topics:

- Inception meeting
- Revised proposal for approval of Edukans project team
- Tools development for approval of Edukans project team
- Data collection and analysis
- Submission of draft evaluation report
- Review of the draft evaluation report by the Edukans project team
- Presentation of the findings
- Final evaluation report for approval of Edukans project team

#### **Payments**

Billable days must not exceed **30 working** days. The payment schedule is tied to the deliverables, as indicated below:



<b>Deliverable</b>	<b>Payment</b>
After signing agreement	30% of total budget
Acceptance of draft report	30% of total budget
Acceptance of final report and sharing with selected audience	40% of total budget

## Expression of Interest

### Technical Proposal

The technical proposal should clearly demonstrate a thorough understanding of the ToR including:

- Demonstrate previous experiences in coordinating and administering evaluations of a similar nature, applicants for bid must have concrete experience in the subject matter, evaluation, impact assessment, and data collection methods;
- Outline the evaluation questions and methodology for the execution of the assignment
- The consultant should be a registered firm whose license has been renewed for the current fiscal year;
- Propose a plan for surveying the projected sample population with adequate consideration for the timing of surveys, travel costs per team of enumerators, supervision of enumeration teams, and quality control;
- Propose steps to be taken for enumerator training, piloting of tools, data collection, spot-checking, data entry and management;
- Develop a timeframe with detailed activities and work plan with the proposed number of enumerators and the total number of days in the field and report preparation;
- Consultant team composition, professional experience, and knowledge of the subject matter and level of effort of each proposed team member.

### Financial Proposal

A financial proposal with a detailed budget breakdown of all costs including:

- Itemized consultancy fee/costs for all team members
- Itemized field data collection expenses
- Itemized administrative expenses
- The validity period of quotations etc.
- Taxes

## Assessment of Proposals

Proposals to this ToR will be evaluated by the Edukans project team against a combination of technical and financial criteria (combined scoring method). Edukans uses standard assessment criteria when reviewing the bids to award the consultancy to the qualified consultant or consultancy firm and will be scored as follows (maximum score is 100%):

- Technical competency (30%)
- Experience in evaluations, research conduction, and analysis (25%)
- Expertise assessment in the field of education (20%)
- Experience in the sub-region, as well as the language skills (10%)
- Report writing and presentation skills (10%)
- Clarity and value of financial proposal (5%)

## Proposal Submission

Interested parties can submit their proposals digitally to [kenya@edukans.org](mailto:kenya@edukans.org) and cc [lindah@edukans.org](mailto:lindah@edukans.org), [kamwe@catholicchurch.or.ke](mailto:kamwe@catholicchurch.or.ke) and [muasya@catholicchurch.or.ke](mailto:muasya@catholicchurch.or.ke). The subject of the e-mail should read **Application for Conducting Mid Term Evaluation**. No applications shall be accepted later than **8<sup>th</sup> November 2024**.

### Annex: Log frame of the project

	<b>Result</b>	<b>Indicator</b>	<b>Calculation</b>	<b>Baseline</b>	<b>Target</b>	<b>Method of data collection</b>	<b>Frequency of measurement</b>
<b>Impact</b>	<b>Improved TVET'S graduates' productivity and employability in the Kenya labor market</b>	Average % increase of income	Height of the average income 12 months after graduation, divided by the height of the average income before the training, multiplied by 100.		80%	Skills youth survey	Before the start of training of students, one year after finalizing training
		Average % of trained youth that earn a living income	Number of alumni that earn a living income 12 months after graduation, divided by the number of students that earned a living income before the training, multiplied by 100. <sup>1</sup>		80%	Skills youth survey	Before the start of training of students, one year after finalizing training
<b>Outcome</b>	<b>High job placement rates and income growth for graduates, demonstrating</b>	% of youth that are (self)employed	Number of alumni that are (self)employed (or have started follow-up education) 6 and 12 months after graduation, divided by		75% after 6 months 90% after 12 months	Skills youth survey	Before the start of training of students, one year after finalizing training

<b>the effectiveness of the training programs in enhancing employability.</b>		<i>the number of students who graduated the training, multiplied by 100.</i>				
<b>Improved quality and relevance of TVET education, with students acquiring industry-relevant skills through enhanced work-based learning and ICT integration.</b>	<i>% of trainees that finalize their training</i>	<i>Number of students that graduate, divided by the number of students who were enrolled at the beginning of the training, multiplied by 100.</i>		90%	<i>Basic data from the TVETs</i>	<i>Before the start of training of students, directly after finalizing training</i>
	<i>% of students demonstrating improved digital literacy and labour market-relevant skills, entrepreneurial skills, and life skills.</i>	<i>Number of students demonstrating improved skills, divided by the number of students taking the test at the beginning of the training, multiplied by 100.</i>		90%	<i>Assessment for students available at the institution</i>	<i>Before the start of training of students, directly after finalizing training</i>
	<i>Percentage of TVET courses incorporating work-based learning and ICT.</i>	<i>(Number of TVET courses incorporating work-based learning</i>		100%	<i>Course curriculum reviews, instructor feedback</i>	<i>Annually</i>

			and ICT / Total number of TVET courses) * 100.				
		The ratio of practical to theoretical learning hours	Total practical learning hours / Total theoretical learning hours.		70%practical&30% theoretical	Instructor reports/EduWORKS assessment	Every 6 months
		The extent to which education providers show improved quality, relevance, inclusiveness, and safety of (vocational) education	An average score of TVETs on the EduWORKS assessment measured at the end of the project, divided by the average score of TVETs on the EduWORKS assessment at the baseline.			evaluations	Before the start of the project, at the mid and end of the project
			Average score of WBL coordinators on the WBL assessment measured at the end of the project, divided by the average score of WBL coordinators on the WBL assessment at the baseline.			WBL assessment coordinators	Before the start of training of WBL coordinators, directly after finalizing training

