



Call for Consultancy Organizations for Endline Evaluation of U-GIRLS 2 Project

Request for Proposals (RFP) Overview

RFP No:	T-CI-ET-2025-006
RFP Title:	U-GIRLS 2 Project 2026 Endline Evaluation
RFP Issued By:	Cuso International - Ethiopia Office
Issuance Date:	August 05, 2025
Proposal Submission Due Date:	August 25, 2025
Language of proposal:	Technical and Financial Proposals must be submitted in English

Instructions for Submission of Proposals: All proposals should be submitted in hardcopy to the Cuso International Country Program Office (Cuso CPO) in Ethiopia via the following address:

Cuso International Ethiopia Country Program Office

H & M Building, 7th Floor (Around 22 Mazonia, In Front of Blue Bird Hotel)

Yeka S.C, Woreda. 08, H# New map No.D.03/2580/01/3585

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Awards: One award is anticipated. The issuance of this RFP does not constitute an award commitment on the part of Cuso International, nor does it commit Cuso International to pay for costs incurred in preparing and submitting a proposal.

Introduction

Cuso International is a global leader in international cooperation and development, committed to fostering economic and social opportunities for marginalized communities around the world. Guided by the principles of collaboration and inclusivity, we work hand-in-hand with partners to advance gender equality, promote social inclusion, enhance economic resilience, and drive impactful climate action. Central to our mission is the belief that sharing skills and expertise creates pathways to brighter, more sustainable futures.

Since its founding in 1961, Cuso International has operated across Africa, Latin America and the Caribbean (LAC), and Canada. Our vision is an equitable, inclusive, and sustainable world where every individual is treated with dignity and empowered to contribute meaningfully to society.

In Ethiopia, Cuso International has been a steadfast development partner since 2015, delivering targeted programs focusing on improving health and education outcomes, particularly for women and youth. By collaborating with local community-based organizations (CBOs), government stakeholders, and international development professionals, Cuso ensures its initiatives are both contextually responsive and impactful.

A significant part of our work in Ethiopia includes a partnership with the Institute of International Education (IIE) and Interpeace to implement a project in the Benishangul-Gumuz Region (BGR), funded by the Government of Canada through Global Affairs Canada (GAC). This project exemplifies our commitment to empowering marginalized groups, advancing gender equity, and driving sustainable development through collaboration and expertise.

Background of the U-GIRLS2 Project

In partnership, Cuso International Country Program Office (CPO) and the Institute of International Education (IIE) have been implementing a transformative project, “Promoting Greater Access to University for GIRLS (U-GIRLS 2),” in Ethiopia’s Benishangul-Gumuz Region (BGR) since May 2020. This groundbreaking initiative seeks to empower high school girls aged 15 to 25 by addressing systemic barriers to their education and development with the unwavering support of their families, communities, and the government.

Through its holistic design, U-GIRLS 2 provides targeted girls access to intensive academic tutorials, English language training, leadership and life skills development, and a robust mentorship program—all aimed at fostering self-confidence and academic success. Material support such as school supplies ensures these girls have the necessary resources to thrive. To further enhance their capacities, the project equips them with entrepreneurial and financial literacy training, coupled with gender sensitization workshops that promote awareness and inclusion.

Recognizing the critical role of families and communities in a girl's journey to success, U-GIRLS 2 also empowers parents and guardians through agricultural innovation training, business development support, and life skills coaching. Families engaged in business and farming activities receive essential inputs to ensure their participation in income-generating endeavors. The program paves the way for a more supportive environment where girls’ education can flourish by addressing economic vulnerabilities alongside educational challenges.

To extend its impact, U-GIRLS 2 organizes community training sessions and informational campaigns to raise awareness about the importance of girls' education and encourage active community advocacy. The program also prioritizes strengthening the governance and delivery of gender-equitable education. Through capacity-building workshops for administrators, schoolteachers, and officials at the regional, zonal, and woreda levels, the project ensures that the education system itself becomes a champion for gender equality.

In response to the mental health and psychosocial challenges caused by internal conflict and community destabilization in BGR, a partnership with Interpeace was formalized in December 2023 to implement a Mental Health and Psychosocial Support (MHPSS) program. The initiative prioritizes addressing trauma and fostering resilience, recognizing that unaddressed psychological distress can hinder recovery and exacerbate social divisions. MHPSS is critical for supporting vulnerable populations, particularly girls and marginalized groups, in rebuilding their lives and communities.

