



TERMS OF REFERENCE

*REQUEST FOR PROPOSALS: INDEPENDENT EVALUATION OF THE EMPOWERING
WOMEN AND GIRLS PROJECT*



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LIST OF ABBREVIATIONS

- Civil Society Organization
(CSO), 12
- Civil Society Platforms
(CSPs), 8
- Commonwealth of Learning
(COL), 4
- Development Assistance Committee
(DAC), 16
- Feminist International Assistance Policy
(FIAP), 5
- Gender Equality Men (GEM) Scale
(GEM) Scale, 13
- Gender-based Violence
(GBV), 10
- Global Affairs Canada
(GAC), 5
- Local Support Groups
(LSGs), 8
- Performance Measurement Framework
(PMF), 9, 11
- Request for Proposals
(RFP), 19
- Technical and Vocational Education and Training
(TVET), 8
- Terms of Reference
(TOR), 18
- Theory of Change
(ToC), 6
- Women's Right Organisations
(WROs), 8



1. BACKGROUND AND CONTEXT

The [Commonwealth of Learning](#) (COL), an intergovernmental organisation created in 1987 by Commonwealth Heads of Government to encourage the development and sharing of open learning, distance education, knowledge, resources and technologies, has been implementing the [Empowering Women & Girls in the Commonwealth project](#) which is funded by Global Affairs Canada (GAC).

GAC's Feminist International Assistance Policy (FIAP) promotes gender equality and the empowerment of women and girls as a central objective of Canada's international development efforts. COL's EWG project, funded under this policy, supports initiatives that enhance the agency, leadership, and opportunities of women and girls including those with disabilities from disadvantaged communities in Asia (Bangladesh, Pakistan, and Sri Lanka) and Africa (Malawi and Mozambique). The project is being implemented between February 2023 – June 2026 and is now in its third and final year, focusing on consolidating achievements and ensuring sustainability of outcomes.

Therefore, an independent evaluation is being commissioned to conduct the final assessment of the project, scheduled to take place between June and November 2026.

2. PROJECT OVERVIEW

Project Title: Empowering Women and Girls in the Commonwealth

GAC Project Number: P007747

Duration: February 2023 – June 2026 (with a no-cost extension of six months)

Geographic Scope: Asia and Africa (Bangladesh, Pakistan, Sri Lanka, Malawi, Mozambique)

Implementing Organisation: COL

2.1 OVERALL OBJECTIVES

The EWG project aims to improve the realisation of human rights for women and girls from disadvantaged communities in selected areas of five Commonwealth member states: Bangladesh, Malawi, Mozambique, Pakistan, and Sri Lanka. The project focuses on the empowerment of women and girls through educational attainment and skills development, increased economic participation, and better health, leading to sustainable social transformation. It focuses on reaching women and girls in rural, remote, and disadvantaged communities in the five Commonwealth countries, and collaborates with local partners to implement activities in the



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individual, household, educational, community and livelihood spheres, to support women and girls in realising their full potential. The project also works with men and boys, as well as community and traditional leaders, to garner broad-based support for the empowerment of women and girls as full socio-economic contributors to their families and communities.

The EWG project is aligned to universal goals set out in the United Nations Sustainable Development Goals (SDGs 1-5, 8, 13), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and in the Beijing Declaration and Platform for Action. These goals are also essential for leaving no one behind, and for economic growth and sustainable development (OECD (2018), *Development Co-operation Report 2018: Joining Forces to Leave No One Behind*, OECD Publishing, Paris, <https://doi.org/10.1787/dcr-2018-en>).

2.2 TARGET GROUPS

The project aimed to directly reach 75,000 women and girls between the ages of 14 and 55 with activities and interventions that would support their social, educational and economic empowerment. It also aimed to build the capacity of 20,000 men and boys, as well as schoolteachers and managers, community and traditional leaders, and women's rights and civil society organisations, to provide a supportive environment for enabling gender equality and the realisation of rights. In total, 400,000 community members were to be reached by the public campaigns.

2.3 KEY EXPECTED OUTCOMES

The Theory of Change (ToC) formulated at the beginning of this project identified three pathways with clear causal mechanisms by which change comes about for individuals and/or communities. The project's intermediate outcomes are:

- Improved empowerment of women and girls including women/girls with disabilities from disadvantaged communities asserting their equality of rights and dealing with dominant social norms that perpetuate gender inequality and gender-based violence.
- Improved and equitable attainment of lower secondary education among women and girls including women and girls with disabilities from disadvantaged communities.
- Enhanced livelihood (agriculture and skills based) opportunities with sustainable climate resilient practices and improved incomes among women and girls including women/girls with disabilities from disadvantaged communities.

