



## **EFASOM's Call for Proposal: External Project End line Evaluation Re-advertising: For Somali Nationals Only**

Purpose of the call:

Education for All Somalia Coalition (EFASOM) is releasing call for proposal from external consultant to evaluate a 2-year education project that stated 1<sup>st</sup> January 2020 and ending 31<sup>st</sup> December 2021. In partnership with Oxfam IBIS under GPE's Education Out Loud Program, the project is being implemented in Somalia by EFASOM, the Education for All Somalia Coalition.. At end of the consultancy service, the Consultant will develop and share an inception report (detailed evaluation methodology, data collection tools) and inception meeting held.

Short-listed applicants will be invited to develop their ideas into full proposals and will be supported in this process through feedback given on their Expressions of Interest and through participation at specially convened workshops which will be delivered virtually if it is not possible to meet face-to-face. Proposals will be subject to a further round of review and feedback before funding decisions are finalised (see application process and timeline).

Deadline: 12<sup>th</sup> December 2021, 23:59

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## TERMS OF REFERENCE:

### EDUCATION OUT LOUD – SOMALIA DOCUMENT

**THIS IS A GENERIC DRAFT TERMS OF REFERENCE THAT THE EFASOM CAN USE AND/OR ADAPT IN AGREEMENT WITH THE RMU FOR THE CONTRACTING OF A NATIONAL EXTERNAL EVALUATION CONSULTANT OF THE EOL SOMALIA PROJECT 2020-2021**

<b>TERMS OF REFERENCE:</b>	Terms of Reference for <b>EFASOM contracted national external evaluation consultant</b> to carry out a <b>final evaluation of the EOL financed Education for All Somalia Coalition Project 2020-2021.</b>
<b>Title of the consultancy</b>	<b>“Evaluation of EOL financed Education for All Somalia Coalition Project 2020-2021”</b>
<b>Background Information</b>	<p>The Education for All Somalia Coalition (EFASOM) was awarded a grant from the Education Out Loud (EOL) fund in 2020. As part of the application process for the grant, the EFASOM presented a project proposal that, among other texts and sections, included a national context analysis, objectives, outcomes, outputs and budget. During the start-up phase the project might have been improved during a first Year Zero phase and further during implementation, in order to adapt it to the current situation in the country. The project is currently under implementation and will end in the near future.</p> <p>Education Out Loud (EOL) fund is established by the Global Partnership for Education (GPE) for supporting civil society organisations in their efforts to advocate for improved national public education systems in low-income - and lower-middle income countries with the aim of ensuring that the public national education systems become stronger in producing equality and gender transformative quality education for all, including for marginalized groups. Oxfam-IBIS is the Grant Agent of EOL. As part of the EOL Operational Component 1, EOL supports 50+ National Education Coalitions (EFASOM) that gather the voices of organisations of those marginalized groups that tend to be discriminated in the national education systems, such as girls and women, people living with disabilities and people living below the poverty line.</p> <p>EOL OC1 provides support to the National Education Coalitions to enable them to exist and participate with a coordinated voice in education policy discussions to defend the right to education for all and particularly for the</p>

marginalized groups. The OC1 grants also support the strengthening of the national education coalitions' capacities and skills to participate effectively and meaningfully in evidence based and policy-relevant discussions.

Overall the EOL OC1 Theory of Change is that the national public education systems will improve if civil society organisations participate in policy setting arenas and discussions and advocate in favour of marginalized groups' right to quality education; particularly if the civil society organisations are strong actors with good governance, technical and advocacy skills acquired through diverse learning strategies; and are capable of collecting and using evidence on the education situation of marginalized groups and in participating in the multi-level monitoring efforts.

The global EOL OC1-Objective is to strengthen national civil society engagement in education planning, policy dialogue and monitoring, and the expected outcomes at the end of the EOL program are briefly stated:

1. EFASOM has become more inclusive, particularly of marginalized groups
2. EFASOM has better capacity to engage in policy dialogue
3. Policy changes have taken place, influenced by civil society
4. Learning collaboratives on civil society strengthening are in place

Project Overall Objective:

Improved access to quality education for children from marginalized communities comprising of children with disabilities, girls, pastoralist communities, IDPs and street children

Specific Objectives

To enhance EFASOM coalition's strategic policy influence and engagement in inclusion, education financing, quality education and protection of schools

To strengthen coordination and participation of EFASOM members and CSOs in education planning and policy engagement spaces

To influence public perception of access to education by marginalized children among communities and education stakeholders.