The program targets schools and the wider community to ensure a holistic approach. In schools, interventions include trauma-informed education, counseling, and safe spaces to help girls cope with conflict-related stress. For the broader community, the program offers support groups, mental health awareness campaigns, and reconciliation activities, all tailored to local cultural and social contexts. Through Interpeace's expertise in peacebuilding, the initiative empowers local stakeholders to drive sustainable, community-led recovery efforts.

A Holistic Solution to Poverty

Poverty is a multifaceted challenge requiring integrated and sustainable interventions. U-GIRLS 2 directly contributes to poverty reduction by addressing two critical areas:

1. Educating and empowering girls to pursue higher education, enabling them to enhance their well-being and that of their families. Studies consistently show that educated girls are more likely to lift themselves and their communities out of poverty, making education a vital investment.
2. Building economic resilience within the families of targeted girls by providing capacity-building opportunities and access to resources that promote sustainable livelihoods. This dual approach ensures that both immediate and long-term needs are addressed effectively.

Project Outcomes

The U-GIRLS 2 project is designed to achieve the following objectives:

- Increase community and familial support for girls' enrollment and retention in formal education for girls aged 15 to 25.
- Improve targeted girls' academic performance, leadership abilities, and autonomy, preparing them to take on more significant societal roles.
- Enhance gender-equitable governance, administration, and education delivery at regional, zonal, and woreda levels, creating an environment that sustains and champions girls' education.

A Comprehensive Vision

The multidimensional design of U-GIRLS 2 positions it as a catalyst for meaningful change, not only for the girls it serves but for their families, schools, and communities. The expected outcomes, detailed in the Project Logic Model and Performance Measurement Framework (PMF), illustrate a clear pathway to achieving long-term systemic transformation.

By investing in girls' education and family empowerment, U-GIRLS 2 transforms individual lives and contributes to a more equitable and prosperous future for all. This innovation fosters resilience, drives inclusion, and ultimately breaks the cycle of poverty.

The snapshot of logic model of U-GIRLS 2 project:

ULTIMATE OUTCOME								
1000 Increased empowerment of girls aged 15 to 25 and increased participation of youth, their families and communities in addressing existing gender barriers for the advancement of girls' education in the Benishangul-Gumuz Region								
INTERMEDIATE OUTCOMES								
1100 Increased community and familial encouragement of girls' enrollment in formal education for girls aged 15 to 25			1200 Improved academic performance, leadership abilities and autonomy of girls aged 15 to 25			1300 Enhanced regional, zonal and woreda-level governance, administration and delivery of gender equitable education for girls aged 15 to 25		
IMMEDIATE OUTCOMES								
1110 Increased community awareness of importance of girls' education and gender barriers to education	1120 Improved household access to income generating opportunities	1130 Increased engagement of communities to advocate for girls' education	1210 Increased equitable access to educational materials and services for girls aged 15-25 in BGR	1220 Increased equitable access to soft skill trainings for girls aged 15-25 in BGR	1230 Improved awareness of possibilities associated with advanced education among girls aged 15-25 in BGR	1310 Improved capacity of BGR teachers and administrators to deliver gender responsive education methods	1320 Increased capacity at Regional, Zonal and Woreda levels of administration to design and deliver gender-responsive education	1330 Improved awareness and support for MHPSS to address practical barriers to girls' education
OUTPUTS								

1111 <i>Gender-sensitization training sessions provided for parents and broader communities</i>	1121 <i>Entrepreneurial and financial literacy trainings provided to target families</i>	1131 <i>Women and youth CBOs engaged in addressing barriers to education for girls aged 15 to 25</i>	1211 <i>Ongoing tutorial support and basic educational resources provided to enrolled girls in secondary or preparatory school</i>	1221 <i>Sexual and reproductive health modules conducted with enrolled girls in secondary</i>	1231 <i>Mentors paired with girls in secondary or preparatory school for the sharing of strategies in coping, time management and planning</i>	1311 <i>Participatory and gender-sensitive teaching methodology trainings delivered to teachers in associated project schools</i>	1321 <i>Workshops and training on gender-sensitization and institutionalizing gender provided to the Bureau of Education, government partners, kebele training education boards and school administrations</i>	1331 <i>Awareness creation sessions and socioemotional skills trainings conducted to enhance socio-emotional wellbeing and resilience among the project participants</i>
1112 <i>Individual facilitated parent/ teacher liaisons to build household/ community support for girls' education</i>	1122 <i>Technical agricultural innovations training provided to target families</i>	1132 <i>Community information al campaign conducted to highlight the importance of girls' education and associated barriers to education</i>	1212 <i>Subject-specific (English, ICT) trainings provided to target girls in secondary or preparatory schools</i>	1222 <i>Life-skill and leadership training implemented for enrolled girls on topics of self-esteem and awareness, effective communication, assertiveness, peer-pressure and critical thinking</i>	1232 <i>Basic personal and household items (e.g. bedsheets, towels) provided to enrolled girls entering first-year university, as required</i>	1312 <i>Administrative coordinators placed with participating schools to oversee reporting, liaisons, mitigate project issues and mentor gender responsive teaching</i>	1322 <i>Action research conducted on/ by school administration's current/ ongoing gender knowledge, attitudes and practices</i>	1332 <i>Enhanced positive parenting style and safe schooling that promote inclusiveness, warmth, and democratic involvement of children and adolescents</i>
	1123 <i>Basic business inputs provided to targeted families</i>						1323 <i>Findings of action research presented to government partners and school administrations at various levels, and girl-friendly academic strategies developed through an iterative process</i>	1333 <i>Enhanced family and community level cohesion and support to bring alignment in support of girls' schooling and future aspirations</i>

