

## Terms of Reference (ToR) for Evaluation

**Project Title:** AQUAHUB - Education and research hub for the sustainable management of aquatic ecosystems in Eastern Africa

**Country:** Eastern Africa

**Project/Programme Number:** ADC project number 0612-00/2018

**Name of partner Institutions stated in project contract:** University of Natural Resources and Life Sciences, Vienna (BOKU); Egerton University (EGU); Addis Ababa University (AAU); and Bahir Dar University (BDU)

**Additional partner Institutions:** Ethiopian Institute for Agricultural Research, National Fishery & Aquatic Life Research Center (EIAR-NFALRC) and Institute for Water Education (IHE Delft)

### 1. INTRODUCTION/BACKGROUND

#### **Project context**

Biodiversity, natural resources and ecosystem services are important for all, but essential for the rural poor and women in particular who often rely directly on local ecosystem services and biodiversity for their food, health, income, shelter, energy and quality of life.

Aquatic ecosystems provide crucial resources (water for drinking & irrigation schemes, fish, grazing area for livestock, plants as house-building material) and functional aquatic ecosystems render services, such as water purification, protection against floods, water supply during dry-periods, hydropower generation and the provision of fertile land. On the global scale, aquatic ecosystems are amongst the most valuable and sensitive ecosystems. The situation in Eastern Africa is even more dramatic, due to the growing population, high poverty prevalence and climate change effects. The increasing discrepancy among demands and availability of aquatic ecosystem resources and services is calling for innovative management solutions suitable for the Eastern African context - ideally developed, promoted and implemented by Eastern African institutions and professionals.

Institutions of Higher Education & Research are considered as key-agents for innovation, transformation and the provision of highly qualified professionals. However, though the massive increase of university enrolment numbers, still tertiary education attainment is low in sub-Saharan Africa, compared to OECD countries and the share of women with post-graduate qualification is even lower. Furthermore, the quality-issue has become a crucial subject of discussion and major concern among stakeholders in Eastern Africa, as a result of the recent student enrolment expansions and the establishment of a large number of new universities with limited capacity. The lack of highly qualified staff, adequate infrastructure and financial resources to support student learning are the most cited factors to affect the quality of education negatively. These issues are even more crucial for academic programmes in natural sciences, medicine, engineering and technology, since

these subjects require laboratories, equipment and practical courses to generate highly skilled graduates.

### **Project strategy**

AQUAHUB's overall objective is to foster the sustainable management of freshwater ecosystems and to contribute towards the achievement of the SDG's. AQUAHUB is supporting the establishment of education and research hubs in Eastern Africa at the qualitative level to:

- Enhance the quality and relevance of post-graduate education;
- Increase the number of well-educated and well-skilled female and male post-graduates delivered to the Eastern African job market and for the capacity development of Eastern African HEST institutions;
- Enhance the networking of southern and northern institutions with common interests towards the sustainable management of aquatic ecosystems in Eastern Africa;
- Initiate and implement collaborative research projects/programmes;
- Develop and implement sustainable ecosystem management strategies, which are adapted to the local context; and
- Monitor the effect of management strategies and contribute towards the development of evidence-based policies.

The target institutions and programme graduates are perceived as key-agents to initiate transformation processes towards the sustainable management of environmental assets. AQUAHUB is supporting Master's programmes, since the availability of national/regional fellowships/loans to attend Master's programmes is limited in Eastern Africa and Master's programme graduates have a broad spectrum of career opportunities (environmental research-, policy- and management institutions, universities, private sector, NGO's, PhD studies).

AQUAHUB is considering joint degree Master's programmes as a strategic tool to intensify institutional north-south and south-south collaboration and to enhance the quality of educational programmes by combining complementing thematic expertise of HEST institutions, as well as fostering transformative skills via student/lecturer mobility. Special emphasis is laid on specialised and diverse teaching staff and skill-oriented course elements such as, laboratory & field-work, excursions, group-work, seminars, data analysis/interpretation, student presentations, report writing and environmental modelling.

AQUAHUB builds on the experiences of former ADC funded projects (IPGL & CAPAQUA), which were implemented from 1975 to 2018.

### **Expected project outputs**

- 1) Positioning the international joint-degree Master's programme in "Limnology & Wetland Management (LWM)" as regional flagship programme in Eastern Africa.
- 2) Extension of the Master's programme "Aquatic Ecosystems & Environmental Management (AEEM)" to an Eastern African joint degree Master's programme, implemented by Addis Ababa University, Bahir Dar University, EIAR-NFALRC and Egerton University.
- 3) Establishing a network of southern and northern HEST institutions with common interests towards the sustainable management of aquatic ecosystems in Eastern Africa.

- 4) Assessment of the impact of >40 years of collaboration in limnology between Austria and Eastern Africa (IPGL, CAPAQUA, AQUAHUB), including recommendations for future development.

