**Ethiopian Center for Disability and Development (ECDD)**

**The Ministry for Foreign Affairs of Finland and the National Union of University Students in Finland**

**(Suomen ylioppilaskuntien liitto - SYL)**

**Fund**

**Terms of Reference (ToR)**

**for**

**Final Evaluation**

**‘‘****Empowerment and Mainstreaming of Persons with Disabilities in Higher Education in Ethiopia (EMPOWER)’’**

**August 2023**

**Addis Ababa, Ethiopia**

**Ethiopian Center for Disability and Development (ECDD)**

**Terms of Reference for the Final Evaluation of an “****Empowerment and Mainstreaming of Persons with Disabilities in Higher Education in Ethiopia (EMPOWER)” project**

**1. Background**

Ethiopian Center for Disability and Development (ECDD) is a national CSO engaged in promoting disability inclusion in Ethiopia. all regions and two city administrations of Ethiopia. It has ongoing projects in all regions and two city administrations.

As part of its overall programme, and with financial support from the Ministry for Foreign Affairs of Finland and the National Union of University Students in Finland (Suomen ylioppilaskuntien liitto - SYL), ECDD has been implementing a project entitled “Empowerment and Mainstreaming of Persons with Disabilities in Higher Education in Ethiopia (EMPOWER) in Ethiopia” in the period 01 May 2019 to 31 December 2022.

The main objective of the project is to support the realization of inclusive education in selected universities in Ethiopia, so students with disabilities can enjoy quality and accessible education. The project will build upon the extensive 10-year experience of the partner in supporting the academic and social inclusion of students with disabilities in the universities in Ethiopia, through the establishment or strengthening of university disability services, and the empowerment of students with disabilities through their own associations, with technical and financial support of the Threshold Association (Kynnys ry) of Finland.

In line with these objectives, the Ethiopian Centre for Disability and Development (ECDD) has coordinated the implementation of various activities of the EMPOWER Project that are collectively expected to produce the following results:

1. Universities have increased Awareness, Commitment, and Capacity to meet the needs of students with disabilities.
2. University Associations of Students with Disabilities have strengthened their capacity to promote disability inclusion, and to encourage and assist students with disabilities to participate in University Extra – Curricular activities.
3. Students with disabilities have strengthened academic capacity and performance
4. Enhance Learning and Communications within and among Project partners.

**PROJECT PARTNERS**

Ethiopian Centre for Disability and Development (ECDD) has deployed technical staff for implementation and maintained a system of progress tracking and reporting to the donor as well as other key stakeholders in the project. Now, with the completion of the implementation period Ethiopian Centre for Disability and Development (ECDD) has decided to commission and engage an external consultant to evaluate the overall performance of the implementation.

The evaluation will assess the approaches applied to achieving results, with due emphasis on efforts related to capacity building and partnerships (the interplay between the efforts of Partners, Associates, target groups, and associations of beneficiaries).

**2. Purpose and Objectives**

The overall purpose of the final evaluation is: to contribute to strengthening accountability to key stakeholders and the internal learning of the Ethiopian Centre for Disability and Development (ECDD) with regard to performances in programme implementation, generating lessons learned, and assuring result orientation.

This evaluation, within the overall thematic area, has the following specific objectives:

