



## TERMS OF REFERENCE

### CONSULTANCY FOR PROGRAM BASELINE ASSESSMENT AND FINAL PROJECT EVALUATION: "PROVISION OF RENEWABLE ENERGY SYSTEMS AND ELECTRONIC LEARNING DEVICES TO SCHOOLS IN THE REFUGEE CAMPS OF DADAAB AND KAKUMA IN KENYA"

#### 1 INTRODUCTION

LWF Kenya-Djibouti-Somalia Program supported by Diakonie Katastrophenhilfe and funded by the German Ministry of Economic Cooperation and Development plans to implement the provision of solar energy installations for 25 to 46 schools and LWF staff accommodations in Kakuma Refugee Camp and Dadaab Refugee Camps in Kenya, including the transit centre in Nadapal along Kenya-South Sudan Boarder in Turkana County. The project started on August 1st, 2018 and will be completed on June 30th, 2019.

#### 2 COMMISSIONING ORGANISATIONS/ OWNER'S TEAM

The Lutheran World Federation (LWF) is an International Non-Governmental Organization working in Kenya, Djibouti and Somalia providing humanitarian and assistance services to refugees in the areas of Community services, Education and sustainable livelihoods projects.

LWF is supported in this project by Diakonie Katastrophenhilfe, which is the humanitarian assistance agency of the Protestant Agency for Diakonie and Development (EWDE), which forms part of the protestant Churches in Germany with its headquarters in Berlin and represented by their Regional Office for Eastern and Southern Africa in Nairobi. Diakonie Katastrophenhilfe provides humanitarian aid worldwide through partner organisations. As donor to this project, DKH will review and approve crucial project parts as planning and procurement and will monitor the execution closely.

Both, LWF and DKH, form the members of the owner's team which will provide the project's needs, the level of quality expected, a permissible budget, and the required schedule.

#### 3 AIM OF THE CONSULTANCY

The aim of the consultancy is to conduct both, a *program baseline assessment* and *final project* evaluation of successful installation and operation of solar systems and the transfer of technology for educational purposes by the project.

The program baseline assessment will focus on collecting contextual and focussed information on the current status of energy provision and utilisation as well as educational practices and systems available



The final project evaluation will assess the progress made on the baseline indicators at the end of the project and apply an OECD-DAC evaluation criteria and CHS inspired evaluation grid to evaluate the overall success of the project.

The findings of the assessment and evaluation will be used for accountability and reporting purposes and inform senior management in decision making with regards to the design and improvement of future, similar projects.

## 4 PROJECT

### 4.1 Expected Outcome and Impact

The project intends to enhance the quality of primary education. It also seeks to improve physical security at school and staff compounds through solarisation of schools, staff compounds and other facilities. It is anticipated that the solarisation of 25 to 46 schools in Dadaab and Kakuma will contribute to improved learning outcomes through access to e-learning platforms and learning materials for both learners and teachers. Security lights will enhance safety of learners as well as promote protection of school property and other facilities such as Nadapal Transit Center.

### 4.2 Objectives

The project will respond to two objectives:

- 1) Primary school students in selected primary schools in Kakuma and Dadaab refugee camps have access and use formal and non-formal e-learning education resources in class through provision of solar energy supply and adapted educational technology solutions.

Solarization of schools will enhance the use of ICT in classrooms hence improving access to educational content that is in the public domain under open educational resources. This will enable learners to copy, use adapt and re- share online resources that will enhance the learning process in the camp. Learners and teachers will be able to access materials on the Open Education Resources using tablets and laptops that exist at the Teachers Resource Centre and schools which includes: approved curricula content, lesson audios, and animated videos to enhance teaching of science subjects.

- 2) The physical security of schools and compounds as well as learning conditions of school children are improved.

Erecting of solar powered security lights in schools and staff compounds will improve on security in all the targeted primary schools in Kakuma and Dadaab, thus protecting school property from theft and vandalism. Installation of solar power at staff accommodation and offices improve the security at Nadapal whenever the generator breaks down as well as act as a pilot for future scale up the camp in areas with the same facilities.