## **Beneficiaries**

### Direct beneficiaries

- Fellowship holders and other participants attending academic programmes.
- Partner institutions in Eastern Africa.  
The project enhances the education, research and extension capacities/portfolios of the local partner institutions EGU, AAU, BDU and EIAR-NFALRC via various measures:
  - Enhancement of the education, research, extension and networking capacities/portfolios;
  - Provision of support for implementing high-quality educational programmes;
  - Strengthening of internationalisation processes via regional/international student exchange, lecturer exchange and the implementation of international joint-degree Master's programmes; and
  - Initiation of national-, regional- and international collaborations, projects and partnerships.
- Academic and technical staff of Eastern African partner institutions.  
Staff of EGU, AAU, BDU and EIAR-NFALRC benefit from international mobility programmes, international collaborations, capacity development measures and have opportunities to advertise and expand their research activities.
- Other LWM & AEEM lecturers from Eastern Africa.  
Lecturers of the academic programme are drawn from several institutions in Eastern Africa, who are also benefiting from international-, regional- and inter-sectorial collaborations among institutions of Higher Education & Research, Research and Management, Policy-Advise and NGO's (e.g. Makerere University; University of Dar es Salaam; Moi University; KMFRI; Department of Fisheries Kenya; Water Resource Management Authority, Kenya; Ethiopian Environmental Protection Agency; Amhara Regional Agricultural Research Institute; etc).

### Indirect beneficiaries

- Eastern African ministries, environmental agencies, PPP's (environment, water & sanitation sectors), research institutions and environmental consultant firms through the provision of Master's programme graduates for staff recruitment, enhanced networking and scientific contributions via collaborative MSc research projects (e.g. NAFIRRI, MUK, NWSC, MWE, KMFRI).
- International, regional and national agencies and NGO's who are stakeholders within the conservation and sustainable management of aquatic ecosystems/resources (MSc programme graduates for staff recruitment, enhanced networking, exchange of staff/experts, scientific contributions via collaborative MSc research projects).
- Eastern African society benefiting from initiatives and activities of programme graduates/resource-persons/institutions towards the sustainable management of aquatic ecosystems and resources.

**Project implementation**

AQUAHUB is implemented by BOKU, IHE-Delft, EGU, AAU, BDU and EIAR-NFALRC, whereas BOKU is in charge of the overall project coordination. Each project partner is responsible for the implementation of specific project activities, which are outlined in the project proposal. The Eastern African partner institutions play leading roles in the implementation of project activities to ensure local ownership, institutional capacity development and regional networking in Eastern Africa. BOKU, IHE-Delft and EGU are planning, implementing, managing and steering the joint degree Master's programme LWM. AAU is the overall coordinator of the joint degree Master's programme AEEM and the AEEM programme is planned, implemented managed and steered by AAU, EGU, BDU and EIAR-NFALRC, with backstopping by BOKU. The organisational procedures are described within written agreements among the project partners in detail (Cooperation Agreements, Operational Agreements, and Education & Examination Regulation Agreements).

**Project history**

The AQUAHUB project (OEZA 0612-00/2018) builds on a long term collaboration among Austria and Eastern Africa via ADC funded projects (IPGL, implemented from 1975 to 2009; CAPAQUA, implemented from 2009 to 2018). ADC provided core funding for the vast majority of IPGL and CAPAQUA project activities since 1975, via 12-months project contracts from 1975 to 2004 and 3-years contracts from 2005 to 2018.

The IPGL projects were kicked-off in 1975, as an 8-months training programme in limnology for scientists from developing countries, which was held Austria. In the late 1980's, the IPGL projects started gradually to put emphasis on the Eastern African region. Following the recommendations of a comprehensive "ADC Fellowship Alumni Assignment (ÖFSE-Edition 5, 1996)" the process of establishing an international network of institutional collaborations was set off (Table 1). At the end of the 1990's, the overall goal of IPGL projects and then after CAPAQUA projects, shifted towards the support of capacity development processes at Eastern African institutions, which have an important role in training professionals, carrying-out relevant research/extension activities and contributing to the development of evidence-based policies. As a result, both the operational mode, as well as the activities of IPGL, CAPAQUA & AQUAHUB evolved over time (Table 1).