To coordinate knowledge sharing among coalition members and other national and regional CSOs/stakeholders for learning

Oxfam IBIS is the EOL Grant Agent. The EOL structure consists of a Global Management Unit (GMU) placed in Denmark and four Regional Management Units (RMUs) for West and Central Africa (WCA) placed in Ghana; Eastern and Southern Africa (ESA) placed in Uganda; Asia and Pacific (AP) in Nepal; and Latin America and Caribbean (LAC) in Mexico,

respectively.

Under the Operational Component 1 (OC1), EOL has until now provided grants to National Education Coalitions' (EFASOM) projects in 52 countries (17 under the purview of the RMU in West and Central Africa; 16 under the purview of RMU in Eastern and Southern Africa; 3 followed by RMU in Latin America and Caribbean and 16 followed by RMU Asia and Pacific).

Each of the OC1 grantees (52 National Education Coalitions) have elaborated their own fully fledged project with information about the national context which varies a lot from one country to another; theory of change, objectives, expected outcomes, outputs, activities and budget; and these EFASOM EOL grantee projects are in full swing being implemented. Implementation started in the first semester 2020.

The EFASOM participate in policy discussions to advocate for marginalized groups' right to quality educations. In 2020, the EFASOM participated in 41 countries in the respective Local Education Group (LEG) where the national education sector plan is discussed, so in many cases they have had a unique position to influence the national policies.

During the second half of 2020, when a high number of countries were affected by Covid-19 restrictions, many EFASOM were rapid to adapt and still reached to participate in LEGs' physical or virtual meetings in 37 different countries; and they could therefore, for example, raise the concern directly with the Education Ministries and other public authorities regarding the emergency education plans that mainly built on on-line education which tend to place poor and marginalized groups in disadvantage. Some of the EFASOM also participated in discussing other policies i.e. regarding the promotion of people with disabilities' right to education and female adolescents' right to education, including when pregnant. EOL supported EFASOM are considered to have contributed to changes in public policies, laws, directives and guidelines in at least 23 countries during 2020. While the Covid-19 has affected negatively the EOL program implementation in general and caused that some activities such as workshops and project visits have had to be cancelled; it is estimated that 40 (¾) of the 52 supported EFASOM Somali Coalition 's EOL projects were on-track reaching their expected project results at the end of 2020.

EOL incorporates the human rights-based approach and aligns to the Sustainable Development Goals, particularly SDG4 on quality education. The promotion of gender equality and inclusion of marginalized groups, such as people living with disabilities, is a cross-cutting concern in the EOL program.

