



TERMS OF REFERENCE FOR THE EVALUATION OF THE:
INFORMAL SKILLS TRAINING PROGRAMME.

July 2010

1.0 BACKGROUND AND INTRODUCTION

All over the world, education is acknowledged as a means for transforming and empowering the youth with skills, knowledge and values to enable them become productive members of the society. It contributes to sustainable development, and in Kenya, it has been a priority area of development intervention for decades now. This is reflected in policy documents such as the proposed Government Action Plan for Implementation of the Poverty Reduction Strategy Plan (PRSP) of September 2002, Economic Recovery Strategy Programme (ERS) and the Vision 2030, as well as in the Kenya Education Sector Support Programme (KESSP) 2005 – 2010.

The purpose of skills development is to provide individuals with a range of core skills so that they are equipped for productive activities and employment opportunities (such as wage employment, self-employment and income generation activities). The role of Technical, Vocational Education and Training (TVET) in furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities has been widely recognized (Bennell 1999). In Kenya, The informal sector has been playing a very crucial role in this, and is now responsible for absorbing the larger proportion of new entrants into the job market. This is mainly attributed to the continued failures of the education system to prepare students for the world of work, which in turn has made the system of apprenticeships, where young people learn skills to develop different trades, a crucial item for their employment possibilities. An important contribution of the informal apprenticeship system is the opportunity for large numbers of youth to obtain skills training at relatively low costs to both the learner and employer.

Undugu Society of Kenya, a pioneer of street children and youth rehabilitation work in Africa, has been involved in promoting the rights of marginalized and vulnerable children and young people for close to 37 years now. These marginalized groups consists of street children and youth at risk, out of school children from poor informal settlements, as well as children withdrawn from child labour conditions, including its worst forms. The right to education and skills training has continued to be one of Undugu's major interventions aimed at transforming their lives with a potential of attaining levels of self-reliance, and realizing their development rights. Thousands of children and young people have, not only gone through rehabilitation, but have also been provided with an opportunity to acquire formal education, as well as non formal education and vocational skills training through the programmes of Undugu Society.

Undugu has embraced a culture of strategic management, incorporating reflections and reviews of her interventions every five years, to ensure they are relevant and in line with its core vision, mission and objectives. These reviews are not just limited to the programme design and implementation of activities, but also extend to its overall goal, the mission, in an effort to embrace the changes and dynamics of development. The last organizational evaluation was undertaken in 2005, which resulted in the development of USK's strategic Plan 2006 – 2010. USK's mission as presently contained in the 2006 -2010 strategic plan is to facilitate socio- economic empowerment to street children, vulnerable youth, and marginalized poor urban and rural communities through lobbying and advocacy, capacity building, access to education and training, and creation of linkages aimed at reducing poverty for the attainment of decent livelihoods

The Informal Skills Training Programme (ISTP) is one of the key programmes of Undugu under the current strategic plan whose overall objective has been to increase /improve access, quality and relevance of skills acquisition for creation of wage or self-employment for poor and vulnerable youth. The specific objectives have been:

1. To recruit 10,860 trainees through CBO's and equip them with basic technical and business management skills by the year 2010.
2. To build the capacity of 20 CBO's on concepts of skills training and business management by the year 2010.
3. To Lobby for increased access to basic education for children and young people from poor backgrounds.
4. To build the Capacity of Children and Young people in the Non Formal Education (NFE) Schools/Centres, and Skills training, CBO's, and School management leadership structures, to address HIV/AIDS issues affecting them.

The programme provides opportunities to an average of four hundred vulnerable children and youth to acquire productive and employable skills necessary for improving their livelihoods every year. The ISTP employs a strategy of skills acquisition through the apprenticeship approach using artisans mainly from the informal sector, and has the following key components;

- Prior to the training attachment, would be trainees are taken through a three days pre- training workshop –(trade/career choosing workshop) that enables the young people to clearly understand the merits and de merits of different trades available in the informal sector, as well as the requirements for each. After this each trainee is allowed to make a choice on the type of trade one would like to train in.

- Once a trainee makes a choice on the trade, they are attached to practising artisans in the informal sector. An agreement is entered into between Undugu/CBO and the trainer that outlines the expectations of each party. The young people then acquire on – the-job- training for a period of between 6 months to two years, depending on the trade.
- Trainees are provided with basic training tool, and safety clothing. During the training.
- Those training in examinable trades are booked to sit the government Trade Tests at the end of each year.
- Upon completion of the training the young people are absorbed into the informal sector for wage employment.