<b>Year</b>	<b>Milestones</b>
1975	Establishment of IPGL (“UNESCO-course”) – 8-months training programme in Austria.
1986	Fact finding mission to Eastern Africa (Dr Imhof, Prof Schiemer) - recommending to shift to institutional cooperation.
1994	Start of the institutional cooperation with Egerton University (Njoro Kenya) within the “Tropical River Ecology Initiative“ - two 3-weeks field-work/laboratory workshops held at Egerton University in 1994 and 1995 with 40 participants from Eastern Africa.
1997	Establishment of the collaborative Master’s Programme with UNESCO-IHE “Master’s Programme in Environmental Sciences, specialisation in Limnology & Wetland Ecosystems (ES-LWE), with the further goal to integrate Makerere University, (Uganda) and Egerton University (EGU) into the Master’s Programme in future.
2003	Strengthening of south-south cooperation in Eastern Africa via the establishment of EAWA (East Africa - Austria Water Association) at the “Inaugural EAWA Symposium - Linking Water Experts to Meet the Challenges of Water Resources Management in East Africa” in Mukono, Uganda, attended by 125 participants from 7 countries, most of them IPGL alumni.
2004	EGU started contributing to the ES-LWE Master’s Programme Curriculum with a two weeks course module in “Tropical Limnology” held at EGU.
2006	EAWA got transformed to EAWA (Eastern African Water Association), incorporating 200 EAWA members from Eastern Africa. Implementation of two transdisciplinary conferences in Kenya (Mombasa, 2006 & Kisumu, 2008), attended by more than 270 participants and creating a transdisciplinary forum for scientists, policy makers, NGOs, the private sector and communities in order to facilitate the translation of research into development processes in the region.
2008	EGU became a fully-fledged partner in the joint Master’s Programme ES- LWE, contributing to the curriculum with one taught semester and hosting/ supervising MSc research projects at EGU - however, the Master’s degree still awarded by UNESCO-IHE.
2012	CAPAQUA project shifted from the ILIM-AAS Mondsee, to BOKU. Establishment of the International Joint-Degree Master’s Programme in “Limnology & Wetland Management (LWM)”.
2013	Establishment of the Joint Master’s Programme in “Aquatic Ecosystems & Environmental Management (AEEM)”, implemented by Addis Ababa University (AAU), Bahir Dar University (BDU), Ethiopian Institute for Agricultural Research (EIAR-NFALRC) and BOKU is in charge of programme backstopping (programme planning, implementation, management and quality assurance).
2019	Expansion of the Master’s programme AEEM towards an Eastern African Joint Degree Master’s programme, implemented by AAU, BDU, EIAR-NFALRC and EGU. Establishment of the web-based AQUAHUB network platform.

*Table 1: Overview of history and milestones of the IPGL, CAPAQUA and AQUAHUB projects from 1975 to 2020.*

In total, 668 water/environmental professionals from developing countries, therefrom 374 from Eastern Africa, attended academic training programmes which were implemented by IPGL, CAPAQUA and AQUAHUB from 1975 to 2020 (Fig 1).

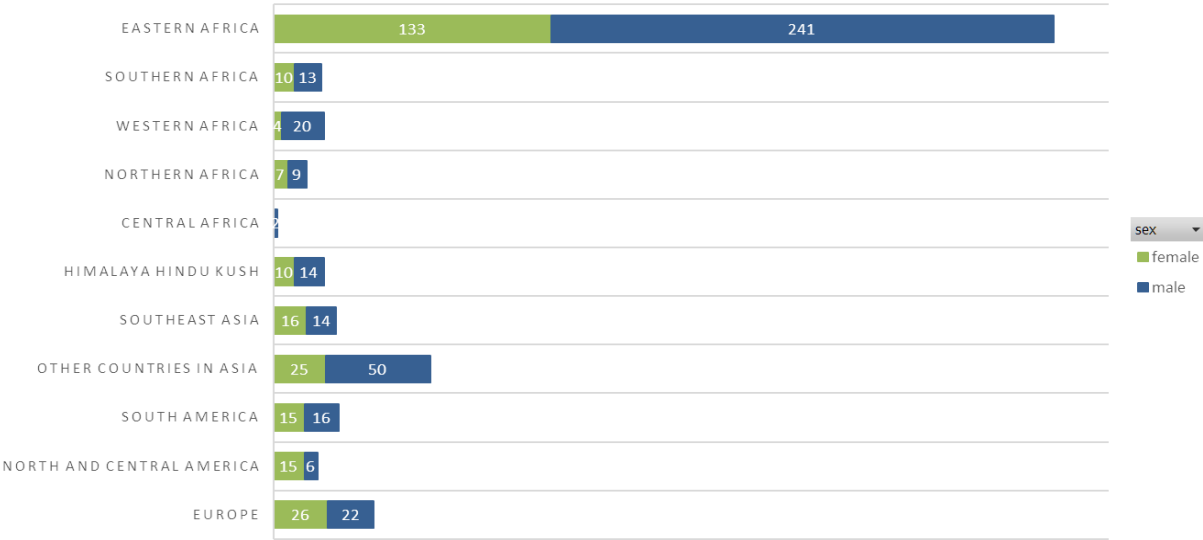


Figure 1: Origin of IPGL, CAPAQUA and AQUAHUB programme participants from 1975 to 2020

## **2. PURPOSE**

The purpose of the assignment is to promote organisational learning and to support decision making at the both strategic and operational level – hence, capturing both the learning, as well as the steering dimension.

The assignment serves to improve the AQUAHUB strategy and to provide a reliable foundation to assess the impact of interventions.

The intended users of the assignment findings are the AQUAHUB project partner institutions and key-stakeholder institutions in Eastern Africa. The assignment is expected to generate knowledge on change processes and impact assessments with regard to capacity development projects in Higher Education & Research – hence, valuable information for the ADC sub-sector “Higher Education, Science & Research” is anticipated to be provided.

## **3. OBJECTIVE**

The objective of the assignment is to assess the relevance and coherence of the AQUAHUB project and to provide a reliable foundation for the implementation of an impact assessment study.