### 4.3 Indicators

The project objectives will be monitored against the following indicators:

- Number of learners (girls and boys) with access to and actively using introduced KIO Kits in schools
- Number of teachers (female and male) accessing and using e-learning technology services in schools for improved curriculum delivery
- Number of schools and staff compounds with improved physical security for safety of staff, property and learners
- Number of schools fitted with ventilation

### 4.4 Activities

The key project activities include:

- 1.1 Solarization of 25 to 46 schools (includes classrooms and administration buildings) in Dadaab and Kakuma
- 1.2 Erect stand-alone solar-powered security lights in 25 to 46 schools in Dadaab and Kakuma
- 1.3 Community members (Community leaders, School board of management, Parents) sensitization
- 1.4 Facilitate 5-day induction training for the identified solar technicians for the maintenance of installed solar system
- 1.5 Purchase, distribution and training on use of KIO Kits
- 2.1 Solarization of staff accommodation and LWF compounds in Dadaab and Kakuma.
- 2.2 Erect stand-alone solar-powered security lights in Nadapal Transit Centre
- 2.3 Installation of ventilation fans in classrooms where possible

## 5 SPECIFICS OF CONSULTANCY SERVICE

This consultancy service is divided into two LOTS that MUST be applied for separately:

### 5.1 LOT 1: Program Baseline Assessment

The assignment will seek to establish the following, disaggregated as much as possible as per Gender, Age, Diversity and Location:

**Number of solarized schools/classrooms and staff compounds in Dadaab and Kakuma Refugee Camps:** This will serve to document the number of schools and or classrooms that are currently fitted with solar power against those without such facilities. Similarly, this will help determine the use and effectiveness of existing solar installations and draw comparisons on how to address gaps with the envisaged solar system.

**The primary use of solar power in the schools and staff compounds already fitted with solar power:** This will help to ascertain the need and usage of solar power in learning institutions and staff compounds, whether solely for lighting, or for charging their phones and computers, cooking etc. and if the power output matches users' demands.

**Use of electronic learning devices in schools:** Establish how electronic learning devices have been embraced in schools and infused in the school curriculum where both teachers and learners access reference and learning materials. Additionally, their impact on the overall academic performance and economic viability vis-à-vis traditional text books.

**Community Participation in Management of schools:** It will be paramount to establish how schools Board of Management (BOM)<sup>1</sup> are engaged and involved in oversight role in management of primary schools both in Dadaab and Kakuma Refugee camps. BOM will play a key role in ensuring the project is a success in ensuring the solar system and lights are not vandalized and how the project will enhance security in the schools and neighbouring households.

**Sustainability of the solar project:** The consultant will seek to establish how the community will maintain the solar systems installed in the various schools in case of breakdown in ensuring that e-learning processes are not interrupted. The consultant will be expected to determine the availability of solar maintenance skills, parts and components within the 2 project areas.

**Other specific details will include:**

- Establishing current number of learners (boys and girls) benefiting from solar energy in their learning
- Establishing number of teachers (male and female) accessing and using e-learning technology services in schools for improved curriculum delivery, including their knowledge, attitude and practices
- Determine average number of hours spend by teachers preparing for lessons

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<sup>1</sup> The Board of Management shall consist of the following members appointed by the County Education Board: a) six persons elected to represent parents of the pupils in the school or local community in the case of county secondary schools, b) one person nominated by the County Education Board, c) one representative of the teaching staff in the school elected by the teachers; d) three representatives of the sponsors of the school; e) one person to represent special interest groups in the community; and f) one person to represent persons with special needs; g) a representative of the students' council who shall be an *ex officio* member.