	<i>Frequency and quality of management and leadership training sessions conducted.</i>	<i>Total number of training sessions conducted within a specified timeframe.</i>	0	<i>75% of targeted TVETs receive regular training.</i>	<i>Training attendance lists, and post-training evaluation reports.</i>	<i>Annually</i>
	<i>The extent to which teachers and trainers are applying advanced teaching and training skills</i>	<i>Average score of teachers on entrepreneurship assessment measured at the end of the project, divided by the average score of teachers on entrepreneurship assessment at the baseline.</i>			<i>Assessment of teachers' entrepreneurship</i>	<i>Before the start of training of teachers, directly after finalizing training</i>
	<i>The number of TVETs continuously assess the quality, relevance, inclusiveness, and safety of (vocational) education provided</i>	<i>Number of TVETs that undertake EduWORKS assessment at least once a year</i>		30	<i>Project counting records</i>	<i>Before the start of the project, at the end of the project</i>
<b>A safer, more inclusive environment, leading to better</b>	<i>Number of reported incidents related to safety and inclusion,</i>	<i>Reported incidents (before) - Reported incidents (after).</i>		<i>50% reduction in incidents.</i>	<i>Safety reports, and student surveys.</i>	

<b>student engagement and retention, particularly among vulnerable youth.</b>	<i>before and after intervention.</i>					
<b>Established and strengthened partnerships with the private sector and government agencies, resulting in systemic improvements within the TVET sector.</b>	<i>Number of formal partnerships and collaborative initiatives established between TVETs, private sector, and government agencies to support systemic changes in the 30 TVETs</i>	<i>Count of formal partnerships and collaborative initiatives. MOUs signed with the stakeholders to provide support i.e. TVETA, KSTVET, Jua Kali Association</i>	0	5	<i>5 formal partnerships in total for the project at a system level</i>	<i>Annually</i>
	<i>The number of joint programs or projects implemented as a result of these partnerships.</i>	<i>Count of joint programs or projects implemented.</i>	0	5	<i>Project reports, and partnership evaluations.</i>	<i>Annually</i>
<b>Sustainable systemic changes within the TVET sector, ensuring</b>	<i>The Number of systemic policy changes or curriculum enhancements</i>	<i>Count of policy changes or curriculum enhancements.</i>	0	5 systemic changes.	<i>Policy documents, curriculum reviews</i>	<i>Annually</i>



	<i>that the project outcomes are institutionalized and continue to benefit future students.</i>	<i>influenced by the project.</i>					
		<i>Level of alignment between TVET curricula and labor market needs as reported by employers.</i>	<i>Average alignment score reported by employers.</i>	<i>Not aligned.</i>	<i>Fully aligned.</i>	<i>Employer surveys, curriculum analysis.</i>	<i>Annually</i>
<b>Output</b>		<i>The number of TVET instructors trained.</i>	<i>Number of TVET instructors that completed the training</i>		<i>90</i>	<i>Project counting records</i>	<i>Every 6 months</i>
		<i>Number of WBL coordinators trained</i>	<i>Number of WBL coordinators that completed the training</i>		<i>30</i>	<i>Project counting records</i>	<i>Every 6 months</i>
		<i>The number of TVET leaders trained.</i>	<i>Number of TVET leaders that completed the training</i>		<i>67</i>	<i>Project counting records</i>	<i>Every 6 months</i>
		<i>Number of youth (male/female) trained in market-relevant skills</i>	<i>Number of youth that completed the training</i>		<i>9,000</i>	<i>Project counting records</i>	<i>Every 12 months</i>
		<i>Number of TVET colleges involved</i>	<i>Number of TVET colleges that are involved in the project</i>		<i>30</i>	<i>Project counting records</i>	<i>Every 6 months</i>

		<i>Number of private sector parties involved</i>	<i>Number of private sector parties that are involved in the project</i>		10	<i>Project counting records</i>	<i>Every 6 months</i>
<b>Other M&amp;E activities</b>		<i>External project evaluation</i>				<i>Evaluation report</i>	<i>Midterm in summer 2024, end-term end of 2025</i>
		<i>Collect pictures and human-interest stories to share with donor</i>	<i>For guidelines for collecting such information see Appendix 4 of the partner contract. Please make sure the declaration of consent (also in the partner contract) is filled out and signed in case of collecting stories/pictures!</i>			<i>(Bi)annual report</i>	<i>Every 6 months when drafting the (bi)annual report</i>

