1. Background and Rationale

Don Bosco Mondo is a non-profit organization (NPO) committed to supporting disadvantaged youth worldwide. As their advocate, the Don Bosco Mondo mobilizes personnel, spiritual and financial resources. Don Bosco Mondo sees school education and vocational training as the key to empowering young people to live independent lives free from poverty. In close partnership with the Salesians of Don Bosco (SDB) and the Salesian Sisters of Don Bosco (FMA), assistance is provided to more than 15 million children and adolescents beyond all limits.

Since its foundation, Don Bosco Mondo e.V. is intensively engaged in the support of development projects of the FMA and SDB around the world. TVET is a focus of the cooperation between SDB/FMA and Don Bosco Mondo in India. Furthermore, the cooperation with the German Federal Ministry for Economic Cooperation and Development (BMZ) is an important pillar of the programs and projects implemented by Don Bosco Mondo. Since 1987, 48 vocational training projects with BMZ co-financing have been implemented in India.

In addition to the information from the close and constant collaboration with the local implementation partners, valid data on the impact of vocational training projects in India are to be collected in the course of the planned evaluation. Information on particularly suitable approaches, effective factors but also less effective instruments should help to further develop cooperation in vocational education and training in India and provide local partners with the best possible advice on planning and implementing future projects.

Don Bosco Mondo and the respective local project partners identified four vocational training projects as examples of this work. The projects planned for evaluation not only include TVET, job placement and labor market integration, but also some measures to promote self-help structures and awareness raising. However, these should not be the subject of the ex-post evaluation.

In the present evaluation, four projects shall be scrutinized in detail. The projects were implemented with different local partner organizations and were carried out at four main locations in different regions in South, North and Northeast India (please also see map below). The following section provides a brief description of each of the projects.

**New Delhi - Socio-Economic Strengthening of Poor Excluded Young People in Northern India through Technical Training**

The aim of the project was to ensure that additional 640 poor and disadvantaged young people (per year) from northern India without a school-leaving qualification, no job or no adequate job would have access to specialized and innovative technical training modules at the Don Bosco Technical Institute Delhi (DBTI). Through considerably modernized vocational training at the DBTI in the two training fields of "Technical Inspection and Quality Control" (IQC) and "Computer-Aided Numerical Control of Machine Tools" (CNC), marginalized young people were also optimally qualified for technically demanding segments of the industrial labor market in Northern India and were able to fill corresponding jobs in the companies in demand in the region. Attractive employment with prospects for a professional career enabled them to achieve a sufficiently high income for themselves and their families and thus to sustainably improve their economic and social situation. The prerequisite for achieving this goal was a considerable
increase in infrastructural capacity and renewed equipment for the IQC and CNC training courses at the Don Bosco Technical Institute Delhi.

Hospet - Vocational training for marginalized youth in Hospet, Karnataka State, India
The aim of the project was to strengthen marginalized young people economically and socially through access to TVET. In order to achieve the project objective, the existing infrastructure of the Don Bosco Centre in Hospet was renovated and expanded, as the existing buildings had become dilapidated and thus a danger to trainees and trainers. The construction and equipment of a two-storey vocational training center, two workshops and a toilet building were carried out. After completion of the building, training courses were held in five areas relevant to the labor market - carpentry, welding, tailoring, computer applications and electrics. Project staff were also regularly trained in curricula development, teaching methods, psychosocial counselling and management in order to prepare young people optimally for working life. After successful completion of the courses, the graduates were supported in their search for a job or on their way to self-employment.

Guwahati - Decentralized vocational training for women
The overall objective of the project was to combat poverty and sustainably improve the living conditions of marginalized population groups in Assam, Manipur and Nagaland in northeast
India. In concrete terms, the economic livelihood and social position of young marginalized women of the Adivasi or other indigenous peoples in Assam, Manipur and Nagaland in north-east India were improved.

90% of the young people in the villages of the project region had no opportunity to complete an apprenticeship. Poor girls without school-leaving qualifications were denied education not only because of fees, which they usually could not pay, but also because of the formal access conditions, which they usually did not fulfil.

Unemployment or the hard underpaid work in the fields and tea plantations created frustration and paved the way for smuggling gangs and human traffickers over time. Abducted girls often ended up in slave-like jobs or even as prostitutes. The local partner’s integrated approach was that professional skills together with life skills, entrepreneurial skills, internships and job placement, followed by further observation and support of the girls in their employments, formed an overall package that strengthened the girls in exercising their rights and enabled them to live a decent life outside poverty.