Activities were undertaken for each pathway to produce three levels of results – outputs, immediate outcomes, and intermediate outcomes that are expected to contribute towards the realisation of intended impacts. During this period, all five participating countries faced significant



contextual challenges, including political instability in Bangladesh, Mozambique, Pakistan, and Sri Lanka, as well as climate-related shocks affecting all five contexts.

However, the partner organisations used adaptive strategies to strengthen the positive drivers referred in the assumptions to mitigate those challenges. Both these considerations (outcomes and challenges) would be used in measuring the patterns of results in terms of communities and geographical locations.

3. SCOPE OF THE EVALUATION

3.1 PURPOSE AND OBJECTIVE OF THE EVALUATION

The overall purpose of this final evaluation is to assess the relevance, effectiveness, efficiency, sustainability, and impact of the project, with a particular focus on measuring:

- Achievements of outcomes in realising full enjoyment of human rights and a life of dignity by women and girls and their collectives/organisations from marginalised communities.
- Achievements of changes in attitudes and practices among men/boys, communities, civil society institutions, and the government towards gender equality.

The evaluation aims to:

- Assess the achievement of intended outcomes and contribution to gender equality and empowerment.
- Examine how the achievements of the EWG project met the FIAP objectives with specific reference to gender equality and the local needs.
- Identify lessons learned, successes, and challenges.
- Provide recommendations for future programming and scaling up.
- Provide an objective interpretation of how the contribution of the EWG project (its achievements and experiences) benefits the work of GAC.
- Examine how the project's achievements advance the Commonwealth objectives (<https://thecommonwealth.org/charter>) and align with COL's Strategic Plan.



3.2 THEMATIC FOCUS

Empowerment, gender equality, inclusion, sustainability, educational attainment, increased economic participation, better health, and sustainable social transformation.

3.3 BOUNDARIES FOR THE EVALUATION

The time reference for assessment would be the EWG implementation project period i.e., February 2023 – June 2026. Measuring gender equality change, and especially gender-transformative change, are unlikely to be achieved within the timeline of a typical project as often they can be non-linear and unpredictable in a complex social dynamic (Batliwala and Pittman, 2010). Given three years of the EWG project, its impact will be measured with two different approaches.

Achievements in intermediate outcomes will be used as proxies to interpret their potential contribution to impacts on maternal mortality, labour force participation and educational attainment while the impact in gender equal behaviour among men and boys will be a direct measurement. Moreover, any potential unintended results, both positive and negative will be documented and reported.

Further, other development initiatives in partner organisations funded by other resource agencies will be excluded from this evaluation except where it is complementary. Furthermore, a detailed assessment of broader national policies beyond their intersection with the EWG project's objectives will not be undertaken.

3.4 ENGAGEMENT WITH KEY STAKEHOLDERS

Guided by participatory principles, this evaluation will engage with key stakeholders and ensure their meaningful and inclusive participation. The primary stakeholders would be the women, girls, men, and boys of the target communities. The other stakeholders would include:

- Women's Rights Organisations (WROs) established by the EWG project.
- Men's clubs, and Local Support Groups (LSGs) formed by the EWG project.
- Civil Society Platforms (CSPs) formed through the EWG Project.
- Local government service providers in health, education, agriculture, Technical and Vocational Education and Training (TVET), and legal services.
- Implementing partner organisations.
- Country representatives of GAC in the five implementing countries.



3.5 USE OF EVALUATION FINDINGS

The primary intended users of the evaluation findings would be GAC, COL, the implementing partner organisations and governments in the participating countries. The findings would feed into their strategic decision making and inform their potential future programming on gender equality. This body of evidence demonstrating the achievements of gender equality can also help increase political will beyond the EWG project to focus on and increase investments in the gender equality goal. Within these five countries the findings could resonate with their national governments' work on gender equality, advancing women and girls rights, and their empowerment. At the macro level, the findings could add to resources for informing the patterns of progress in global priorities on gender equality including the SDGs.

4. EVALUATION DESIGN

4.1 APPROACH AND METHODOLOGY

The evaluation should adopt a mixed methods approach with a balanced emphasis on qualitative and quantitative measurement. The methodology must include participatory instruments that place the voices of women and girls and the WROs at the centre of the evaluation process and that values the local perspectives. The evaluation team must apply data source and methodological triangulation by systematically cross-checking information obtained from different stakeholder groups, data collection methods, and available documentation to ensure the reliability and validity of the findings. The evaluation will also assess the EWG project against the Performance Measurement Framework (PMF) established for the initiative, ensuring that both intended outputs and outcomes are systematically examined. This approach will enhance the robustness and credibility of the evaluation and support well-substantiated conclusion.