Geographic Location of the Project

The project is implemented in the Benishangul-Gumuz Region (BGR) of Ethiopia, a region located in the western part of the country, bordering Sudan to the west and northwest. Known for its diverse ethnic composition and challenging socio-economic conditions, BGR is characterized by a mix of lowland and highland areas, with a predominantly rural population. The region faces significant barriers to education, particularly for girls, due to cultural, economic, and infrastructural factors, which the project aims to address through targeted interventions.

The project's interventions are focused in the following woredas (districts) within the Benishangul-Gumuz Region:

- Abrhamo (Outskirt of Assosa)
- Assosa city administration
- Bambasi (42.8Km from Assosa)
- Menge (55.2 Km from Assosa)
- Mao-Komo Special Woreda (175Km from Assosa)

The project specifically targets the following general secondary schools within these woredas:

- Assosa secondary school (located in Assosa town)
- Bambasi secondary school (located in Bambasi woreda)
- Menge secondary school (located in Menge woreda)
- Ewket Fana secondary school (location in Bambasi woreda)
- Gemharu secondary school (location in Assosa woreda)
- Komeshiga Berhan secondary school (location in Abrhamo woreda)
- Tongo secondary school (located in Mao' Komo special woreda)

Objectives of the Endline Evaluation

The endline evaluation will assess the impact, effectiveness, and sustainability of the project aimed at empowering girls aged 15–25 and increasing participation of youth, families, and communities in addressing gender barriers to advance girls' education in the Benishangul-Gumuz Region (BGR). The specific objectives are:

- 1. Assess the Achievement of the Ultimate Outcome**

- Evaluate the extent to which the project has increased empowerment of girls aged 15–25 and enhanced participation of youth, families, and communities in addressing gender barriers to girls’ education.
- Measure changes in girls’ empowerment (e.g., decision-making, autonomy, leadership) and community engagement compared to baseline data.
- Determine the project’s contribution to reducing gender-related barriers to education.

2. Evaluate Intermediate Outcomes

- Assess increased community and familial encouragement for girls’ enrollment in formal education (Outcome 1100).
- Examine improvements in academic performance, leadership abilities, and autonomy among girls aged 15–25 (Outcome 1200).
- Evaluate enhancements in regional, zonal, and woreda-level governance and delivery of gender-equitable education (Outcome 1300).

3. Measure Immediate Outcomes

- Assess increased community awareness of girls’ education and gender barriers (Outcome 1110).
- Evaluate improved household access to income-generating opportunities and their link to girls’ education (Outcome 1120).
- Measure increased community engagement in advocating for girls’ education (Outcome 1130).
- Assess equitable access to educational materials and services for girls (Outcome 1210).
- Evaluate access to soft skill trainings and their benefits for girls (Outcome 1220).
- Measure improved awareness of advanced education opportunities among girls (Outcome 1230).
- Assess the capacity of teachers and administrators to deliver gender-responsive education (Outcome 1310).
- Evaluate administrative capacity at regional, zonal, and woreda levels for gender-responsive education (Outcome 1320).

- Assess awareness and support for Mental Health and Psychosocial Support (MHPSS) in addressing education barriers (Outcome 1330).

4. Assess Delivery and Effectiveness of Outputs

- Verify the delivery, quality, and reach of project outputs (e.g., trainings, resources, mentorship, campaigns) as per the logic model.
- Evaluate the effectiveness of outputs in contributing to immediate and intermediate outcomes.
- Assess the inclusivity and gender-responsiveness of implemented activities.