	<p>Project Description</p> <p>Project Overview</p> <p>EFASOM seeks to influence access to quality education among marginalized communities. These communities include IDPs, people with disabilities, girls, children from pastoralist communities and street children. This intention has been borne by the fact that majority of children from these communities are out of school due to various reasons including lack of deliberate government efforts to target such marginalized communities, lifestyle, culture and limited number of schools. EFASOM believes that if the coalition builds its capacity to undertake effective strategic policy engagement and advocacy initiatives, create community awareness and share documented stories of marginalization, they will influence public opinion and governments policy decisions about accessing quality education to marginalized communities, thereby pushing the government and society at large towards initiatives that benefit marginalized communities. The following strategies will be applied:</p> <ul style="list-style-type: none"> <li>Policy engagement: Equity and inclusion, Financing, Access to quality education (national curriculum review, training and deployment of teachers), School attacks and occupation, insecurity and displacements, adult education, access to free education</li> <li>Capacity building for CSOs: Coordination and support to increase representation and participation in policy engagement spaces</li> <li>Awareness campaigns: Target community members to influence perception and raise profile of the issues (media, open air campaigns)</li> <li>Documentation of lessons and best practices for sharing across the members and other national and regional CSOs/stakeholders for learning</li> </ul> <p>Overall Objective:</p> <p>Improved access to quality education for children from marginalized communities comprising of children with disabilities, girls, pastoralist communities, IDPs and street children</p> <p>Specific Objectives</p> <ul style="list-style-type: none"> <li>To enhance EFASOM coalition’s strategic policy influence and engagement in inclusion, education financing,</li> </ul>
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	<p>quality education and protection of schools</p> <p>To strengthen coordination and participation of EFASOM members and CSOs in education planning and policy engagement spaces</p> <p>To influence public perception of access to education by marginalized children among communities and education stakeholders.</p> <p>To coordinate knowledge sharing among coalition members and other national and regional CSOs/stakeholders for learning</p> <p>Project Period: 1<sup>st</sup> January 2020 to 31<sup>st</sup> December 2021 (2 years)</p>
<p><b>Purpose and objectives of the consultancy</b></p>	<p>The purpose of the consultancy is to evaluate the EOL financed Education for All Somalia Coalition project (2020-2021). The specific objectives are to:</p> <ol style="list-style-type: none"> <li>1) Compile information to document and/or confirm to what extent project outcomes and objectives are achieved (including change in the education policy formulation, implementation and monitoring; and effect on cross-cutting themes such as gender and inclusivity) and/or reported to EOL; in order to evaluate the project's effectiveness and efficiency; in addition to evaluate its relevance in the national context (for marginalized groups' interests/rights and in relation to national policies/priorities) and ability to adapt as well as the sustainability of the results achieved.</li> <li>2) Compile information about lessons learned, good practices and successful innovations through the systematization of information, analysis and evaluation of the EOL financed EFASOM Somali Coalition 's EOL project, in order to orient the EOL Program and the EFASOM for improving future project strategic planning and adaptation, particularly in relation to promote policy changes aimed at ensuring equality generating and transformative quality education for marginalized groups.</li> <li>3) Make recommendations on how to improve the strategic orientation and implementation of future EFASOM Somali Coalition 's EOL project(s).</li> </ol> <p>The evaluation is carried out during the last semester of the implementation of the EOL financed EFASOM Somali Coalition 's EOL project, and the results will be used as input to inform or adapt an eventual new EOL financed EFASOM Somali Coalition 's EOL project design.</p> <p>The primary users of the evaluation are the Education for All Somalia Coalition (EFASOM) and EOL Regional</p>

	<p>Management Unit.</p> <p>The secondary users of the evaluation are EOL Program staff and stakeholders, such as Oxfam IBIS staff, GCE and its regional coalitions, etc.</p>
<b>Scope of the Evaluation</b>	<p>The evaluation should concentrate on those EFASOM strategies and activities, that are financed by EOL (first phase of EOL financed EFASOM Somali Coalition 's EOL project), and carried out in the period from January 2020 (including coalitions that went through a Year Zero) to the end of December 2021.</p> <p>The evaluation should not take into account EFASOM's activities that have been financed by other donors and sources, unless there has been at least 50% EOL co-financing of the relevant initiative.</p> <p>The evaluation will integrate human rights approach, gender equality perspective, disability inclusion and other non-discrimination issues as a cross-cutting concern throughout its methodology and all deliverables, including the final report.</p> <p>The evaluation should pay special attention to how the intervention is relevant for the national development strategy, particularly in relation to the implementation of SDG 4; the national education sector plan; and GPE support program in the country.</p>
<b>Evaluation criteria and questions</b>	<p>The project will be evaluated in relation to its relevance and validity of the design; effectiveness, efficiency, impact and sustainability.</p> <p>Some of the questions that the evaluation should seek to answer are the following: (EFASOM Somali Coalition 's EOL project refers to the EOL financed EFASOM Somali Coalition 's EOL project):</p> <p>Relevance:</p> <ul style="list-style-type: none"> <li>- To which extent has the EFASOM Somali Coalition 's EOL project been relevant for the stakeholders in the national political and socio-economic context?</li> <li>- To which extent has the EFASOM Somali Coalition 's EOL project been aligned to EOL OC1 Objective and outcomes, established in the EOL Global results framework (view annex)?</li> <li>- To which extent has the EFASOM Somali Coalition 's EOL project been relevant in relation to the GPE supported education sector plan in the country?</li> <li>- To what extent has the project taken into account the needs/rights/interests of marginalized groups i.e. in relation to reducing inequality?</li> <li>- To what extent did the project strategy integrate the human rights- and gender perspective and to what extent did it succeed in operationalizing it?</li> <li>- Has the EFASOM Somali Coalition 's EOL project been adapted during its implementation and in which aspects?</li> </ul> <p>Validity:</p> <ul style="list-style-type: none"> <li>- To which extent was the project design logical and coherent?</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>- To which extent has the EFASOM Somali Coalition 's EOL project achieved its expected outcomes and agreed original or updated outputs?</li> <li>- What are the gaps and differences noted and what are the justifications?</li> </ul>

