**Short consultancy study: Impact evaluation of EUMETSAT’s training activities in East Africa**.

**Background**

For the last decade EUMETSAT and the Institute of Meteorological Training and Research (IMTR) of the Kenya Meteorological Department have run an annual training course for meteorologists from the across Africa (the ESAC course). This course aims to train weather forecasters in how to use data from meteorological satellite in their forecasting. We have post course evaluation data that assess the participant reaction to the course, and some anecdotal estimate of the participant learning during the course. In 2013 the course was significantly redesigned to be more practical, and to include an online phase – both in response to participant feedback.

EUMETSAT has supported the development of electronic learning materials though the ASMET project. IMTR is also an active partner in that project. ASMET seeks to make available self study materials that support meteorologists to use satellite data in their operational work. We have little feedback on the ASMET materials other than usage statistics and requests.

EUMETSAT and IMTR have been involved in the European Commission / African Union Commission PUMA, AMESD and MESA projects, which have supported the placement of satellite data reception stations, display software and training in the use of these stations.

EUMETSAT and IMTR’s partnership is part of a wider network of satellite operators and training organisations called the Virtual Laboratory (VLab) which is coordinated through the World Meteorological Organisation (WMO) and the Coordination Group on Meteorological Satellites (CGMS). IMTR is a WMO recognized Regional Training Centre (RTC).

**EUMETSAT and IMTR would like to know what the value / impact [intended and unintended] created by (A) the joint training activities and (B) the ASMET project has been in the East Africa (the IGAD countries) region**.

In particular how have the interventions contributed to the quality [accuracy, timeliness and usability] of the weather forecasting in the region and so to the protection of life and livelihood [property].

Using the language of the Kirkpatrick model for course evaluation we have data at level 1 – reaction, some information at level 2 – learning. We have nothing at level 3 – behavior change or level 4 – results.

This will inform the future development of the courses and materials under the ASMET project and the development of the partnership between IMTR and EUMETSAT

**Objectives**

**1.** **Gather information on (A) the changes in forecaster behavior and (B) NMHS results, which have a contribution from the ESAC courses and the ASMET materials. This contribution may be positive or negative, intended or unintended.**

**2.** **Understand what factors contribute to positive impact. In particular do the recent changes in the ESAC course reinforce positive impact.**

**3.** **Reflect on the partnership between EUMETSAT and IMTR, identifying areas that work and areas we might change.**

With the information from the study EUMETSAT and IMTR will be able to change the design of the training interventions we implement. The process undertaken must have a participatory orientation, the relationship between EUMETSAT and IMTR and the ability to relate to the client weather services should be strengthened as a result of the process. This process is a research as change processes.

**Scope and methods**

The IMTR-EUMETSAT ESAC course is targeted at all countries in Africa with English language competence. A similar course for countries with French language competence is held in partnership with a training centre in Niger. For this study we will restrict ourselves to the IGAD countries.

Key informants are most likely to be:

· Trainers and training managers in EUMETSAT and IMTR

· The most senior person in the National Meteorological and Hydrological Service (NMHS), often called the Permanent Representative to WMO

· The person with overall responsibility for operational weather forecasting

· Operational Weather forecasters

· The head of meteorology (if any) from the national university

The consultant is invited to design a process of interaction with these informants that enables us to get honest and useful feedback. We envisage contact with all weather services in the region by phone and a visit to EUMETSAT and IMTR as well as the NMHSs in Kenya and two other IGAD countries.

**Supplied information**

We will provide course materials and student evaluation reports for the courses to date.

**Deliverables**:

· Report detailing:

o Results against each objective

o Reflection on the quality of the work, including an assessment of the validity of the data and recommendations

o Methodology used and persons contacted

· Presentation to EUMETSAT and IMTR [remote]

This work will start during September 2013 and be completed by the end of November 2013.

**Consultant profile**

The consultant should have:

· Skill and experience in impact assessment with training interventions

· Excellent cross cultural skills

· A solid understanding of partnership ways of working.

 Also useful:

* knowledge meteorological risks and their mitigation in developing countries useful

The consultant is invited to submit a plan for how they will fulfill the objectives, identifying key risks and mitigations and their costs.

This is anticipated to take of order 15-20 effort days