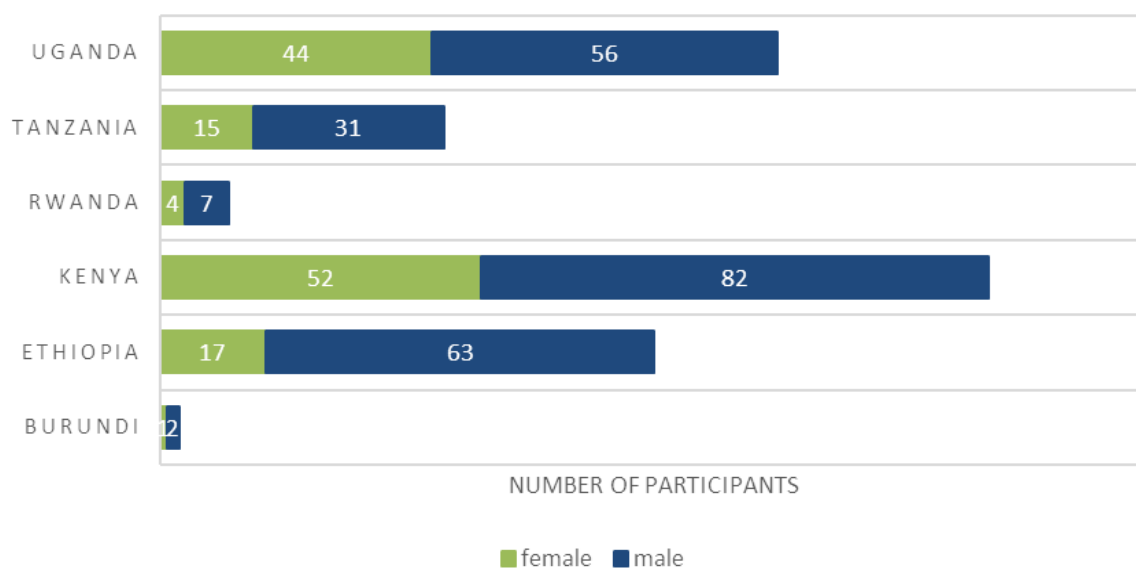
The specific objectives are:

1. To inform the design of a follow-on phase of AQUAHUB, based on a coherence assessment;
2. To reflect, assess and revise the current project ToC; and
3. To assess and revise the current draft ToR for a planned impact assessment assignment.

## **4. SUBJECT AND SCOPE**

The ADC funded project AQUAHUB (0612-2018) is the main subject of the assignment. The assignment is expected to consider previous projects funded by ADC under the project number 0612 (IPGL & CAPAQUA, implemented from 1975 to 2018) for the revision of the ToC and the Impact Assessment ToR, which were developed within the AQUAHUB project (0612-00/2018).

Geographically, the assignments shall focus on the Eastern African region, with special emphasis on Uganda, Kenya and Ethiopia. Therefore, the assignment will focus on institutions and individuals (Fig 2.) from/in these three countries.



*Figure 2: IPGL, CAPAQUA & AQUAHUB programme participants from Eastern Africa from 1975 to 2020.*

The target group are the direct beneficiaries (as stated in the ToR document in chapter 1) from/in Uganda, Kenya and Ethiopia, plus BOKU. Eventual other Eastern African, or international stakeholder of relevance (civil society, private sector, media, other oversight institutions) may be included as well, as per agreement among the contractor and the contracting party (BOKU). The assignment shall include the input of the current AQUAHUB project partners (BOKU, EGU, AAU, BDU, EIAR-NFALRC, IHE-Delft), at least 6 stakeholder institutions and an appropriate number of IPGL, CAPAQUA & AQUAHUB alumni. The assignment shall assess any eventual gender specific aspects.

The assignment shall focus on the OECD DAC evaluation criteria “relevance” and “coherence” and shall provide a reliable foundation to assess the “impact” of the project interventions.

The assignment is expected to apply a reflective and qualitative approach, taking into account the complexity and wider context of capacity development processes. The assignment shall identify and summarise key learning to feed into the strategy, design and implementation of future AQUAHUB projects.



## **5. SPECIFIC QUESTIONS**

Aligned to the objectives of the ToR, the assignment is expected to respond to the following questions:

### **Ad objective 1.**

- 1.1. Which policies and/or other interventions support or undermine the AQUAHUB interventions, and vice versa?
- 1.2. To which extent are the AQUAHUB interventions consistent with other actors' interventions in the same context and to which extent are the AQUAHUB interventions adding value and/or duplicating efforts?
- 1.3. To what extent responded the AQUAHUB project management to the recommendations of the evaluation study, which was implemented in 2018?
  - 1.3.1. Which elements will remain relevant and which conclusions can be drawn for the design of a next phase of the AQUAHUB project?

### **Ad objective 2.**

- 2.1 To what extent conceptualises the project ToC the key processes and mechanisms delivering change?
- 2.2 To what extent captures the project ToC the most significant causal links between project activities, expected outcomes and impacts, including the corresponding underlying assumptions?
- 2.3 Which may be the most significant contextual features and external factors affecting the achievement, or non-achievement of the expected outcomes and impacts?
- 2.4 To which extent and how can the expected outcomes and impacts of the project ToC tested, measured and documented through evaluation activities?
- 2.5 Which are the key learnings to be fed into the strategy, design and implementation of future AQUAHUB projects?