- Identify number of schools fitted with ventilation utilising solar energy as well as other sources
- Identify number of electrical technicians with capacity to maintain and manage solar energy installation
- Establish number of school board management and community leaders aware of the importance of solar energy
- Enrolment and attendance figures (secondary data)
- Exam averages (tracking of educational outcomes, if such data can be accessed)
- Motivation (as expressed by female and male pupils and teachers)
- Awareness of rights to access e-learning devices by pupils and teachers
- Existence and stringent application of an impartial, transparent and accountable *access management system* for the electronic learning devices with effective internal controls, this should include monitoring of access hours per pupil and per device as compared to “device idle” status
- Existence and application of uptime/downtime, loss, repair, replacement, etc. *status and reliability monitoring system* of KIO Kits hardware
- Existence of an effective follow-up mechanism to service/maintain the electronic learning devices
- Integration of e-learning applications and curriculum into the regular schedule (OECD-DAC<sup>2</sup> “connectedness”)
- Effective integration of the electronic learning component into the Protection-monitoring system with regards to any protection concerns arising from the introduction of the solar installations and electronic learning devices
- Utilisation and response of effective Feedback and Complaints Channels appropriate for all stakeholders and particularly for children to safely and confidently utilise the mechanism to report any concerns, suggestions, or complaints they might have
- Coordination of the use of the solar power installations as well as the electronic learning devices within the education system and other relevant stakeholders
- Training of project staff to oversee the development and effective application of above mentioned systems of coordination, monitoring, and feedback and complaints handling as well as communication, protection and Code of Conduct related activities

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<sup>2</sup> Organization for Economic Co-operation and Development-Development Cooperation Directorate (<http://www.oecd.org/about/>)

## 5.2 LOT 2: End line Project Evaluation

The final project evaluation will utilise the same (!) above indicators and guiding questions and collect endline values at the same disaggregation level in order to assess the progress achieved as compared to the baseline and present this information in a structured and disaggregated manner.

Additionally, the evaluation will utilise this information for triangulation and for the overall performance and impact evaluation with reference to OECD-DAC<sup>3</sup> and CHS<sup>4</sup> criteria outlined below.

Understanding the different OECD-DAC criteria to inform the selection of evaluation criteria:

### Relevance

- Did we plan the right thing? Do we do the right thing? To what extent are our objectives, planned activities and planned outputs consistent with the intended outcome and impact? Are there differences between the time when the project was planned and designed and today?
- To what extent are the objectives of the project / program still valid?
- How do “beneficiaries” and stakeholders assess the “relevance” of the project in retrospect?

### Appropriateness

- How appropriate were humanitarian implementation approaches, activities, inputs, and staff conduct tailored to local needs and priorities, as well as timing, under seasonal, cultural, Gender, and other relevant aspects?
- How suitable were they for leveraging the capacities, realising participation and ownership, and promoting accountability to local structures?
- How do “beneficiaries” and stakeholders assess the “appropriateness” of the project in retrospect?

### Effectiveness

- To what extent are the objectives achieved?
- What were the major factors influencing the achievement or non-achievement of the objectives?
- How timely was the assistance?
- To what extent were the selected target groups reached?

### Efficiency

- How cost-efficient were the results achieved?
- Were there any delays?
- Was the project implemented in the most efficient way compared to alternatives?
- Cost per beneficiary?

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<sup>3</sup> OECD-DAC Criteria for Evaluations in the Humanitarian Sector: In 1991, the OECD-DAC, focusing on the most common problems noted in development projects, proposed four quality criteria – relevance, effectiveness, sustainability and impact – and the value criterion of efficiency (OECD-DAC, 1991). A few years later, it adapted these criteria for EHA in complex emergencies (OECD-DAC, 1999), adding coverage and coherence, suggesting appropriateness as an alternative to relevance and connectedness as an alternative to sustainability, and proposing two new criteria: coordination and protection. These criteria reflected the biggest problems seen in humanitarian action in the 1990s.