Rangajan - Non-formal training and job placement for marginalized youth from marginalized social groups in Golaghat District, Assam

The overall objective of the project was the sustainable improvement of the socio-economic situation of young people from tea worker families in the project region. In order to achieve the overall objective, young people from the target group were given access to vocational training and found employment (beyond work in the tea gardens) that provided them and their families with a sufficient income.

Each year, 305 young women and men took part in non-formal training courses in seven different areas: electrics, motor mechanics, welding, installation, office management, motoring and computer use. This gave them the opportunity to find employment or to set up their own small business. They were supported in this by a job placement and start-up program. In addition to job-related content, social skills were also promoted which supported positive personality development. A training center with workshops, classrooms, offices and dormitories was set up and equipped in Rangajan to implement the measures.

2. Purpose, Objectives and Use

The purpose of the planned ex-post evaluation is to assess the outputs, outcomes and impacts of the measured financed. In accordance with the OECD/DAC criteria, the focus is on relevance, effectiveness, efficiency, impact, sustainability and central cross-cutting issues such as participation, inclusion and gender-sensitivity of the interventions (see also Section 3). The results achieved shall be examined and described in relation to the formulated objectives. It will be discussed whether the financed activities in the field of vocational education and training and job placement actually addressed the problems of marginalized young people in the project regions and whether the formulated goals were achieved.

The participation of the target groups in project planning and implementation will also be assessed and evaluated. Specifically, the aim is to determine to what extent the training and placement efforts initiated with BMZ funds have actually promoted the integration of young people from the target group into the labor market. The steering, implementation and monitoring of the projects will have to be analyzed.

The data to be collected in the context of the evaluation should also enable a cost-benefit analysis to be carried out, i.e. a statement on the relationship between the financial resources used and the number of young people who have completed training and/or been reached through placement activities. The evaluation should answer the question whether the employment and income situation of the target group has improved compared to the initial situation.

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Questions about additional personal, social and economic benefits for the target group as well as unintended impacts are also to be answered.

Finally, it has to be determined whether the measures initiated by BMZ funding were continued after the end of the project period and whether further activities were indirectly initiated. The question is therefore whether the target groups will continue to benefit from the positive impacts without continued support.

„Best practices“, particular strengths and innovative contents, but also specific weaknesses of the selected projects shall be identified and described in order to derive recommendations for the planning and implementation of future programs and projects in the TVET sector in India (and beyond).

3. Guiding Questions of the Evaluation

The widths of the guiding questions follows from the OECD/DAC evaluation criteria mentioned above. If necessary, a special focus will be put on some of the OECD/DAC criteria for more intense investigation (probably impact, effectiveness, efficiency and sustainability).

In the course of the evaluation process, the questions will be further developed and elaborated in close cooperation with the respective local project partners and the evaluation team.

The evaluation will broadly assess the relevance, effectiveness, efficiency, outcome and sustainability of the project. To this end, following questions will be answered. The list presented here is not exhaustive and the evaluation team may add to it to make it more meaningful to facilitate the evaluation process.

1. Relevance

Did we do the right thing? – The external evaluation team should be able to present results, which should answer the question if the project objectives and activities comprehensively addresses the socioeconomic demands and professional conditions of the target groups. A special attention should be given to underlying concepts of TVET, the various trades and training courses as well as the technical approaches applied. Further questions to assess the relevance of the projects are the following:

- To what extent were the projects in line with regional, federal-state and national TVET strategies?
- Did the projects address a central developmental issue or a developmental bottleneck in India?
  - Are these issues still prevailing today?
- To what extent does the general developmental orientation and concept of the projects comply with actual aspiration level, today’s knowledge and general conditions?
- Were the activities and outputs of the projects in line with overarching goals and are the impact-hypothesizes plausible? (activities, outputs, outcome, impact)
- To what extent were the activities / instruments in technical, organizational and financial aspects suitable for objective attainment – also in view of sustainability?