### **Ad specific objective 3.**

- 3.1. Which strategies, methodologies and methods may be most suitable for implementing the planned impact assessment assignment (starting 2022) to achieve maximum organisational learning at the both strategic and operational level, in order to improve the AQUAHUB intervention strategy and its implementation in future?
- 3.2. To which extent do the Impact Assessment ToR chapters "objectives" and "specific assignment questions" incorporate the most important impact mechanisms and the most suitable impact indicators to be tested, measured and documented through evaluation activities?

## **6. APPROACH AND METHODS**

The assignment shall be undertaken by an independent expert, or team of experts. Throughout the entire process the assessment assignment will be undertaken in accordance with the evaluation policy and evaluation guidelines of ADC, downloadable at: <https://www.entwicklung.at/en/ada/evaluation/>

The assignment is expected to apply a reflective and qualitative approach, taking into account the complexity and wider context of capacity development processes. The assignment shall follow a participatory approach and engage a suitable range of project stakeholders (at least all project partners, plus 6 stakeholder institutions) and an appropriate number of direct beneficiaries (project alumni, etc). The assignment is expected to be based on a solid theoretical basis and to use mixed methods to collect data and information. Data collection shall be triangulated to the extent possible to ensure the validity and reliability of findings, as well as recommendations. The assignment is expected to comprise of strategy- & methodology reflection, document reviews/analyses, interviews, discussions, syntheses, recommendations, plus including gender aspects wherever suitable and feasible.

Tenders of potential contractors are expected to propose a strategy, methodology and implementation approach for the assignment, which the contractor considers to be most appropriate to address the purpose and objectives of this ToR document, including its advantages, disadvantages and limitations.

Tenders are expected to provide information on the planned implementation modalities and methods to collect data, since anti-COVID19 measures are likely to limit travel activities and face-to-face interaction. Based on the current pandemic situation, it is recommended to use virtual/online tools to avoid assignment delays – however, contractors are expected to provide information how to ensure the validity of the assignment findings and recommendations in the light of the pandemic constraints.

The assignment will be implemented in phases, which may not strictly sequential and in some cases iterative, conducted in parallel and partly overlapping:

### **1. Kick-off meeting**

- The assignment outline and eventual open questions are discussed.
- The planned strategy, methodology and implementation approach, data collection & analyses and the work-plan is outlined by the contractor and discussed.
- AQUAHUB project documents, including available data are provided to the contractor.

### **2. Inception phase**

- The contractor studies all necessary project documents and data available, including former project evaluation reports.
- The contractor analyses and interprets existing literature and data with regard to the planned assignment.
- An initial set of hypotheses and findings is generated to plan the assignment strategy, methodology, methods and the data collection & analyses.
- The project ToC is reflected by the contractor with regard to its foundation on theories, methodology, models and literature.

- The contractor is producing and presenting a draft inception report, which describes the strategy, methodological approach and methods, elaborates on how data will be obtained, analysed and describes the planned work- and time plan. The draft inception report will include an evaluation matrix. Data triangulation and quality assurance measures need to be discussed in the draft inception report.
- The draft inception report is discussed with the assignment coordination team and major project stakeholders in order to provide feedback for the establishment of the final inception report.
- The final inception report describes the strategy, methodological approach and methods and elaborates on how data will be obtained and analysed. The inception report describes the planned work- and time plan in detail and discusses potential limitations. The inception report shall include a proposed schedule of tasks, activities and deliverables, with clear responsibilities for each task, or product.

The inception report is expected to put the strategy, methodological approach and eventual limitations into a wider context via coherence aspects and the review of secondary data/information of relevance (e.g. data/findings of other projects/programmes with similar objectives and expected outcomes/impacts; literature and policy documents related to the AQUAHUB context; etc.). The inception report shall also indicate the deliverables, and describe the role and responsibilities of each member of the contracted team. The final inception report will include an evaluation matrix (<https://www.entwicklung.at/en/ada/evaluation>).

The final inception report will be discussed and agreed upon with the contracting party.

### **3. Desk study, data collection and triangulation phase**

- Additional literature, available data and eventual appropriate case-studies are analysed and interpreted.
- Data is gathered, analysed, interpreted and triangulated.
- The data collection may include focus group discussions, key-informants interviews, workshops, in-depth interviews, surveys of direct project beneficiaries and key stakeholder and eventual other activities, as to the planning of the inception report.
- The coherence assessment is implemented.
- The project ToC, including its assumptions is analysed and revised by the contractor.
- The ToR for the planned impact assessment assignment is revised.

### **4. Draft assignment report phase**

- The key findings of the data collection phase, the coherence assessment, the revised ToC and the revised ToR for the planned impact assessment assignment are submitted in written form (as to the requirements stated in chapter 9), plus presented and discussed within a feedback workshop with the assignment coordination team, eventual stakeholder - and ADC representatives, if available.
- The contractor is following-up the suggestions from the assignment coordination team, from eventual key stakeholder and ADC representatives (if provided) and following-up eventual open questions arising.
- The contractor implements eventual further data analyses and triangulation.

## 5. Final assignment report phase

- The contractor integrates into the draft impact assessment report:
  - Eventual further data analyses and triangulation; and
  - Suggestions from the assessment coordination team, eventual key stakeholder and ADC representatives (if provided) on the draft impact assessment report.
- The final assignment report includes the coherence assessment, the consolidated project ToC and the consolidated ToR for the planned impact assessment assignment.
- The contractor submits the final assignment report, as to the requirement stated in chapter 9.