* To identify and assess outputs and outcomes of activities implemented as part of the project “Empowerment and Mainstreaming of Persons with Disabilities in Higher Education EMPOWER in Ethiopia”. To the extent possible the contribution of the activities to the overall objectives of the project as well as to that of the mission of the Ethiopian Centre for Disability and Development (ECDD) will be assessed.
* In comparison to the expected results in the project document, assess how and to what extent the approaches applied by Ethiopian Centre for Disability and Development (ECDD) contribute to improved quality of education and opportunities for students with disabilities in partner Universities namely Jimma , Dilla and Debre Berhan.
* **Relevance** – among others, how well matched are the project interventions to the socio-cultural, institutional, and economic contexts of the target groups and the country/region? Were opportunities, entry points and risks clearly articulated and employed or managed? which one of the activities was most relevant for students with disability and how?
* **Efficiency** - Are projects/program inputs consistent with the efficient achievement of outputs and outcomes? To what extent are the project objectives achieved? Have project funds been disbursed in ways consistent with the efficient achievement of objectives? Have all partners been able to provide their contributions to the project? Given objectives, were alternative approaches available that could have been used resources more efficiently?
* **Effectiveness -** Have the interventions achieved or are likely to achieve their objectives? Have the Objectively Verifiable Indicators (OVI's); targets according to the log frame, been achieved as planned to date? What is the quality of results achieved? What is the likelihood of the Specific Objectives to be achieved as envisaged and measured in the OVI's of the Log frame? To what extent is the choice of intervention channels and mechanisms adequate to achieve the intended results? What are the main obstacles/challenges to achieving the intended results? Has there been any change in objectives? What explains any non-achievement of objectives? Are there any unexpected outcomes? How the project is cost-effective?
* **Impact:** Did the assumptions at the project purpose (Specific Objectives) level remain true over the implementation period?What are the key achievements of the interventions? What are the intended/envisaged pathways from project results to broader overall development outcomes? Do the student with a disability in university benefit from the project? What was the impact? Which training topic impact most for a student with a disability in the university? Do the university community benefit from the project? Mention the positive impact.
* **Sustainability:**  How likely will the interventions' outputs and outcomes result will be sustained? What actions/conditions have been put in place to sustain changes in channels and mechanisms? Are capacities supported by the interventions likely to be sustained and result in sustained improvements in the future? How can similar Projects be more sustainable?
* **Coherence:** How compatible was the intervention with other interventions in the three Universities? To what extent the project is in line and adds to the other ongoing interventions in the disability sector? Internal coherence addresses the synergies and interlinkages between the intervention and other interventions carried out by the same institution, as well as the consistency of the intervention with the relevant international norms and standards to which that institution adheres. External coherence considers the consistency of the intervention with other actors’ interventions in the same context. This includes complementarity, harmonization, coordination with others, and the extent to which the intervention is adding value while avoiding duplication of effort.
* Assess the usefulness of applied Monitoring and Evaluation systems for achievement, documentation, and communication of results.

**3. Scope**

Ethiopian Centre for Disability and Development (ECDD) wants to maximize the relevance and learning potential of the evaluation. Thus, this evaluation should be based on a wider investigation of the three Universities (Jimma, Dilla and Debre Berhan) and also Ministry of Education (Addis Ababa). This strongly emphasizes the role of the inception phase in specifying the scope, per the considerations outlined below.

*Thematic focus -* The project is financial support from the Ministry for Foreign Affairs of Finland and the National Union of University Students in Finland (SYL). The overall objective of which is to support the realization of inclusive education in selected universities in Ethiopia, so students with disabilities can enjoy quality and accessible education. Accordingly, important focus areas of this evaluation include:

* + - * Universities have increased awareness, commitment, and capacity to meet the evolving needs of students with disabilities.
* University associations of students with disabilities have strengthened their capacity to promote disability inclusion and to encourage and assist students with disabilities to participate in university extra-curricular activities
* Students with disabilities have strengthened academic capacity and performance
* Enhanced learning and communications within and among project partners

***The Chain of Results*** *-* The project is primarily aboutEmpowered Students with disabilities to have access to and benefit fully from the same higher education opportunities as non-disabled students. Thus, the evaluation will primarily check the achievements of the high-level results and their indicators in the approved Logical Framework Matrix (Log Frame) of the project. The evaluation will look for indications of broader development outcomes where possible, but the assessment will primarily be based on the work of the Ethiopian Centre for Disability and Development (ECDD) and Partner Universities (Jimma, Dilla and Debre Berhan).

*Monitoring and Evaluation information for accountability and learning. The* evaluation will among others examine how results and results monitoring are aligned with broader Overall Objectives (with reference to the indicators included in the Log frame of the project proposal).