2. Effectiveness – Are we doing things right?

Did we do things right? – The evaluation team will be assigned to clearly scrutinize if the intended impacts, outcomes and outputs (and it’s utilization) are in line with the agreed upon results/objectives of the projects. Among others, this will include answers to the following questions:

- To what extent were the (direct) objectives of the projects achieved?
  - How many youths (female/male) gained access, participated in the trainings and were part of the job-placement service? What is the proportion of young people from particularly disadvantaged sections of the population?
o To what extent were the TVET projects successfully integrating the youths into employment (incl. self-employment)?
  - Which domains appear to be have been most effective for local employability and self-employment?
  - With this training are they able to compete in the job market or do they need any further training?
- Is the level of objective attainment – also in the light of today’s demands and knowledge base – sufficient?
- To what extent were the initial objectives of the projects realistic and to which extent do they still meet today’s demands and knowledge base?
- What were the major factors influencing the achievement or non-achievement of the objectives?
  - What are strategies and mechanisms adopted for the placement of the trainees and their follow up?
  - What are the challenges faced in building entrepreneurial mind-set and skills in the beneficiaries while providing the trainings?
  - What are the supplementary skills that need to be provided to the beneficiaries for wage employment and self-employment over and above the domain skills?
- What is the level of quality of development policy and technical planning and control?
- Which (unintended) negative or (formally not agreed) positive results does the project produce at output and outcome level and why?
  - What measures have been taken by the project to counteract the risks and (if applicable) occurred negative results? In how far were these measures adequate?
  - To what extend were potential (not formally agreed) positive results at outcome level monitored and exploited?
- In what way is TVET provided by “Don Bosco” different to services of other training providers?
- What would have happened without the projects?

3. Efficiency – Are our actions cost effective?

Efficiency measures the outputs - qualitative and quantitative - in relation to the inputs. It is an economic term, which signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted. When evaluating the efficiency of a program or a project, it is useful to consider the following questions:
- Were objectives achieved on time?
- Were outputs delivered on time and outcomes created in appropriate time?
- To what extent were costs and benefits of the projects reasonably balanced from business and economic perspectives?
- Were activities cost-efficient?
  - What is the cost-benefit-ratio considering per capita expenses for trained, counseled, and employed/"placed" youth?
- Would there have been more efficient alternatives to achieve the outcomes/impacts?
  - What insights do comparisons amongst the four projects or other TVET projects/institutions in India provide?
- Are outputs, created capacities and potentials reasonably utilized (till today)?
- To what extent were the inputs as measured by created outcomes in total still appropriate?
4. Outcome/Impact – Are we contributing to the achievement of overarching development objectives and results?

The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions.

When evaluating the impact of the projects, it is useful to consider the following questions:

- Did the project contribute to overarching development goals?
- To what extent were the initially intended impacts realistic and to what extent do these correspond to today's demands and knowledge base?
  - How far has the project contributed towards social integration of the beneficiaries?
  - How far has the project helped in the economic transformation of the target group?
- To what extent did the foreseen impacts materialize?
- To what extent were projects exemplary, structure-forming, and/or broadly effective (e.g. inspiration, uptake, adaption by other stakeholders)?
- Which (unintended) negative or (formally not agreed) positive results at impact level can be observed?
  - The occurrence of additional (not formally agreed) positive results at impact level has been monitored and additional opportunities for further positive results have been seized.
- Assessment of the overarching development impacts (considering all positive and negative impacts) in total.

5. Sustainability – Are the results durable?

Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable. When evaluating the sustainability of a program or a project, it is useful to consider the following questions:

- To what extent did the benefits of the projects persist after donor funding had ceased?
- Is (already) recognizable that outcomes of the projects excel positive long-term effects on the life of the youths?
- To what extent are/were activities, which were initiated through the projects carried forward? Have additional activities been initiated/continued?
- What were the major factors, which influenced the achievement or non-achievement of sustainability of the projects?
- What risks and potentials are emerging for the durability of the results (outcome and impact) and how likely are these factors to occur? Is the sustainability likely to increase or decrease?
- Which structures and processes have been installed to ensure that project results maintain?
- To what extent are the local project partners (financially, organizational, in terms of staff) enabled and willing to ensure positive outcomes of the projects without further BMZ/Mondo support?
  - Could additional funds been secured (local, regional, national, international) to ensure continuity of the project activities?
- Did the projects excel in any way effects on the educational policy on community, federal-state or national level in India?
- To what extent did the projects as such achieve a satisfying sustainability?

In addition to the five aforementioned evaluation criteria (respectively inherently integrated into these) it is expected by the evaluation team to consider following obligatory cross-cutting issues: participation, gender, inclusion, ecological sustainability.

4. Methodological References

It is expected that the consultants use a variety of methods which provide reliable information on the outcomes and the impacts achieved thus far through the activities initiated by BMZ funding. For validation of results, the findings should be crosschecked through different methods. A mix of analyzing qualitative and quantitative methods should be used like group discussions, observation on-site, semi-standardized interviews, and quantitative data analysis (secondary data) etc.