5. Evaluate Social Return on Investment (SROI)

- Quantify the social, economic, and environmental value created by the project for stakeholders (e.g., girls, families, communities, educational institutions) relative to the resources invested.
- Identify and quantify the cost of key social outcomes (e.g., increased educational attainment, improved household income, enhanced community cohesion) using SROI methodologies.
- Assess the cost-effectiveness of the project in delivering social value, providing a ratio of social return per unit of investment.

6. Evaluate Sustainability

- Assess the likelihood of sustained community and familial support for girls' education post-project.
- Evaluate the institutionalization of gender-responsive education practices in schools and administrative bodies.
- Identify factors supporting or hindering the continuation of project benefits.

7. Identify Lessons Learned and Best Practices

- Develop case studies to document successes, challenges, and unintended outcomes from project implementation, capturing the experiences of girls aged 15–25, families, communities, and educational institutions in BGR.
- Identify best practices in gender-sensitization, educational support, and capacity-building interventions through case studies, highlighting replicable strategies for promoting girls' education.

- Analyze the effectiveness of partnerships with government, schools, and community-based organizations (CBOs) through case studies, focusing on collaboration dynamics, stakeholder roles, and contributions to project outcomes.

8. Assess Gender Equity and Inclusion

- Evaluate the promotion of gender equity in education access, participation, and outcomes for girls.
- Assess inclusivity for marginalized groups (e.g., girls from low-income households or with disabilities).
- Examine how gender barriers were addressed and whether interventions empowered girls equitably.

9. Evaluate Efficiency and Accountability

- Assess resource utilization efficiency in achieving outputs and outcomes.
- Evaluate accountability mechanisms, including stakeholder participation and responsiveness to community needs.
- Analyze the effectiveness of monitoring and reporting systems in tracking progress.

Proposed Evaluation Questions

The following evaluation questions are proposed to assess the project's performance, impact, and sustainability in empowering girls aged 15–25 and addressing gender barriers to education in the Benishangul-Gumuz Region (BGR). These questions are aligned with the OECD-DAC evaluation criteria: Relevance, Effectiveness, Efficiency, Impact, Sustainability, and Coherence.

Relevance

- To what extent were the project's objectives and interventions (e.g., gender-sensitization trainings, educational resources, income-generating opportunities) aligned with the needs and priorities of girls aged 15–25, their families, and communities in BGR?
- How well did the project address context-specific gender barriers to girls' education, as identified at the baseline?
- Were the project's activities (e.g., mentorship, life-skills training, MHPSS support) relevant to the cultural, social, and economic realities of BGR?

Effectiveness

- To what extent were the ultimate, intermediate, and immediate outcomes achieved, including increased empowerment of girls, community engagement, and improved governance for gender-equitable education?
- How effective were specific outputs (e.g., gender-sensitization trainings, tutorial support, entrepreneurial trainings) in contributing to immediate outcomes such as increased awareness, access to resources, and capacity for gender-responsive education?
- What factors (e.g., implementation strategies, stakeholder engagement) facilitated or hindered the achievement of project outcomes?

Efficiency

- Were the project's resources (financial, human, material) utilized efficiently to deliver outputs and achieve outcomes, as planned?
- To what extent did the project's monitoring and reporting systems support timely and cost-effective implementation?
- Were there any inefficiencies in the delivery of activities (e.g., trainings, resource distribution) that impacted the project's performance?

Impact

- What measurable changes have occurred in the empowerment (e.g., autonomy, leadership, academic performance) of girls aged 15–25 as a result of the project?
- To what degree has the project reduced gender barriers to education at the community, household, and institutional levels in BGR?
- What unintended positive or negative impacts, if any, did the project have on girls, families, communities, or educational institutions?
- How can the social, economic, and environmental value created by the project for stakeholders (e.g., girls, families, schools, communities) be quantified and monetized using SROI methodologies?

Sustainability

- To what extent are the project's outcomes (e.g., community support for girls' education, institutional capacity for gender-responsive education) likely to be sustained after project completion?

- How effectively have local stakeholders (e.g., CBOs, schools, government partners) been empowered to continue supporting girls' education?
- What external factors (e.g., policy environment, resource availability) may influence the sustainability of project benefits?

Coherence

- How well did the project align with and complement existing national and regional education policies and gender equality initiatives in Ethiopia?
- To what extent did the project collaborate effectively with government partners, schools, and CBOs to ensure a cohesive approach to addressing gender barriers in education?
- Were there any inconsistencies or synergies between the project's interventions and other development programs in BGR?