*Geographic/Regional focus:* The evaluation will as a point of departure consider project activities in Jimma University (Jimma City), Dilla University (Dilla City), and Debre Berhan University (Debre Berhan City) and also Ministry of Education (Addis Ababa).

*Time frame:* The evaluation is expected to cover the activities implemented by the Ethiopian Center for Disability and Development (ECDD) Partner Universities during the period from 01 May 2019 to 31 December 2022. This will allow focusing on activities and results related to the specific project and analyzing the temporal aspects and their implication for the potential achievement of results.

**4. Approach and Methodology.**

The evaluation falls into two main parts: As part of the inception phase, a desk study will be undertaken by the Consultant to understand the details of the project, and the broader context and develop details of the evaluation question, Observation Checklists, prepare instruments, and plan subsequent stages of the task. The second part is the more in-depth information/data collection and analysis of activities, based on discussions and interviews with key beneficiaries and stakeholders such as signatories to the EMPOWER Project.

The evaluation will be based on both quantitative and qualitative methods. The specific methodology and analytical framework will be finalized during the inception phase and will be approved by Ethiopian Centre for Disability and Development (ECDD). The Consultant will ensure triangulation of findings by applying a variety of data collection methods comprising desk research and analysis of existing material; semi-structured interviews will be held for purposefully selected representative and focus-group discussions with key informants, stakeholders’ workshops, and direct observation of program implementation and impact in the field.

***Desk Study****:* The first point of departure will be analysing of the project-specific documentation available from the Ethiopian Centre for Disability and Development (ECDD). In addition, the Consultant will review reports/correspondences held by and be made available from Ethiopian Centre for Disability and Development (ECDD).

*Interviews and discussions with key stakeholders:* Interviews should be conducted with key informants primarily face to face and otherwise by phone. Key stakeholders include signatories to the EMPOWER Project, the implementing Partner Universities, and students with Disabilities in Jimma, Debre Berhan, and Dilla universities).

The Interviews will be conducted in semi-structured form. key areas for discussion will be identified and questionnaires or interview guides will be elaborated. There would be an interview round during the inception phase (with core technical staff directly working on the project) to clarify expectations.

*Field trips:*  The Consultant is expected to undertake (at least)3 field trips to Jimma, Dilla and Debre Berhan. The purpose of the field trips will be to collect information on the implementation of the project. The Consultant will have the opportunity to interview field-based staff, project beneficiaries, and relevant stakeholders and Partners.

**5. Organisation of the Evaluation**

The evaluation will be carried out by an independent, individual external consultant to be selected through open, competitive, and fair selection procedure. Ethiopian Centre for Disability and Development (ECDD) will be responsible for managing the process and for facilitating initial contact of the Consultant with implementing partners, final beneficiaries, and other stakeholders. The evaluation Facilitation and Monitoring Team composed of the ECDD Monitoring and Evaluation Manager, Program Director, Deputy Program Director, Program Team Leads and EMPOWER Project Coordinator will be established at the head office of the Ethiopian Centre for Disability and Development (ECDD) to facilitate and provide smooth coordination of the evaluation task.

**6. Output**

The main outputs of the evaluation consist of the following (to be prepared and submitted in English):

* **Inception report** - not exceeding **15** pages excluding annexes. The inception report should include the results of the desk review, the detailed proposal on methodologies and the elaborated analytical framework for the evaluation, survey instruments, timeline, and process progress indicators. ECDD will review/comment and endorse the inception report as appropriate for the Consultant to commence the next stage of activities.
* **Evaluation report, draft, and final version**, not exceeding **50** pages excluding annexes. The draft version will be first reviewed and commented on by ECDD before presenting it to the final validation workshop of key stakeholders, likewise, the final version will incorporate feedback solicited from the Client as well as from the final validation workshop. The final report must include an executive summary of not more than 4 pages.
* In addition to the above, Ethiopian Centre for Disability and Development (ECDD)is expected to prepare and present a concise summary of the findings of the evaluation during the validation workshop to be organized by ECDD.