	<ul style="list-style-type: none"> <li>- What are the underlying factors beyond the control of the project that have influenced its performance?</li> </ul> <p>Efficiency:</p> <ul style="list-style-type: none"> <li>- To which extent the project resources (financial, expertise and time) were used in an efficient manner and used to produce results?</li> <li>- Was the project designed to be cost efficient?</li> </ul> <p>To which extent the project identified possible risks? Were these risks adequately identified and mitigated?</p> <p>Effectiveness of management arrangements:</p> <ul style="list-style-type: none"> <li>- To which extent did the management capacities and arrangements put in place support the achievement of the results?</li> </ul> <p>Impact orientation and sustainability:</p> <ul style="list-style-type: none"> <li>- What is the evolution between the situation at baseline and at endline?</li> <li>- What are the expected and unexpected positive and negative effects produced by the project? How did these changes come about?</li> <li>- To which extent did the EFASOM Somali Coalition 's EOL project contribute to produce broader, long-term, sustainable development changes?</li> <li>- And if so, whether the changes have been durable or replicated?</li> <li>- To which extent did the EFASOM Somali Coalition 's EOL project contribute to increase civil society organizations capacities (their own or their membership)?</li> </ul> <p>Cross-cutting areas:</p> <ul style="list-style-type: none"> <li>- To which extent were gender equality and human rights-based approach incorporated in the project proposal design?</li> <li>- To which extent did different marginalized groups benefit - in different ways - from the intervention?</li> <li>- To which extent did the intervention succeed in involving both women and men, rights holders, and duty bearers, especially the most vulnerable?</li> <li>- To which extent EOL project implementation mainstreamed a non-discrimination principle?</li> </ul> <p>Lessons learned and adaptations:</p> <ul style="list-style-type: none"> <li>- Which were the lessons learned from the project implementation experience?</li> <li>- How did the EFASOM strategy work? Or how did it not work?</li> <li>- Why did the EFASOM strategy work? Or why did the EFASOM strategy not work?</li> <li>- Were any lessons learned during implementation used to adapt the project?</li> <li>- Has the quality of partnership been balanced or has there been a relationship of subordination?</li> </ul> <p>The assessment/evaluation criteria and questions can be changed and should be further elaborated by the external consultant, but fundamental changes should be agreed between the EFASOM and the external consultant. EOL RMU to be informed or consulted about the final list of evaluation criteria and questions.</p>
<p><b>Cross-cutting issues / Issues of</b></p>	<p>The consultancy must apply the following approaches in the analysis: the results-based management approach (which links planning of expected results (objectives and outcomes), implementation, monitoring, evaluation and learning;</p>