Tasks of the Evaluation, Key Deliverables, and Timelines

The consultancy is expected to undertake the following tasks to conduct a comprehensive endline evaluation of the project aimed at empowering girls aged 15–25 and addressing gender barriers to education in the Benishangul-Gumuz Region (BGR). The tasks, key deliverables, and timelines are structured to ensure a rigorous, participatory, and gender-sensitive evaluation process that aligns with the OECD-DAC principles and the project's logic model.

Tasks of the Evaluation

1. Inception Phase

- Review project documents (e.g., logic model, performance measurement framework (PMF), baseline & midline reports, monitoring data, project proposals) to understand the project's objectives, activities, and context.
- Conduct stakeholder consultations (e.g., with project staff, government partners, schools, CBOs, etc.) to refine evaluation scope, evaluation questions, and methodology.
- Develop and finalize an evaluation framework, including detailed methodology, data collection tools (e.g., surveys, interview guides, FGD protocols), and sampling strategy, ensuring gender-sensitive and inclusive approaches.
- Address ethical considerations, including informed consent, confidentiality, and safeguarding for vulnerable populations (e.g., girls aged 15–25).

2. Data Collection

- Implement a mixed-methods approach to collect quantitative and qualitative data from relevant stakeholders in control and treatment areas, including girls aged 15–25, parents, teachers, school administrators, CBOs, and government officials at regional, zonal, and woreda levels.
- Access monitoring datasets and review project progress reports.
- Conduct surveys to measure changes in outcomes (e.g., enrollment rates, academic performance, community awareness).
- Facilitate focus group discussions and key informant interviews to capture qualitative insights on empowerment, gender barriers, and institutional capacity.
- Collect data on project outputs (e.g., number of training courses delivered, resources distributed) and verify delivery through project records and stakeholder feedback.
- Implement steps to ensure data quality, including training of data collectors, pilot data collection tools, transcription & back-transcription of FGD and interview notes, and field supervision of data collectors.
- Ensure data collection is inclusive, capturing perspectives from marginalized groups (e.g., girls from low-income households, rural areas, or with disabilities).

3. Data Analysis

- Analyze quantitative data using statistical methods to assess changes in key indicators compared to baseline & midline data, and national/regional abstracts of educational statistics issued by the Ministry of Education and BGR BoE.
- Conduct thematic analysis of qualitative data to identify patterns, successes, challenges, and unintended outcomes.
- Triangulate data from multiple sources to ensure validity and reliability of findings.
- Assess the project's performance against the OECD-DAC criteria (Relevance, Effectiveness, Efficiency, Impact, Sustainability, Coherence) and the evaluation questions.

4. Reporting and Validation

- Draft a comprehensive endline evaluation report summarizing findings, conclusions, and recommendations, structured around the evaluation objectives and questions.
- Present preliminary findings to project stakeholders (e.g., project team, government partners, schools, CBOs) for validation and feedback.
- Incorporate stakeholder feedback into the final report to ensure accuracy and ownership of findings.

5. Dissemination and Knowledge Sharing

- Develop a concise summary report or presentation for broader dissemination to stakeholders, including communities and girls in BGR.
- Facilitate a dissemination workshop to share findings, lessons learned, and best practices with project stakeholders.
- Provide actionable recommendations to inform future programming and policy advocacy for girls' education in BGR.

Key Deliverables

1. Inception Report (Week 1–2)

- A detailed report outlining the evaluation framework, methodology, data collection tools, sampling strategy, work plan, and ethical considerations, including consent and assent forms.
- Includes a timeline and risk mitigation plan for the evaluation process.

2. Data Collection Tools (Week 2–3)

- Finalized and pre-tested tools (e.g., survey questionnaires, interview guides, focus group protocols) tailored to the project's context and stakeholders.

3. Draft Endline Evaluation Report (Week 7–8)

- A comprehensive report addressing the evaluation objectives and questions, including:
 - Executive Summary
 - Concise overview of the evaluation's purpose, key findings, and recommendations (1–2 pages).