Under the current strategic plans, USK has also been empowering Community Based Organization (CBO's) to implement the skills training programme.

Since inception, the ISTP has provided opportunities to over 7,000 children and youth to acquire vocational skills. The average number of young people reached by the programme has also increased from around 150 per year to an average of 400 per year, this notwithstanding the fact that USK has not been able to mobilize adequate resources to reach its target number in the 2006 – 2010 strategic plan. These results have been realized through the support of donor partners: Kindernothilfe – Germany, ILO/IPEC, and Edukans Foundation. Besides skill training, the programme has also integrated issues of HIV/AIDS, as well as lobbying and advocacy for increased access to quality basic education for out of school children and youth.

A more programme specific evaluation of the ISTP was conducted in 2003, in form of a tracer study to assess the impact of the programme over the lives of the beneficiaries over time. One of the important findings of the study was that majority of the beneficiaries were making a living out of the trades they acquired skills in. Secondly, majority started off as wage earners immediately after training, and after years of experience, a good number had been able to start their own businesses and were self employed.

With globalization and frequent changes in technological advancement a lot of change is taking place both in the formal and informal economy. New training areas have also come on board in the skills training programme such as those related to auto and electronics repairs. The demand for vocational skills training is growing higher as thousands of young people are released by the educational institutions, particularly at primary and secondary levels. In order to remain relevant and ensure the programme responds to the real need of both the young people and the changing economy USK proposes to carry out an evaluation on the Informal Skills Training Programme. The purpose of the evaluation is to assess the impact of the programme over the lives of its beneficiaries. The results of this evaluation will inform USK's future work on empowering vulnerable children and youth with productive skills for self reliance.

2.0 OBJECTIVES OF THE EVALUATION

The Overall objective of this evaluation study is to assess the impact of skills training programme to the programme beneficiaries as well as its conceptualization to remain relevant in the changing economy and environment in Kenya with particular reference to the following

- (i) Assess the extent to which the programme has achieved its objectives, especially in relation to:
 - USK current strategic direction and programme plan.
 - Objectives as laid down in the project proposal
 - Responding to emerging changes in the operating environment (Identify gaps, constraints and opportunities).
- (ii) Assess the overall impact of the programme on the target groups, especially in relation to: -
 - Assessing the career pattern of the graduates of the programme over time - since 2006.
 - Improving the quality of life of the graduates of the programme.
 - Employment status
 - Income level and self reliance of the graduates of the program
 - Sustainability of these changes
 - Assessing extent and reasons for drop outs

- (iii) Assess the relevance, effectiveness and efficiency of the Skills training Programme, especially in terms of:
- Skills Training delivery process and approaches.
 - Trades being offered
 - Theory classes
 - Selection process and decision making on trades, including role of the beneficiary in this
 - Role of the artisans
 - Life skills
 - Efficiency and effectiveness of the programme – incl. from the target group perspective.
 - Mainstreaming of cross cutting concerns on gender, HIV/AIDS
 - Participation of children and youth and in the programme implementation
 - Guidance and monitoring of beneficiaries and artisans
 - Roles of guardians/parents and communities in ensuring retention, and completion of training by the young people.
 - Involvement with post-graduates
- (iv) Assess the management and performance of the programme, especially in relation to:
- Responding to the changing market economy and environment in Kenya.
 - Adjustments and changes made in comparison to the original program proposal
 - Interrelationships and synergy between the various units/programmes of Undugu.
 - Planning, budgeting, and monitoring systems and practice
 - Selection criteria and process for beneficiaries and artisans
 - Participation of beneficiaries in planning and monitoring
 - Quality assurance of trainings offered through CBOs
 - Collaboration with implementing partners (CBOs)

3.0 SCOPE OF THE EVALUATION

The Evaluation will assess all the components of the programme and cover projects and activities during the period 2006 – 2010, with provision to make reference to any other period prior to this. The evaluation, will embrace a tracer study design to allow assessment of the impact of 200 trainees who have left the project at different times since 2006. The sample size of 200 will consist of 80% of former trainees of 2006 – 2008, and 20% of trainees for the period 2009 – 2010, and will cover Nairobi – 100 trainees, Kisumu – 60 trainees and Machakos – 40 trainees. It will also cover all beneficiaries from the different categories: former street children and youth, EX UBEP graduates, Children withdrawn from child labour, and primary school drop outs from poor informal settlements.