<sup>4</sup> Core Humanitarian Standard (<https://corehumanitarianstandard.org/the-standard>)

### Impact

- What has happened as a result of the project?  
(Intended and unintended impacts on individuals, communities, institutions, improvement of social and economic indicators, health, poverty reduction, resilience, capacities, assets, cross-sectoral impact, impact on Gender and equal opportunities for women and men, age-groups, or other relevant cross-cutting issues)
- What real difference/changes has the activity brought about for the beneficiaries?  
(What would have happened without the activity?)
- Impact on KAP-level?
- Environmental impact?

### Sustainability

- To what extent will the positive impacts or changes of the project (are likely to) continue?
- Which measures are implemented in order to support sustainability?
- To what extent did the benefits of this or similar other projects/activities persist after donor funding ceased?
- What were the major factors influencing the achievement or non-achievement of sustainability of the project?

### Connectedness

- Was the intervention aligned to existing systems, policies, and structures (formal and informal)?
- Was the intervention supportive of local capacities?

### Coverage

- To what extent have the identified target groups been reached?
- How relevant and appropriate was this outreach as compared to the needs and potential support by other actors (government and NGOs)?
- Was the selection (targeting) process impartial and independent (inclusive of all potential groups to the same extent, unbiased, and based on need only)?
- Were all identified "vulnerable" groups/households reached effectively?
- Were there any complaints about inclusion or exclusion errors from beneficiaries or non-beneficiaries?

### Coherence

- How coherent was the intervention with regards to humanitarian standards?
- Are the approaches applied in the different components of the intervention coherent?
- Are these approaches coherent with environmental standards, protection principles, and humanitarian principles as well as human rights considerations?

### Coordination

- How well coordinated was the response in this sector across the region, with what consequences?
- How well did the projects participate in coordination meetings (with whom)?
- Were there any synergies identified between different actors and what was the result?

### Protection

- Was a do-no-harm analysis undertaken?



- How has the level of security and protection in the area for various groups of persons developed?
- Which steps were undertaken to improve security and protection of various groups?
- How well was the feedback and complaints system and management of any Protection relevant cases functioning?
- How aware and satisfied are people affected by crisis/members of the community about their rights and entitlements, their participation in the project, and the feedback and complaints mechanism of the project? (CHS related)

*Note:* The above already includes some aspects of CHS adherence measurement. Guidance on community-level questions which are relevant in this regard can be found in the CHS self-assessment tools on the CHS website, especially the CHS Alliance Self-Assessment Tool v1.3 Annex C.docx.

It is important to use the CHS and DAC criteria intelligently rather than mechanistically. Integrating key CHS commitments in particular with respect to “strengthening of local capacities and avoidance of negative effects” (commitment 3), “communication, participation and feedback” (commitment 4), “welcoming feedback and complaints” (commitment 5) should provide insights on the level of participation, accountability, and do-no-harm/protection awareness reached and potential avenues to strengthen these elements if required.

The owner’s team expects consultants to identify, propose in the inception report, and validate a relevant number of evaluation questions with the owner’s team, focussing on questions which are relevant and realistic to address, taking into account the objectives of the evaluation, context, data availability, and the scope, time, and resources available to the evaluation.

## 6 PRINCIPLES FOR EVALUATION

The exercise shall be guided by the following principles:

- Usefulness and applicability
- Feasibility and realism
- Ethics and legality
- Impartiality and independence
- Transparency
- Accuracy
- Participation
- Collaboration
- Confidentiality



## 7 EVALUATION DESIGN/METHODS

The assessment methodology proposed by the consultant(s) should include a **suitable sampling strategy, participatory tools and a suitable mix of quantitative and qualitative data collection methods.**

**Data need to be differentiated into sex, age, diversity, location, and other relevant markers** to allow precise analysis as to the impact on girls and boys, in different locations, and on different age groups and stakeholders.