## 7. TIME FRAME, WORKING DAYS, BUDGET & PAYMENT MODALITIES

The suggested time-plan for the evaluation is indicated in the table below:

Action / deliverable	Responsible	Date
Tendering and contracting process	Contracting party	March 31 <sup>st</sup> to April 26 <sup>th</sup> 2021
Contract signed	Contractor	6 <sup>th</sup> May 2021
Kick-off meeting	Contractor & contracting party	11 <sup>th</sup> May 2021
Inception phase	Contractor	12 <sup>th</sup> May - June 2021
Submission of draft inception report	Contractor & contracting party	8 <sup>th</sup> June 2021
Presentation of draft inception report	Contractor & contracting party	15 <sup>th</sup> June, 2021
Submission of final inception report	Contractor	22 <sup>nd</sup> June 2021
Desk study, data collection and triangulation, in order to implement the coherence assessment, to revise the project ToC and the ToR for the planned impact assessment assignment	Contractor	22 <sup>nd</sup> June – 13 <sup>th</sup> August 2021
Submission of draft assignment report (including coherence assessment, revised project ToC and revised ToR for the planned impact assessment assignment)	Contractor	16 <sup>th</sup> August 2021
Presentation of draft assignment report (including coherence assessment, revised ToC and revised ToR for the planned impact assessment assignment)	Contractor & contracting party	2 <sup>nd</sup> September 2021
Submission of final assignment report (hard copy and electronic copy, including coherence assessment, consolidated ToC and consolidated ToR for the planned impact assessment assignment)	Contractor	20 <sup>th</sup> September 2021

The contractor shall indicate within the tender whether it is feasible for the contractor to implement the assessment assignment as to the aforementioned time frame and may provide an eventual alternative time frame within the tender.

The tentative number of working days for the assignment is roughly estimated with 45 to 50 working days. The potential contractor is expected to deliver a table of the estimated total number and distribution of working days for the assignment phases (ToR chapter 6), as well as for the three specific objectives of this ToR (ToR chapter 3), as to the contractor's working-load assessment and the specific assignment strategy and methodology chosen.

The estimated honorarium range for implementing the assignment is EUR 40,000.- to EUR 50,000.- including eventual travel costs, tax and additional costs/fees.

The assignment honorarium will be paid in two instalments to the contractor. The 1<sup>st</sup> instalment will be provided after the delivery of the draft inception report in the amount of 40% of the total honorarium. The 2<sup>nd</sup> instalment, in the amount of 60% of the total honorarium, will be paid after the delivery of the final assignment report.

## **8. CONTRACTOR / ASSESSMENT TEAM**

The assignment shall be implemented by an independent contractor and may consist of a team of experts/specialists, which is led by the leader of the assessment team.

### **Mandatory conditions**

- The leader of the assessment team must not have been involved in the operational implementation of the AQUAHUB project and must not have conflict of interests when implementing the assignment.
- The CV of the leader of the assessment team, as well as the CV's of the expert/specialist team members need to be provided along with the tender.
- The leader of the assessment team has expertise and experience in the field of impact assessment studies and/or evaluation of capacity development programmes.
- The assessment team can demonstrate a record of having conducted at least two impact assessment studies, or two studies on the assessment and/or analysis of capacity development projects/programme.

### **Key qualifications of the assessment team**

- At least Master degree (or equivalent degree), in social sciences, international relations, policy studies, international development, higher education science, aquatic science, environmental science, or related disciplines.
- Expertise in theories and models with regard to capacity development processes.
- Expertise and experience and in a variety of impact assessment and evaluation methods and approaches.
- Expertise in the field of "capacity development processes in the higher education and research sector".
- Experience in project cycle management.
- Strong communication and presentation skills.
- Very good oral and written English language skills.

### **Qualifications/expertise of the assessment team which are perceived as an additional asset**

- The potential contractor conducted already impact assessment studies in the field of "capacity development processes in the higher education and research sector".
- Expertise in the area of "conservation and sustainable management of freshwater ecosystems, including its resources and services" and/or experience in evaluating programmes/projects in the aforementioned thematic area.

- Knowledge of the Ugandan, Kenyan and Ethiopian policies related to higher education & research, and policies in freshwater ecosystem management (e.g. protection & conservation, water quality monitoring, biodiversity, fisheries & aquaculture, etc.).
- Expertise and experience in assessing gender specific aspects.
- Working experience in Eastern Africa.