According to the requirements of the consultants, the local partner organizations will keep at hand the necessary data.

The evaluation should be a participatory process, promoting maximum input from all relevant stakeholders (e.g. trainees/youths and their families, teacher, representatives of public institutions, project teams). The evaluators will work closely with the Project Development Offices (PDO) of the local project partners, the local project partners and with Don Bosco Mondo, considering documentation, methodological aspects and reporting. The selected evaluation team is ultimately responsible for the procedures, approaches and methods to be selected and will propose and justify these in its initial inception report (please see also section 7 – Deliverables). The inception report will be coordinated and eventually approved by local project partners and Don Bosco Mondo. The evaluation team will have the responsibility to develop a design and methods of the evaluation. The following points may be included:

- Review and assessment of relevant project documentation
- (if necessary) Reconstruction of a comprehensive impact matrix for the projects
- Interviews and questionnaires
- Focus group discussions (youths, teachers, project team, employers)
- Participatory tools and instruments for data collection and self-assessment
- Fieldwork in the place of origin of the youths
- Statistical/econometrical analysis of quantitative data

5. Expert Profile of the Evaluation Team

The ex-post-evaluation shall be implemented by experts, who are experienced as independent evaluators in India applying DAC-evaluation criteria

The evaluation team to be identified (after an invitation to submit proposals and evaluation of the offers) ideally fulfils the following requirements:

- Experience with the evaluation of TVET projects for marginalized youth
- Experience in conducting relevant surveys such as tracer-studies, socio-economic surveys and IT-based statistical analysis.
- Experience in the application of qualitative methods like focus group discussions and semi-structured interviews, etc.
- Experience in the application of participatory evaluation methods
- relevant knowledge of central cross-cutting issues and their consideration in the evaluation process
- Sensitivity to socio-cultural contexts and observance of appropriate rules, beliefs, and customs
- The team should be gender balanced
The evaluators will not act as representatives of any party and must remain independent and impartial.

In addition, the evaluation team should have experience with projects in the field of TVET in India. It should be able to communicate in Hindi as well as in relevant local languages and English. It will keep all project information confidential and will only share and use it with the written permission of local partners and Don Bosco Mondo.

6. Process and schedule (preliminary)

<table>
<thead>
<tr>
<th>Services/Activity</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Completion of bidding process</td>
<td>March 2020</td>
</tr>
<tr>
<td>D 1. Inception Report</td>
<td>March/April 2020</td>
</tr>
<tr>
<td>D 2. Kick-off Workshop</td>
<td>April 2020</td>
</tr>
<tr>
<td><strong>Field Phase</strong></td>
<td></td>
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<tr>
<td>D 3. Participatory debriefing workshop with all project partners and future plan of actions</td>
<td>April – July 2020</td>
</tr>
<tr>
<td>D 4. Submission of first draft report of evaluation</td>
<td>July 2020</td>
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<tr>
<td>D 5. Debriefing / Discussion on the draft report of evaluation</td>
<td>August 2020</td>
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<tr>
<td>D 6. After approval, submission (and presentation D7) of the final report</td>
<td>August 2020</td>
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7. Outputs and Deliverables

The consultancy team (consisting of 2-3 members) is expected to work in close cooperation with the project implementing agencies. The following products are expected from the consultancy team:

D. 1 Inception report proposing the detailed evaluation approach, methodology, and costs;
D. 2 Kick-off Workshop at the beginning of the Field Phase with the local Project Team, representatives of the target group, and project partner organizations representatives
D. 3 Participatory debriefing workshop after completion of the field phase to present and discuss the preliminary findings and recommendations with the Project Team, representatives of the target group, and project partner organizations representatives;
D. 4 Preliminary evaluation report in English including findings and conclusions according to OECD/DAC evaluation criteria and rating standard, an executive summary in English with key findings, recommendations
D. 5 Debriefing meeting (perhaps via telephone- or videoconference) of the Consultant with the local Project partners and Don Bosco Mondo, presenting and discussing the preliminary evaluation report;
D. 6 After approval, submission of the final evaluation report including the following attachments: List of abbreviations, list of institutions visited and persons interviewed, consultants schedule during the field phase, list of used documents, data and literature, a brief professional profile of the Consultants.
D. 7 Presentation of the final evaluation report

8. Use of the evaluation results

The results of the evaluation serve to account to the BMZ and are used by Don Bosco Mondo and the local project partners to manage ongoing projects in an impact-oriented way and to learn for the future.
By using and implementing the evaluation results and recommendations in the various project and programme phases, the commitment in the field of vocational training and job placement is to be further improved.