The entire design would be guided by feminist principles of evaluation. It should acknowledge power imbalances and evaluator bias and frame gender inequalities as manifestations of social injustice, including an examination of structural gender discrimination. The evaluation should further consider differential experiences and impact by gender and the way it intersects and interacts with other forms of discrimination reinforced by power dynamics. It would identify opportunities created through the EWG project to advocate and support change in gender relations. This understanding must guide the evaluators to include women's voices and perspectives as a valued source of data to understanding the transformative changes in gender equality and empowerment through their lived experiences (OECD (2018), *Development Co-operation Report 2018: Joining Forces to Leave No One Behind*, OECD Publishing, Paris, <https://doi.org/10.1787/dcr-2018-en>).



4.2 EVALUATION PRINCIPLES

The principles outlined below must guide all stages of the evaluation. Evaluators are expected to apply them to ensure ethical, independent, and technically rigorous practice that is attentive to power relations, gender equality, and human rights, and that meaningfully includes women and girls in all their diversity. Adherence to these principles is essential to producing credible, inclusive, and contextually grounded findings that support learning, accountability, and transformative change.

- **Ethics and Do No Harm** – Protect participants, ensure confidentiality, and obtain informed consent.
- **Power Awareness and Reflexivity** – Recognise and address unequal power relations and evaluator biases.
- **Inclusion and Participation** – Ensure meaningful involvement of women, girls, marginalised groups, and Indigenous communities.
- **Human Rights and Gender Equality** – Integrate these principles throughout the evaluation, leaving no one behind.
- **Technical Rigour** – Use valid, reliable, inclusive, and culturally sensitive methods and analysis.
- **Voice and Representation** – Ensure findings reflect the perspectives of diverse stakeholders, especially women and girls.
- **Transformative Focus** – Measure changes in power, agency, and systemic barriers.
- **Learning, Accountability, and Transparency** – Share findings accessibly and use them to inform policy, programmes, and gender equality initiatives.

4.3 KEY RESEARCH QUESTIONS

The project's two outcome-monitoring studies indicate clear shifts in knowledge, attitudes, and skills among women, girls, men, and boys involved in the EWG project. Using empirical evidence from multiple quantitative and qualitative tools, these studies establish a strong basis for examining the key research questions that follow:

- How are the achievements of intermediate outcomes in empowerment, education, and livelihood connected to reduced maternal mortality rate, improve labour force



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participation and educational attainment among women and girls, and enhance gender equal behaviour among men/boys?

- Did target women with improved knowledge and skills in human rights, gender equality and on the concept of ‘power within’ exercise or demonstrate greater control over decisions concerning their lives - health, marriage, education, and/or economic participation and in dealing with Gender-based Violence (GBV) in private and public sphere?
- Did improved capacity of WROs in human rights, gender equality legislations, and advocacy, and the linkages with legal services correlate with increased challenges to gender discrimination and increased advocacy for state accountability to gender equality?
- Were improvements to knowledge and skills on the importance of girls’ education among community members and increased capacity of school committees in dealing with GBV in schools followed by enhanced proportion of girls completing lower secondary education?
- Did improved knowledge and skills in improved farming and climate resilience correlate with increased farm yields and farm incomes among targeted female farmers?
- Did improved knowledge and skills in non-farm livelihood correlate with increased employment days and non-farm income among targeted female entrepreneurs?
- Did the outcomes related to empowerment, education, and livelihood indicate their potential of realising the intended impact on health, education, economic participation among women/girls, and gender equal behaviour among men/boys?
- Did the management of the EWG project alter institutional approach of partner organisations to facilitating transformational gender equality programming? What was the impact of these changes?

4.4 EVALUATION CRITERIA AND QUESTIONS

The assessment of achievements will integrate five evaluation criteria as mentioned below (relevance, effectiveness, efficiency, impact, and sustainability). A set of evaluation questions around these criteria will be answered by combining the data from several sources and methods as suggested in the PMF.

4.4.1 RELEVANCE

- How effective were the strategies in addressing the issues of gender discrimination and gender inequality among women/girls from disadvantaged communities?



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- To what extent did the programme address the identified needs, concerns and priorities of women, girls, and women/girls with disabilities from disadvantaged communities?
- How did the changing political, economic, and social context affect the planned implementation and intended outcomes? What new priorities demand focus and why?

4.4.2 EFFECTIVENESS

- Has the project delivered on intermediate outcomes as intended?
- How and to what extent did the outputs and immediate outcomes contribute to achieving these intermediate outcomes?
- To what extent has the project enhanced the capacity of rights holders to claim their rights and duty bearers to fulfil their obligation and civil society to extend its solidarity to gender equality?
- What significant changes have occurred in the lives of women and girls from marginalised communities? What changes in policies, practices, attitudes, and behaviours have happened among different stakeholders like men, community leaders, Civil Society Organizations (CSOs) and formal institutions?
- Are these changes at individual or community or institutional level? To what extent did these changes refer to transformation in power relations and revision in dominant gender norms? Are these changes sustainable?
- To what extent were the results and lessons learned from the EWG project effectively disseminated by COL to relevant stakeholders, and what improvements are needed to strengthen dissemination and uptake?