<b>special interest</b>	adaptive management approach, (promotes reflections on the project; and adapts the project to unforeseen significant changes in the project context and learnings from the implementation); the human rights-based approach (which takes into account international standards and commitments, national legal and policy framework; and the roles of duty-bearers and right-holders, respectively); as well as cross-cutting concerns for gender equality, disability inclusion and concern for non-discrimination for all groups of people, throughout the methodology and all deliverables. In relation to this, there is an interest to know if the policy changes as well as the EFASOM strategies were aligned to an equality generating and human rights-based approach as well as to the SDG-agenda; if gender equality, disability inclusion and social inclusion perspectives were taken into account in the policy changes as well as in the EFASOM strategies.
<b>Methodology</b>	<p>The details of the methodology will be elaborated by the external evaluator on the basis of the present Terms of Reference (ToR) and documented in the inception report.</p> <p>For the design of the methodology, it is recommended to use a combination of qualitative and quantitative evaluation methods; and involving various analysis methods; carry out triangulation of data, using different data collection methods, types of data and stakeholder perspectives; utilize the human rights- and gender perspective approach in the analysis as well as equity lens in the analysis; ensure that there is a clear logical link between the data collected and analyzed and the conclusion and recommendations presented; data analysis and interpretation well communicated through accessible language and useful visuals (diagrams, graphs, tables as needed).</p> <p>The methodology could include the following activities:</p> <ul style="list-style-type: none"> <li>- Read relevant EOL and EFASOM documents such as EFASOM Somali Coalition 's EOL projects and narrative reports; EOL Technical Progress Reports and other documents.</li> <li>- Participate in a Virtual meeting with EFASOM representatives and EOL Regional Management Unit (RMU) Monitoring and Evaluation Advisor and GCE and Regional Coalition for having inputs to the proposed methodology.</li> <li>- Elaborate semi-structured interview guidelines for interviews with separate interviews or focus group discussions with representatives of EFASOM, EFASOM members, EOL Regional Management Unit; GCE Regional Coalition, Local Education Group members, national authorities and other stakeholders;</li> <li>- Compile information through the established methodology (interviews, focus groups, surveys); analyze and draft a preliminary report.</li> <li>- Present the preliminary findings to the EFASOM and EOL RMU-MEL advisor (and eventually stakeholders) in order to receive feedback.</li> <li>- Incorporate factual corrections and relevant information.</li> <li>- Elaborate the final report including executive summary and annexes.</li> <li>- Present the conclusions and recommendations to the EFASOM (and eventually stakeholders).</li> </ul> <p>-The methodology will need to take into account health protocols related to Covid-19 and be adapted in case there are changes during the collection of information.</p>
<b>Duration and period</b>	The duration of the consultancy is maximum three months. The specific consultancy start- and end date will be agreed with the EFASOM and the RMU. Last date for the external consultant to hand in the final, final report is 11. February 2022.



<b>Main deliverables and payments</b>	<p>The consultancy has 3 deliverables.</p> <p>The total amount to be paid to the external consultant to be determined. Payments will take place in <b>three parts</b> (the first payment is 15% of the total amount and will be paid after the deliverable 1 (Inception Report) has been handed in and approved by EFASOM; the second payment is 50% of the total amount and will be paid after the deliverable 2 has been handed in (Draft report) has been approved by EFASOM; the third and final payment is 35% of the total amount and will be paid after the deliverable 3 (Final report) has been handed in and approved by EFASOM; in accordance with the below schedule and established deliverables.</p> <p><i>Longer mission trips are not foreseen as part of the consultancy. Shorter trips and transport costs should be covered by the consultant. The consultant will also cover the costs of workshop facilities for focus groups discussions and stakeholder meetings unless otherwise agreed with EFASOM.</i></p>		
	Deliverables	Delivery dates	Percentage of the total payment
	1. Inception report that contains the precise methodology and workplan for the evaluation.	2 weeks after contract signature	15% of total consultancy amount (deliverable 1) <i>Payment will take place two weeks after EFASOM approval of the product.</i>
	2. Evaluation Draft Report (written in English, French, Spanish or Portuguese)	8 weeks after contract signature	50% of total consultancy amount (deliverable 2)  <i>Payment will take place two weeks after EFASOM approval of the product.</i>
3. Evaluation Final Report (written in English, French, Spanish or Portuguese), included an executive summary of maximum 5 pages. The evaluation report shall have this obligatory INDEX and sections included: Index:  1. Cover page 2. Acknowledgement (if any: optional) 3. Table of Content 4. List of tables, list of annexes, 5. List of acronyms, 6. Summary (max. 5 pages) written in	12 weeks after contract signature	35% of total consultancy amount (deliverable 3)  <i>Payment will take place two weeks after EOL approval of the product.</i>	