## **9. REPORTS/DELIVERABLES**

The contractor will submit the following deliverables:

- 1. Draft inception report (15-20 pages without annexes), including:**
  - Assignment strategy, methodological approach and methods;
  - Analyses of wider context and limitations of the assignment;
  - Reflection of ToC;
  - Data collection and data analyses plan;
  - Work plan and time plan;
  - Data triangulation and quality assurance measures; and
  - Annex: Evaluation matrix.
- 2. Presentation of draft inception report.**
- 3. Final inception report (15-20 pages without annexes), including:**
  - Assignment strategy, methodological approach and methods;
  - Analyses of wider context and limitations of the assignment;
  - Reflection of ToC;
  - Data collection and data analyses plan;
  - Work plan, time plan and schedule of tasks, activities and deliverables, with clear responsibilities;
  - Role and responsibilities of each member of the contracted team;
  - Data triangulation and quality assurance measures; and
  - Annex: Evaluation matrix.
- 4. Draft assignment report (about 25-50 pages without annexes), including:**
  - Executive summary;
  - Analyses of wider context and limitations of the assignment;
  - Assignment strategy, methodological approach and methods
  - Data analysis;
  - Findings, conclusions and recommendations in terms of:
    - Assignment objectives;
    - Specific assignment questions;
  - Annex: Revised ToC (graphic and verbalised/narrative description);
  - Annex: Revised ToR for the planned impact assessment assignment;
  - Annex: Evaluation matrix; and
  - Annex: ADC Evaluation Results Assessment Form.
- 5. Presentation of draft assignment report**
- 6. Final assignment report (25-50 pages without annexes), including:**
  - Executive summary;
  - Analyses of wider context and limitations of the assignment;

- Assignment strategy, methodological approach and methods
- Data analysis;
- Findings, conclusions and recommendations in terms of:
  - Assignment objectives;
  - Specific assignment questions;
- Annex: Consolidated ToC (graphic and verbalised/narrative description);
- Annex: Consolidated ToR for the planned impact assessment assignment;
- Annex: Evaluation matrix; and
- Annex: ADC Evaluation Results Assessment Form.

### Reporting details

- All reports need to be written in English.
- All reports must be provided in electronic form to: [gerold.winkler@boku.ac.at](mailto:gerold.winkler@boku.ac.at)
- The final inception report and final assignment report need to be provided in printed form (in 5 copies) as well.
- The executive summary should summarise key findings, conclusions and recommendations (three to five pages) and must be submitted as part of the final draft report.
- The findings, conclusions and recommendations of the reports have to be structured according to the specific objectives and specific assignment questions as to this ToR.
- It is expected that the reports are easy readable, illustrative and well structured.
- An outline of the report's structure shall be agreed during the inception and desk study phase – however, the following outline is suggested as a starting point:
  1. Executive summary (maximum 5 pages; includes chapters 2 to 7 stated below);
  2. Introduction (purpose, objectives, scope, reference to quality standards & criteria)
  3. Background & context analysis (including an analysis of wider context and limitations of the assignment);
  4. Study design & approach;
    - Methodological approach (description of the contractor's approach, including it's strengths and weaknesses);
    - Data collection and data analysis methods and tools;
    - Limitations, risks and mitigation measures;
  5. Findings (specifically on assignment objectives and specific assignment questions);
  6. Conclusions & lessons learnt (specifically on the assignment objectives and specific assignment questions);
  7. Recommendations (specifically on the assignment objectives and specific assignment questions);
  8. Annexes;
    - Consolidated ToC (graphical and verbalized/narrative description);
    - Consolidated ToR for the planned impact assessment assignment;
    - Data collected & analysed (people/institutions interviewed, documents reviewed, etc);
    - Evaluation matrix;
    - ADC Evaluation Results Assessment Form; and
    - Eventual any others.
- The quality of the reports will be judged according to the following criteria:
  - Does the report contain a comprehensive and clear executive summary?

- Were the Terms of Reference fulfilled and is this reflected in the report?
- Are all assignment objectives covered and all specific assignment questions answered sufficiently?
- Are the methodology, methods and processes of the evaluation well documented in the assignment report?
- To what extent is the revision of the project ToC and ToR for the planned impact assessment assignment based on a solid theoretical/methodological foundation?
- Does the report reflect, assess and revise the intervention logic/theory and its underlying assumptions sufficiently?
- Are gender aspects of relevance documented and analysed in the report?
- Are the conclusions and recommendations based on a solid theoretical and/or empirical foundation, as well as on assignment findings, which are clearly stated in the report?
- Does the report clearly differentiate between findings, conclusions and recommendations?
- Are the recommendations realistic and is it clearly expressed to whom the recommendations are addressed to?
- Were the most significant stakeholders involved and/or consulted?
- Does the report summarise key learning to feed into the strategy, design and implementation of future AQUAHUB projects?
- Does the report present the information in a presentable and clearly arranged form?
- Is the report free from spelling mistakes and unclear linguistic formulations?
- Can the report be further distributed and published for open access in the delivered form?

## **10. CO-ORDINATION / RESPONSIBILITIES**

The contractor will be contracted by BOKU and the contractor will report to BOKU. BOKU is in charge of the overall contracting process, the formal approval of deliverables and all financial matters. The central contact person for the contractor will be Mr. Gerold Winkler (assignment coordinator) at BOKU throughout the assessment process.