- Summarizes the project’s impact on girls’ empowerment, community engagement, and gender-equitable education.
 - Highlights the SROI findings, including the social value created relative to investment.
 - Outlines key actionable recommendations for stakeholders to sustain and scale project outcomes.
- Introduction
 - Background and Context: Brief description of the project, its objectives, and the geographic scope
 - Evaluation Purpose and Objectives
 - Structure of the Report: Brief guide to the report’s organization for ease of navigation.
 - Methodology
 - Evaluation Design: Description of the mixed-methods approach, including quantitative (e.g., surveys, school records) and qualitative (e.g., focus groups, interviews, case studies) methods.
 - Data Collection and Sampling: Details on data sources, stakeholder groups (girls, families, teachers, mentors, administrators, CBOs), and sampling strategy, emphasizing inclusivity and gender sensitivity.
 - SROI Methodology: Explanation of the approach used to quantify and monetize social, economic, and environmental value (e.g., stakeholder mapping, outcome valuation).
 - Ethical Considerations: Measures taken to ensure informed consent, confidentiality, and safeguarding, particularly for girls aged 15–25.
 - Limitations: Discussion of methodological constraints (e.g., data availability, sample size, potential biases) and mitigation strategies.
 - Findings

Findings are organized by OECD-DAC criteria, integrating SROI and supported by data, visuals, and quotes where relevant. Each section addresses the evaluation questions and links to the project’s logic model.

 - Relevance: Extent to which interventions aligned with the needs of girls, families, and communities in BGR.
 - Effectiveness: Achievement of ultimate, intermediate, and immediate outcomes, including contributions of specific outputs (e.g., trainings, resources).

- Efficiency: Resource utilization and cost-effectiveness, including SROI analysis to quantify the value created per unit of investment.
- Impact: Measurable changes in girls' empowerment, education access, and gender barrier reduction, including unintended outcomes and SROI results.
- Sustainability: Likelihood of sustained outcomes and institutionalization of gender-responsive practices.
- Coherence: Alignment and synergies with national/regional education and gender equality initiatives.
- Case Studies
 - A dedicated section featuring 5 case studies to illustrate successes, challenges, and lessons learned, drawn from girls, families, communities, mentors, schools, or CBOs in the targeted woredas and schools.
 - Each case study includes:
 - A narrative describing the stakeholder's experience, linked to project outcomes (e.g., community advocacy, empowerment, education access, green agriculture work).
 - Direct quotes from participants to provide authentic voices.
 - High-quality, ethically sourced photos (with consent) to visually depict impact (e.g., girls in classrooms, community training sessions, etc).
 - Analysis of best practices and partnership effectiveness (e.g., collaboration with government, schools, CBOs).
 - Case studies highlight diverse perspectives, including marginalized groups (e.g., girls from low-income households or rural areas).
- Conclusions and Recommendations
 - Conclusions: Synthesis of key findings across OECD-DAC criteria, emphasizing the project's impact, social value (via SROI), and sustainability.
 - Recommendations: Actionable, evidence-based recommendations for stakeholders, including:
 - Strategies to sustain and scale girls' education initiatives in BGR.
 - Policy advocacy to institutionalize gender-responsive education practices.

- o Best practices for replication in similar contexts, informed by case studies.
 - o Suggestions for addressing identified challenges and gaps.
- Annexes
 - Data Collection Tools: Copies of surveys, interview guides, and focus group protocols.
 - Stakeholder Lists: List of interviewed or surveyed stakeholders (anonymized where necessary).
 - Raw Data Summaries: Aggregated data tables or charts (where appropriate, respecting confidentiality).
 - SROI Calculations: Detailed methodology and calculations for SROI analysis, including outcome valuations and assumptions.
 - References: Cited documents, policies, or studies referenced in the evaluation.

4. **Stakeholder Validation Workshop** (Week 9)

- o A presentation of preliminary findings to project stakeholders for feedback and validation.
- o Summary of workshop outcomes and stakeholder inputs.

5. **Final Endline Evaluation Report** (Week 10)

- o A revised report incorporating stakeholder feedback, finalized for submission.
- o Includes a clear summary of findings, lessons learned, and recommendations for future programming.

6. **Dissemination Products** (Week 11–12)

- o A concise summary report or policy brief (2–4 pages) for broader dissemination.
- o A slide deck for the dissemination workshop, highlighting key findings, lessons learned, and recommendations.

Timelines

The evaluation is expected to be completed within 12 weeks from the contract start date. The proposed timeline is as follows:

Week	Task	Deliverable
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Week 1–2	Inception phase: document review, stakeholder consultations, methodology development	Inception Report
Week 2–3	Finalize and pre-test data collection tools	Data Collection Tools
Week 4–6	Data collection (surveys, interviews, focus groups)	Cleaned Data Sets
Week 7–8	Data analysis and drafting of the evaluation report	Draft Endline Evaluation Report
Week 9	Stakeholder validation workshop	Workshop Presentation and Summary
Week 10	Finalize evaluation report	Final Endline Evaluation Report
Week 11–12	Develop dissemination products and conduct workshop	Summary Report/Policy Brief, Slide Deck

Required Qualifications

The consultancy firm or consultant(s) must demonstrate the expertise, experience, and capacity to conduct a rigorous, gender-sensitive endline evaluation for the project aimed at empowering girls aged 15–25 and addressing gender barriers to education in the Benishangul-Gumuz Region (BGR). Below are the required qualifications for the organization/consultant and the proposed evaluation team.