The results of the evaluation should provide information to:

- The local project partners to optimize the ongoing activities in the project area as well as to improve the planning and implementation of future TVET projects.
- The local stakeholders of the target group about the performance of the self-help approach improving the quality of life.
- Don Bosco Mondo, to better advice, prepare, and monitor TVET projects in view of impact for marginalized populations. To justify towards its private and institutional benefactors the use of funds.
- Inform the BMZ about the outcomes/impacts of the funded projects.

9. Ethics

The consultancy team shall follow the ethical guidelines of DAC evaluation standards. The consultancy team shall not disclose any information related to the project evaluation to without prior information and approval of the local project partners and Don Bosco Mondo. All the data generated, whether in soft or hard form along with the survey tools shall be submitted to Don Bosco Mondo on completion of the assignment.
10. Management of the Evaluation

The persons and institutions involved and their tasks are as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position - Role</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sr. Annie Inchenat</td>
<td>Project Director, In-charge of end-of-project evaluation</td>
<td>Coordination of evaluation, developing and discussing ToR, identification and contracting of consultant, coordination of field phase schedule;</td>
</tr>
<tr>
<td>Bro. Cyriac KURIAS</td>
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<td>Fr. Joy Nedumparambil SDB</td>
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<td>Bro. Sunny Joseph</td>
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<tr>
<td>Mr. Benny Augustine</td>
<td>Project Manager</td>
<td>Discussion and approval of ToR, provision and preparation of requested data, contacts to stakeholders, general logistical support; Facilitates the visit/study of the Consultancy Team</td>
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<tr>
<td>Fr. Joseph Pampakcal</td>
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<td>Mr. Linto</td>
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<td>Sr. Athisa Agatha</td>
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<tr>
<td>tbc</td>
<td>Consultancy Team</td>
<td>Develop a design and methods of the evaluation, Responsible for compilation of secondary data (provided), evaluation study (collection of qualitative data and analysis), report compilation</td>
</tr>
<tr>
<td>Sebastian Schuster</td>
<td>Evaluation &amp; Quality Management, DBM, Germany</td>
<td>Development of the evaluation concept, coordination and communication with BMZ representatives. Preparation, management, coordination of evaluation, approval and distribution of report</td>
</tr>
<tr>
<td>Lukas Lamberts, Bettina Ruoff, Ines Schäfer</td>
<td>Project Manager, DBM, Germany</td>
<td>Preparation, management and coordination of evaluation with local partners, approval and distribution of report</td>
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Responsibilities

Evaluation Team

- Develop a design and methods of the evaluation
- Develop a plan of action to conduct the evaluation
- Organize relevant data for analysis
- Review of project documents
- Organize interaction meetings/Focused Group discussions with relevant stakeholders
- Prepare draft report and discuss the findings with Project partners and DBM
- Prepare second draft report by integrating the opinions and suggestions from Project partners and DBM
- Produce a consolidated, quality report, which documents the good practices and lessons learnt; differentiating findings, conclusions and recommendations, data on methodology used, interview outlines, list of people interviewed /met etc.
Project partners

- Identify the consultant team in consultation with DBM
- Prepare and finalize the TOR in consultation with DBM
- Facilitate the evaluation
- Provide hand hold support to the evaluation team
- Share and discuss the project objectives, outputs and results with evaluation team
- Provide technical and hospitality services to carry on the evaluation
- Make strategies for future involvement by integrating the learning from the evaluation

Project Partners (Project Director, Coordinator and team)

- Facilitate the evaluation at grass root level
- Organize meetings, people
- Assist the evaluation team to collect data
- Provide hand hold support at local level for evaluators

Don Bosco Mondo (DBM)

- Finalize the ToR and choose a consultancy team in cooperation with the local project partners
- Closely monitor the evaluation process and provide backstopping for all involved parties of the evaluation
- Discuss and analyze the outcome of the study and share and discuss the findings with project partners,
- Disseminate the final report, findings and lessons learnt among the key stakeholders

Please submit your convincing proposals until March 13th, 2020 to:
Sebastian Schuster (s.schuster@don-bosco-mondo.de)

Kindly include:

- A thorough description of the proposed evaluation design, methodology and instruments, including timetable and detailed budget;
- CVs of the consultants applying

If you have any further questions, please do not hesitate to contact us at any time.