**7. Work plan**

The preliminary work plan is as follows:

* **August** 2023: Signing of contract, initiation of work.
* **From the End of August to the First week of September** 2023: Inception Phase - desk study of the project and other relevant documents; interviews and discussions with a core staff of the Client and representative of the donor; design of detailed evaluation methods, and instruments; identification of informants and developing detailed schedule of activities,
* By **the Second week of September** 2023 - presenting an endorsement of the Inception Report by the Client,
* From **Third week of September** to the **Third week** of **October** 2023 - Information collection from Dilla, Jimma, and Debre Berhan Universities through fieldwork along with the methodology endorsed, and write-up of the draft report.
* By the **End of October** 2023: submit draft report; plan and prepare for debriefing/validation workshop. The final report has to be delivered to the Client **within two** calendar weeks after the above validation work.

**8. Competencies**

The evaluation team should have the qualification, knowledge, and experience appropriate to the purpose and scope of the evaluation. Required competencies are:

* First, preferably a second degree in Special Needs Education, or social science fields;
* At least 2 assignments completed in the external evaluation of Disability- related projects/programs.
* The consultant/s shall have knowledge about higher education and challenges faced by students with disabilities.
* Knowledge and experience with evaluation methodologies (both qualitative and quantitative methods).
* Excellent analytical and report writing skills, with demonstrated experience.
* Good knowledge of data analysis tools and techniques as well as concepts and methods of efficacy and impact evaluation.
* Skills in English, Amharic and other local languages.

Preferable Competencies:

* International experience in evaluating projects
* Worked as a researcher for Organizations of/for Persons with Disabilities or NGOs or working in government and international organizations on policies relating to Disability Inclusion.
* Knowledge and experience in applying gender-balanced and participatory approaches to the exercise.
* Knowledge of local languages in the areas to be studied.

**9. Selection criteria**

The Technical and Financial Proposals will account for 70% and 30% respectively of the selection criteria, broken down as follows:

|  |  |
| --- | --- |
| **CRITERIA** | **SCORES** |
| **TECHNICAL PROPOSAL:** |
| Experience related to the task | 15% |
| Qualifications of team member(s) | 15% |
| Disability Inclusion related experience | 10% |
| Methodology | 30% |
| **BUDGET PROPOSAL:** | 30% |
| **Total** | **100%** |

**10. Payment Modalities**

|  |  |  |
| --- | --- | --- |
| **Payment Installment** | **Deliverables** | **Percentage** |
| **1st Installment** | Upon submission and approval of the Inception Report with detailed methodology and work plan | 30% |
| **2nd Installment** | Upon submission and endorsement of the draft Final Evaluation Report | 30% |
| **3rd Installment** | Upon submission of the final report and when accepted by ECDD and its donor, the SYL. | 40% |

**11. Background Documents**

The following are among the key background documents for this evaluation:

* The Strategic Plan, and EMPOWER Project documents of ECDD;
* The final Full Application set of documents including the Full Description, Log Frame, Budget, and Contracts with their Annexes approved by the SYL;
* All interim and final reports with narrative and financial components submitted to the SYL;
* Intermediate outputs of the project that include training manuals, publications, toolkits, research reports, etc. produced by the project.

**DISCLAIMER:** ECDD is a disability-based organization that is committed to safeguarding all Children and Adults with Disabilities and without Disabilities. ECDD has zero tolerance for incidents of violence or abuse against children or adults, including sexual exploitation or abuse, committed by employees, volunteers, consultants, or contractors working with us. ECDD *expects everyone who works for it to share this commitment by understanding and working within the ECDD Children and Adults at Risk Safeguarding Policy and related legal framework.*

**How to Apply**

Qualified and interested Consulting Firms fulfilling the aforementioned requirements, shall submit their technical and financial proposals along with relevant documents through ECDD – e-mail Tenderecdd@ecdd-ethiopia.org, or hand-delivered in a sealed envelope during office work hours to the ECDD office- Located behind Dreamliner Hotel Meskel Flower Road; Tel: +251-114-165859/0116-653916/or P.O. Box: 1530 Code 1250; Addis Ababa, Ethiopia **no later than August 16, 2023**.