Organizational/Consultant Qualifications

1. **Proven Expertise in Impact Evaluations:** Demonstrated experience in conducting impact assessments for education, gender equality, or community development projects, particularly in low-resource or rural settings.
2. **Mixed-Methods Proficiency:** Strong expertise in designing and implementing mixed-methods evaluations, combining quantitative data analysis (e.g., statistical modeling, survey analysis) with qualitative research (e.g., thematic analysis of interviews and focus groups).
3. **Experience in Gender-Responsive Education Programs:** Prior work on projects involving girls' education, gender sensitization, financial literacy, or community-based interventions in low-resource settings, preferably in Ethiopia or similar contexts.
4. **Commitment to Ethical and Gender-Sensitive Practices:** Proven track record of applying ethical research principles, including informed consent, confidentiality, and safeguarding, with a focus on gender-responsive and inclusive methodologies.

5. **Contextual Knowledge:** Familiarity with the socio-cultural, economic, and educational context of the Benishangul-Gumuz Region or comparable regions in Ethiopia is highly desirable.

Team Qualifications

Lead Researcher/Consultant

- Advanced degree (Master's or PhD) in education, gender studies, development studies, social sciences, or a related field.
- At least 7 years of experience leading impact evaluations, preferably for education or gender-focused interventions, using robust methodologies (e.g., quasi-experimental designs, participatory approaches).
- Strong understanding of gender-responsive education frameworks and OECD-DAC evaluation criteria.
- Excellent report-writing and communication skills to produce clear, evidence-based reports and facilitate stakeholder workshops.

Data Analyst

- Advanced proficiency in statistical software (e.g., R, Stata, SPSS) for analyzing quantitative data, including survey data and educational indicators (e.g., enrollment, retention, academic performance).
- Experience designing and analyzing surveys for education or gender-focused programs, with the ability to compare baseline and endline data.
- Ability to triangulate quantitative and qualitative data to generate robust findings.

Qualitative Researcher

- Expertise in designing, conducting, and analyzing qualitative data from focus group discussions, key informant interviews, and case studies, particularly with adolescent girls, families, and community stakeholders.
- Proficiency in qualitative data analysis tools (e.g., NVivo, ATLAS.ti) for thematic analysis.
- Strong writing skills to document qualitative findings, including case studies and lessons learned, in a clear and compelling manner.

Field Coordinator

- At least 5 years of experience coordinating field-based data collection in rural and urban settings, including managing enumerators and ensuring data quality.
- Familiarity with logistical challenges in low-resource settings, such as BGR, and ability to manage culturally sensitive data collection processes.
- Strong interpersonal skills to engage with diverse stakeholders, including girls, parents, teachers, and local authorities.

Additional Requirements

- The team must include at least one member with fluency in local languages spoken in BGR (e.g., Amharic, Oromiffa, Benishangul/Arabic, etc.) to facilitate effective communication with stakeholders.
- Demonstrated ability to work collaboratively with government partners, schools, community-based organizations, and project beneficiaries in a participatory and inclusive manner.
- Experience delivering high-quality evaluation deliverables (e.g., inception reports, final reports, policy briefs) within agreed timelines.

Selection Criteria

Submissions for the endline evaluation consultancy will be assessed through a transparent, merit-based, and structured process to ensure the selection of a consultancy firm/consultant capable of delivering a high-quality, gender-sensitive evaluation for the project in the Benishangul-Gumuz Region (BGR). The evaluation framework assigns **70% weight** to the technical proposal and **30% weight** to the financial proposal, balancing quality, relevance, and cost-effectiveness. The selection process follows a two-stage procedure outlined below.

Stage 1: Technical Proposal Evaluation (70%)

The technical proposal will be evaluated first, based on the following criteria to assess the quality, relevance, and feasibility of the proposed approach. Proposals must achieve a **minimum score of 45% (out of the 70% allocated)** to qualify for the financial evaluation stage, ensuring only technically competent submissions proceed.

- **Understanding of the Project and Context (20%)**
 - Demonstrates a clear understanding of the project's objectives, logic model, and gender barriers to girls' education in BGR.