	<p>SPANISH, PORTUGUESE OR FRENCH <b>AND</b> IN ENGLISH.</p> <ol style="list-style-type: none"> <li>7. EFASOM introduction (short description of NEC)</li> <li>8. EFASOM - EOL project intervention and theory of change</li> <li>9. Objective of the evaluation</li> <li>10. Scope and methodology of the evaluation and limitation of the evaluation</li> <li>11. Literature review: assessment of achievement based on available reports</li> <li>12. Results of the evaluation: (results on relevance, results on effectiveness, results on efficiency, results on the impact, results in relation to sustainability, results on cross-cutting issues)</li> <li>13. Analysis and discussion</li> <li>14. Lessons learned, good practices, case studies</li> <li>15. Conclusion</li> <li>16. Recommendations</li> <li>17. References</li> <li>18. Annex: photos,</li> <li>19. Annex: list of participants in the discussion</li> <li>20. Annex: verification materials</li> <li>21. Annex: data base (excel PART B)</li> </ol> <p>The text (point 7 – 16 included) can <b>MAXIMUM</b> be 50 pages long.</p> <p>The report is handed in in word and in pdf.</p>		
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<b>Orientation and supervision of consultancy.</b>	<p>This consultant will receive technical orientation about the EFASOM Somali Coalition’s EOL project from the EFASOM focal point for the evaluation. The EFASOM provides overall supervision of the consultancy; and all payments require approval of the EFASOM Director. The consultant(s) will be responsible for logistics, communication and secretarial work; as well as for the administration of all methodological tools such as questionnaires, focus groups, etc. RMU MEL advisor is given the opportunity to submit comments to the evaluation draft report. A technical evaluation follow-up committee will be set up. It will consist of the consultant, NEC, RMU MEL Advisor/Manager. Any member of the committee may request a meeting of this committee in case of technical difficulties, such as understanding a tool or delays in the production of the deliverables, etc.</p>
<b>Management Arrangements and work plan</b>	<p>The consultant who MUST be independent from the EFASOM and stakeholders should have the following skills/experience/qualifications:</p> <ul style="list-style-type: none"> <li>- Hold a Master’s Degree in international development, social sciences, economy, political science or monitoring and evaluation.</li> <li>- Have minimum 5 years’ experience in working in international development programs.</li> <li>- At least four different experiences of elaboration of technical reports or knowledge management publications related to international development cooperation.</li> <li>- Be qualified as evaluator of development projects in the social area with expertise in applying human rights based approach and gender perspective.</li> <li>- Have experience in working in different national development contexts and/or at regional/global level</li> <li>- Technical knowledge to development of social policies, preferably education policies.</li> <li>- Knowledge to the 2030 Sustainable Development Agenda.</li> <li>- Excellent writing skills in (include language)</li> <li>- Availability in September – December 2021</li> </ul> <p>The consultant will receive support in the following aspects: The selection process of the national external and independent consultant will be agreed with the RMU with the aim of assuring a transparent selection process.</p>
<b>Legal and ethical matters</b>	<p>The consultancy and its products should comply with Oxfam’s Code of conducts and standards, General Data Protection Regulations (GDPR-rules), international established ethical guidelines and “no conflict of interest” statements. The evaluator will be independent and impartial in relation to EFASOM; will produce useful and credible information and recommendations for the established users; carry of the evaluation action plan in a transparent way and comply with international established ethical guidelines for evaluations. The principal consultant and his / her team must comply with and respect the rights of the interviewees by guaranteeing them confidentiality and security.</p>

<b>Submission of bids</b>	<p>Technical and financial proposals of a maximum of 10 pages (annexes not included) must include the following elements:</p> <ul style="list-style-type: none"><li>-Technical proposal integrating the understanding of the TORs and the methodology proposed to carry out the evaluation.</li><li>-Composition of the team with a detailed CV of each team member and the roles of each in carrying out the assessment.</li><li>-Detailed budget of the offer (The consultant will have to cover the costs related to local travel, food, accommodation, and measures to protect against the pandemic of team members etc.);</li><li>-The financial offer proposed by the consultant should take into account the available budget and include all the expenses relating to the performance of the evaluation (consultants' fees and the operational costs of carrying out the evaluation. It should also include the cost of the <b>translation of the five page summary into ENGLISH</b> in case the document is written in Spanish, French or Portuguese).</li></ul> <p>At least two extracts (3-5 pages) of evaluation reports carried out for similar missions;</p> <ul style="list-style-type: none"><li>-Date of submission of tenders: no later than 10/29/2021</li></ul>
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