Potential methods to be used:

- Desk review of project documents (proposal, logframe, detailed monitoring plan, progress reports including project monitoring data and studies, budget and financial documents) and other Relevant internal and external documents, literature, and secondary data.
- Key Informant Interviews with regional teams, advisers, project officers, learners, teachers, BOM, community members, partner organizations' staff, UNHCR, among other stakeholders.
- Focus Group Discussions with beneficiaries (female and male pupils and teachers of different age groups as well as PLWD).
- Visits to selected project sites and direct observation of the existence, utilisation, and management of solar installations and electronic learning devices.
- Collection of Most-Significant-Change stories following the (same) Baseline contributor (girl-child, boy-child, teachers, etc.) to the Endline ("progress-tracing").
- Photo- and video documentation with before/after comparison and GPS tagging if legally possible.

It is paramount that the final evaluation provides quantitative as well as qualitative evidence, triangulated, and well-analysed before formulating (a) findings, (b) conclusions, and (c) recommendations, each of which should show how they relate to each other.

Logframe indicators, guiding questions within these ToR, and relevant OECD-DAC and CHS evaluation criteria should be utilised to evaluate project achievements on a results-, outcome- and impact-level (to the extent possible within the given time-span). The analysis of participatory qualitative data collection should be well-presented and focus on (a) how stakeholders and "beneficiaries" perceive the project (mostly CHS related criteria) and (B) how stakeholders and "beneficiaries" actually utilise the project's inputs and the intended as well as unintended changes this may bring about incl. but not limited to physical security and protection-related as well as educational outcomes, quality of education perceptions, uptake of technology by pupils and teachers, motivation and KAP.

Data collection, analytical methods, and presentation of findings, conclusions, and recommendations should be sensitive to and differentiate relevant Gender, Age, Diversity dimensions throughout.

## 8 ROLES AND RESPONSIBILITIES

These roles and responsibilities may be expanded further in the contract:

### LWF shall;

1. Contract the consultants
2. Book flights to Kakuma and Dadaab and back to Nairobi including local transport in Dadaab and Kakuma for four consultants (two for each location)
3. Pay for the flights for the four consultants
4. Pay for food and accommodation for the four consultants while in Kakuma and Dadaab during data collection exercise
5. Engage and pay enumerators in Kakuma and Dadaab for data collection

### DKH shall;

1. Provide oversight role in procurement process
2. Provide overall technical guidance and support

### Consultant(s) shall;

1. Submit clear **technical** and **financial** proposals as indicated in these Terms of Reference
2. **Technical proposals should include:**
  - a. Elaboration on sampling strategy
  - b. Elaboration on data collection methods
  - c. Tentative evaluation grid
  - d. Elaboration on analytical methods and presentation of results
  - e. Recommendations
3. **Financial proposals have to show explicitly:**
  - a. Total amount in Kenya Shillings (KES)
  - b. incl. VAT
  - c. incl. any/all fees and withholding tax if applicable
  - d. incl. detailed costings for each staff on a day/half-day basis
  - e. incl. detailed costings for any other expenses (if not taken care of by another party as stipulated above)
4. Seek clarification and additional information where needed

**5. Attach the following documents:**

- a. Certificate of incorporation
- b. PIN Certificate
- c. Tax Compliance certificate
- d. Resumes for the personnel
- e. Relevant work samples (e.g. reports) of similar previous engagements
- f. Previous clients who could be contacted

**9 TIME FRAME**

The broad and general timelines for the exercise are provided below. The exact dates of each activity shall be discussed during kick-off and clarification meetings:

**9.1 LOT 1: Program Baseline Assessment**

- 1 - 15 Nov 2018: Obtaining offers
- 16-21 Nov 2018: Selecting evaluators
- 22-26 Nov 2018: Concluding the contract
- 27 Nov 2018: Kick off and clarification meeting
- 28 Nov - 3 Dec 2018: Inception report (requires approval by owner team)
- 04-14 Dec 2018: Field visit for data collection
- 18 Dec 2018: Debriefing/Presentation of results
- 21 Dec 2018: Final report