- Shows familiarity with the socio-cultural, economic, and educational context of BGR or similar low-resource settings.
- Aligns the proposed evaluation approach with the project’s focus on empowering girls aged 15–25 and engaging communities.
- **Methodological Rigor and Gender Sensitivity (25%)**
 - Proposes a robust mixed-methods evaluation framework, including appropriate quantitative and qualitative methods to address the OECD-DAC criteria (Relevance, Effectiveness, Efficiency, Impact, Sustainability, Coherence).
 - Incorporates gender-responsive and inclusive methodologies, ensuring the voices of girls, marginalized groups, and other stakeholders are captured.
 - Details a clear sampling strategy, data collection tools, and analysis plan, with attention to ethical considerations (e.g., informed consent/assent, confidentiality, safeguarding).
- **Team Expertise and Experience (20%)**
 - Demonstrates relevant expertise in conducting impact evaluations for education, gender equality, or community development projects, preferably in Ethiopia or similar contexts.
 - Provides evidence of the team’s qualifications, including advanced degrees, proficiency in statistical and qualitative analysis tools (e.g., R, Stata, NVivo), and experience in gender-responsive education programs.
 - Includes at least one team member fluent in local languages (e.g., Amharic, Gumuz) and experienced in coordinating field-based data collection in rural settings.
- **Work Plan and Feasibility (5%)**
 - Presents a realistic and detailed work plan aligned with the 12-week timeline, including clear milestones for inception, data collection, analysis, reporting, and dissemination.
 - Identifies potential risks (e.g., logistical challenges, stakeholder access) and proposes mitigation strategies.
 - Demonstrates capacity to deliver high-quality deliverables (e.g., inception report, final report, policy brief) within the specified timeframe.

Stage 2: Financial Proposal Evaluation (30%)

Only submissions that meet the minimum technical evaluation threshold (45% of the 70% allocated) will proceed to the financial proposal evaluation. This stage assesses the cost-effectiveness and alignment of the financial offer with the project's objectives.

- **Cost-Effectiveness and Value for Money (20%)**
 - Demonstrates a competitive financial proposal that balances cost with the quality and scope of the proposed evaluation.
 - Provides a clear breakdown of costs (e.g., personnel, travel, data collection, analysis, dissemination) aligned with the proposed activities and deliverables.
 - Ensures efficient resource allocation without compromising the quality of the evaluation.
- **Alignment with Project Objectives (10%)**
 - Reflects a budget that supports the delivery of a comprehensive, gender-sensitive evaluation addressing the project's goals of empowering girls and reducing gender barriers to education.
 - Avoids unnecessary or inflated costs, prioritizing activities that directly contribute to achieving the evaluation objectives.

Annexes to the ToR

Consultant information

Please provide the following information:

1. Name of the consultant / Consultancy Firm
2. Address
3. Phone and fax
4. Contact person with email

Financial proposals

- Prices must be expressed in ETB

Conditions of Tender

- Cuso International reserves the right to deal with any tender of its choice or any or all parts of the tender and to purchase items from various tenders.
- Cuso International is not bound to accept the lowest offer or any offer.
- This request for tender is not a contract or an offer into a contract but is a request for a quotation for the services indicated in this document. However, a contract will be signed with a selected freelance consultant / a consultancy firm.
- Respondents are bound by their offer for a period of 45 days as from the closing date of bids.
- Cuso International reserves the right to alter the dates of the tender timetable.
- Cuso International will inform each respondent to the tender of the decision on their offer through a letter of engagement if successful, or otherwise by email.
- Cuso International is not obliged to justify or explain selection to any respondent. Respondents are encouraged to contact Cuso International for any information required to submit a competitive bid.

Tenders submitted must be accompanied with

- Company profile, present personal CV and a credential
- Copy of a renewed license for the current FY
- Evidence of past performance records on similar works and other relevant credentials

Bids must be submitted in four (4) separate sealed envelopes. Each envelope should bear the bidder's official seal or signature and be marked as either "TECHNICAL" or "FINANCIAL," indicating "Original" and "Copy." Additionally, the envelopes must include the bidder's name, contact address, the tender title, and the tender reference number.

The Tender document can be submitted at Cuso International, Ethiopia Country Office, on August 25, 2025, before 10:00 AM **(local time)**. **Tenders submitted after this deadline will not be considered.**

Cuso International would require a successful consultancy firm to present a list of experts whose CVs are attached to the application and meet them in person during an inception meeting. Failure to do so will result in the award being canceled.

Cuso International reserves the right to accept or reject this bid in partial or entirety.