4.0 TASKS / DELIVERABLES

The consultant is expected to carry out the following tasks in this study:

1. An inception report for the assignment within 1 week of signing the contract, summarizing key issues to be addressed, the methodology to be used, and work plan with clear timeline.
2. Develop data collection tools.
3. Produce a draft evaluation report containing findings and recommendations. In specific terms, the evaluation report should:
 - a. Provide an analysis of the performance of the Programme, and its programme beneficiaries..
 - b. Identified gaps, challenges, constraints and advice USK on possible remedial measures to be taken.
 - c. Advice on relevance and effectiveness of the skills training programme

- d. Advice on an appropriate and effective concept for the skills training programme that responds to the needs of the youth within a changing economy.
 - e. Identify key competencies/strengths as well as the capacity needs of the Programme staff for quality programme implementation.
 - f. Make recommendations on the way forward.
4. Hold a one day validation and dissemination workshop to the management, programme staff, implementing and funding partner representatives and representatives of the beneficiaries/community.
 5. Produce a final comprehensive evaluation report including annexes with the tools used and a softcopy of all data processed.

5.0: METHODOLOGY

The consultant is expected to use appropriate methods and tools to capture the required information including participatory approach that adequately includes all the questions for this assignment. The consultant will review relevant documents and reports and will be expected to employ a variety of methodologies necessary for impact studies using standard methods and tools. The consultant should explain how the data will be analyzed and clearly show how the factors that contributed to the impact on the OVC, separating those from the project and external ones, will be analyzed.

It is the responsibility of USK to present a list of all beneficiaries who have been enrolled in this program between 2006 and 2010 upon signing of the contract. The consultant will select a representative mix of 200 former trainees who have attended the training including those who have dropped out of the program.

The consultant is also expected to cross check the data and work out an impact, using PRA methods in three target areas, taking into consideration good representation of each of the three. Besides individual interviews with former participants / beneficiaries, focus group discussions, and key informant interviews are expected.

As there was already conducted a tracer study in 2003, a comparison with the findings of that time is required.

6.0: TIME FRAME FOR THE ASSIGNMENT

The assignment shall be conducted within a period of not more than _____ working days effective from the time of signing the contract until when the final report shall be submitted.

7.0 CONSULTANT REQUIREMENTS

The interested consultants/firms should send in their technical proposal and attach the CVs of the people to conduct the study. It is expected that a team of at least 2 persons will conduct the assignment. The following qualifications/competencies with proven experience in conducting such or similar exercises are required.

- A Masters degree in a relevant field such as Social Research Methods; Social Sciences; Development Studies; Economics, Education, MBA, Entrepreneurship
- Demonstrated skills and experience in Project planning, implementation, impact monitoring and evaluation
- Good knowledge of HIV&AIDS, OVC, and street children issues in Kenya.
- Good knowledge and understanding of TVET related issues, approaches, models
- Good knowledge of civil society operations
- Good knowledge of informal sector business promotion and community development in Kenya

8.0 INTELLECTUAL PROPERTY

The Donor and Implementing Partners (Kindernothilfe, Edukans & USK) shall hold all intellectual property rights over any publications, unless otherwise agreed.

9.0 AGREEMENT

After the consultant's/Firm's acceptance to execute the task, she/he will sign the contract with USK.

10.0 SELECTION OF CONSULTANTS:

The assignment will be advertised through the Daily Nation newspaper. USK shall shortlist at least five best CV's offers and then share them with Edukans and Kindernothilfe for final selection.

The technical document, CVs, and a detailed budget are expected until _____ delivered by hand in both hard and soft copies to the following address:

The Executive Director
Undugu Society of Kenya
P.O. Box, 40417,
Nairobi
Code 00100_
Email: undugu@undugukenya.org

For questions and additional information, please contact:
The Executive Director
Tel 4454280/1

11.0 APPLICATION OF CONSULTANTS

The consultant should develop a technical document after receiving the Terms of Reference. The technical proposals should clearly describe how the duty will be executed and fully explain how the data will be collected and analyzed. This should include the approach, the tools (like PRA), sample sizes, time schedule and the like, and should be written in a way that it becomes clear how the evaluation will be conducted.