**9.2 LOT 2: Final Project Evaluation**

- 1-15 Nov 2018: Obtaining offers
- 16-21 Nov 2018: Selecting evaluators
- 22-26 Nov 2018: Concluding the contract
- 02 May 2019: Kick off and clarification meeting
- 08-10 May 2019: Inception report (requires approval by owner team)
- 13-24 May 2019: Field visit for data collection
- 27-29 May 2019: Debriefing/Presentation of results
- 31 May - 5 Jun 2019: Submission of final report

Inception reports for each Lot have to include the usual sampling, methodological etc. information, but also the detailed evaluation grid/matrix as well as the assessment tools to be utilised. Approval of the inception reports by the owner's team is a prerequisite for continuation of the assignment as per the contract.

## 10 CONSULTANT'S QUALIFICATIONS AND PROFILE

- a) The suitable Consultant(s) must have a minimum of a bachelor's degree in the fields of Social Sciences, Statistics, Demography, Research Methodologies, Development Studies, Education, Gender or other related fields.
- b) Demonstrated experience of undertaking baseline studies and project evaluations in the humanitarian and development sector.
- c) Proven expertise with regards to OECD-DAC, CHS, Sphere, Education and Protection principles and standards in the humanitarian and development sector.
- d) Able to provide evidence of similar works done before including final reports.
- e) Experience of working within a team comprised of people with different cultural backgrounds and personalities, remaining self-motivated and able to achieve results independently and under tight timelines.
- f) Clear service orientation, adherence to humanitarian principles and ethical standards and code of conduct and ability to always respond appropriately to constructive feedback.
- g) Ability to work within the expected timelines and locations.

## 11 DELIVERABLES

This will include:

- a) Active participation in meetings and (de-)briefings
- b) Prepare a detailed inception report incl. sampling, methods, evaluation grid, assessment tools/instruments, analytical process, structure for presenting findings, conclusions, and recommendations and the report structure in general
- c) Leading field missions incl. training and supervision of enumerators
- d) Baseline Assessment report (Lot 1), incl. Executive Summary (structure to be agreed beforehand and incl. all annexes like data collection tools and raw data results)
- e) Final Evaluation report (Lot 2), incl. Executive Summary (structure to be agreed beforehand and incl. all annexes like data collection tools and raw data results)
- f) Lessons learned documentation

## 12 SUBMISSION DEADLINE

LWF reserves the right to accept or reject any or all applications without assigning reasons for its decision thereof. So as to be received not later than **15<sup>th</sup> November 2018, 4.00 PM EAT**.



Applications should be sent by email to [lwfsolar-pro-be@lwfkenya.org](mailto:lwfsolar-pro-be@lwfkenya.org) with the subject line:

**EOI LOT 1: PROGRAM BASELINE ASSESSMENT**

and/or

**EOI LOT 2: FINAL PROJECT EVALUATION**

Any additional clarification on the consultancy should be addressed to Program Manager - LWF World Service, Kenya-Djibouti Program Email: [pro.ken@lafdws.org](mailto:pro.ken@lafdws.org)

## Annex I: Evaluation criteria

Elements	Description	Score
Education and expertise	The suitable Consultant(s) must have a minimum of a bachelor's degree in the fields of Social Sciences, Statistics, Demography, Research Methodologies, Development Studies, Education, Gender and other related fields. <i>Attach resumes for key staff who will be involved in the exercise</i>	10
	Proven expertise with regards to OECD-DAC, CHS, Sphere, Education and Protection principles and standards in the humanitarian and development sector.	10
Experience	Demonstrated experience of undertaking baseline studies and project evaluations in the humanitarian and development sector. Able to provide evidence of similar works done before including final reports. Clear service orientation, adherence to humanitarian principles and ethical standards and code of conduct and ability to respond appropriately to constructive feedback. <i>Provide five jobs completed between 2015-2018 for each lot</i>	40
Work plan	Realistic work plan Ability to work within the expected timelines and locations	10
Financial	Quoted in Kenya Shillings Transparent and complete fee structure with applicable taxes, fees, and costs indicated	30
Total		100

-END-