The contractor is supported by the AQUAHUB coordination team, consisting of:

1. The overall coordinator: Mr Gerold WINKLER, BOKU, Austria, [gerold.winkler@boku.ac.at](mailto:gerold.winkler@boku.ac.at)
2. Kenyan coordinator: Prof. Nzula KITAKA, Egerton University, Kenya, [nkitaka@yahoo.com](mailto:nkitaka@yahoo.com)
3. Ethiopian coordinators: Prof. Tadesse Fetahi HAILU, Addis Ababa University, Ethiopia, [tfetahi@gmail.com](mailto:tfetahi@gmail.com) and Prof. Ass Prof Getachew Beneberu Abebe, Bahir Dar University, [gech13@gmail.com](mailto:gech13@gmail.com)

The AQUAHUB coordination team will support the contractor in terms of:

- Provision of documents and data needed to implement the assessment;
- Provision of logistic support to the contractor;
- Introducing/linking the contractor to project beneficiaries and stakeholders;
- Arrangement and organisation of eventual workshops and interviews in Austria, Kenya, Uganda and Ethiopia, including the financial coverage of travel, accommodation and per diem costs of project beneficiaries/stakeholders; and
- Provision of feedback throughout the assessment process.



The contractor shall consult the AQUAHUB coordination team on any procedural matter requiring attention and the timing/planning of meetings, workshops, interviews and eventual travel dates. The contractor shall organise, book and cover any travel costs of the assessment team, since the assignment honorarium includes travels, accommodation and per diems) - hence, the contractor shall include all travel costs in the tender.

## **11. SPECIFICATIONS FOR THE SUBMISSION OF TENDERS**

The following specifications are mandatory for assignment tenders:

- Tender must be delivered at latest by April 26<sup>th</sup> 2021 in electronic form to: [gerold.winkler@boku.ac.at](mailto:gerold.winkler@boku.ac.at)
- Tender includes a table of the estimated number and distribution of working days for the assignment phases (ToR chapter 6), as well as for the three specific objectives of this ToR (ToR chapter 3).
- Tender includes an overall tender sum and a budget breakdown including the working day rates, number of working days, eventual travel costs and eventual additional fees and taxes.
- Tender includes the CV's of all assessment team members.
- Tender includes references with regard to the expected contractor's expertise stated in chapter 8 of this ToR document.
- Tender includes a time-table for the assignment, including dates for the reports delivery (draft inception report, final inception report, draft assignment report, final assignment report).
- Tender includes an outline of the proposed strategy, methodology and implementation approach for the assignment, which the potential contractor considers to be most appropriate to address the purpose and objectives of this ToR document, including it's advantages, disadvantages and limitations.
- Tender provides information on the planned implementation modalities and methods to collect data, since anti-COVID19 measures are likely to limit travel activities and face-to-face interaction.
- Tender document comprises of maximum 15 pages, plus any eventual annexes.

## **12. ANNEXES**

- I. List of abbreviations
- II. ADC evaluation policy and guidelines

## **Annex I: List of abbreviations**

AAU	Addis Ababa University
ADA	Austrian Development Agency
ADC	Austrian Development Cooperation
AEEM	Joint degree Master's Programme in Aquatic Ecosystems & Environmental Management
AQUAHUB platform	Knowledge networking platform: <a href="https://aquahub.boku.ac.at/">https://aquahub.boku.ac.at/</a>
BDU	Bahir Dar University, Bahir Dar, Ethiopia
BOKU	University of Natural Resources and Life Sciences, Vienna, Austria
CAPAQUA	Development of Educational and Research Capacity in Eastern Africa for the Sustainable Management of Aquatic Ecosystems, ADC funded via ADA IPGL projects from 2009 to 2018
EAWA	East African Water Association
EGU	Egerton University, Egerton, Kenya
EIAR-NFALRC	Ethiopian Institute for Agricultural Research, National Fish and Aquatic Lives Research Center, Sebeta, Ethiopia
HEST	Higher Education, Science and Technology
IHE Delft	IHE Delft Institute for Water Education, Delft, The Netherlands (former name UNESCO-IHE Institute for Water Education)
IPGL	International Post-Graduate Education & Research Hub in Limnology
KMFRI	Kenya Marine & Fisheries Research Institute, Kenya
LWM	International joint degree Master's Programme in Limnology & Wetland Management
LWE	International MSc programme in Limnology & Wetland Ecosystems
MUK	Makerere University, Uganda
NAFIRRI	National Fisheries Resource Research Institute, Jinja, Uganda
NWSC	National Water and Sewerage Corporation, Kampala, Uganda
OKP	Orange Knowledge Programme, The Netherlands Fellowship Programme, administered by NUFFIC
MWE	Ministry of Water & Environment, Uganda
ToC	Theory of Change
ToR	Terms of Reference

## **Annex II: ADC evaluation policy and guidelines**

ADC evaluation website, including “evaluation matrix template” and “evaluation results assessment form”: <https://www.entwicklung.at/en/ada/evaluation/>

ADC evaluation policy

[https://www.entwicklung.at/fileadmin/user\\_upload/Dokumente/Evaluierung/Englisch/Evaluationpolicy.pdf](https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Evaluierung/Englisch/Evaluationpolicy.pdf)

ADC evaluation guidelines

[https://www.entwicklung.at/fileadmin/user\\_upload/Dokumente/Evaluierung/Evaluierungs\\_Leitfaeden/Guidelines\\_for\\_Programme\\_and\\_Project\\_Evaluations\\_ADA\\_2020.pdf](https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Evaluierung/Evaluierungs_Leitfaeden/Guidelines_for_Programme_and_Project_Evaluations_ADA_2020.pdf)