4.4.3 EFFICIENCY

- To what extent did the outputs represent value for money? To what extent were the inputs and outputs timely, cost-effective and to the expected standards?
- Has the project been delivered on budget? Were proposed timelines realistic and achieved?
- How satisfied were the women/girls and target communities over the activities and their delivery methods? Were there aspects that could have been done differently?



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- To what extent has the project efficiently engaged and collaborated with civil society actors to build strategic partnerships for public campaigns or advocacy efforts aimed at reducing gender discrimination and gender inequality?

4.4.4 IMPACT

- Is there evidence of positive impact on the empowerment, education and economic status of girls, women, and women/girls with disabilities from disadvantaged communities in the post-project environment?
- What distinct contribution did the observed results make to improving gender equality (greater equity between women and men) and are they likely to lead to improvement in well-being of women/girls from disadvantaged communities (improved realisation of human rights and life of dignity)?
- How have these changes contributed to wider policy making and commitment to gender equality, empowerment of women/girls and advancing their human rights?

4.4.5 SUSTAINABILITY

- Is there evidence on the scope of outcomes continuing beyond the project life?
- What is the capacity of WROs to maintain, manage and ensure these results in the future in the context of existing social, economic, and political conditions?
- What lessons have emerged, and how can similar projects be designed or strengthened to sustain results beyond the project lifecycle?
- To what extent were the communities adequately engaged during project implementation and empowered through the process?

4.5 DATA COLLECTION TOOLS

This final evaluation of the EWG project will employ a mix of qualitative and quantitative data collection tools to assess both the achievement of outcomes and the effectiveness of the methodologies used.

Qualitative methods will include participatory processes that place women and girls at the centre of the evaluation, generating in-depth, non-numerical insights into changes in attitudes, behaviours, and the meanings behind them. These approaches provide detailed perspectives on lived experiences and can be empowering, as they enable women and girls to interpret their own situations. Quantitative methods will collect numerical data to measure specific variables and relationships between them.



Both categories of tools have been used in the EWG project context for the baseline survey and outcome monitoring studies, where their cultural appropriateness was validated. In this final evaluation, these tools will not only be used to gather evidence but will also be critically assessed in terms of their effectiveness, cultural relevance, inclusiveness, and ability to capture both intended and unintended results, positive and negative, related to the well-being, lived experiences, and status of women and girls. This includes identifying any methodological limitations, biases, or gaps in capturing diverse perspectives.

The EWG project has developed context-specific tools, including the Gender Equality Men (GEM) Scale, which was adapted through a review of existing scales to measure gender-equitable behaviours among men. In addition, COL developed a Women's Empowerment Toolkit that examines processes of marginalisation and levels of agency across dimensions such as knowledge, means, desire, and action, as well as across psychological, cultural, economic, and political decision-making in the household, livelihood, and community spheres.

Both tools were applied during the baseline survey and the second outcome monitoring study and will be further utilized in the final evaluation. The GEM Scale, when combined with Cobweb Analysis, provides a holistic and visual representation of changes in gender-equitable behaviours among men. Similarly, the Empowerment Toolkit, used alongside Cobweb Analysis, offers a multidimensional understanding of the empowerment of women and girls. The evaluation will also assess the extent to which these combined tools and analytical approaches effectively capture complex social change processes and generate meaningful, reliable insights.

Desk research will include a review of key project documents, such as the baseline survey report, formative evaluation reports (including outcome monitoring studies), and annual reports submitted to GAC by COL.

Data collection will include both virtual engagement and in-person interactions to ensure deeper contextual insights. The evaluation will further assess how these modalities influence the quality, depth, inclusiveness, and reliability of the data collected.

4.6 REPORTING ON EVALUATION FINDINGS

The reporting will be guided by a participatory approach to ensure that multiple perspectives and voices are reflected in the final evaluation products. It will contribute to the credibility of the evaluation findings. It must be guided by the following questions:

- Has the project been successful in attaining the anticipated outcomes?
- Has the project been successful in implementing the planned strategies?
- Where did this project work well? What made it work so well?



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- Where did this project not work well? Why did it not work well?
- How are results expected to be sustained after the EWG project?
- What are actionable insights?
- How have the achievements of the EWG project met the FIAP objectives with specific reference to gender equality and the local needs?
- How has the contribution of the EWG project (its achievements and experiences) benefitted the work of GAC?
- How have the project achievements advanced the Commonwealth objectives as they are reflected in the Commonwealth values (<https://thecommonwealth.org/charter>) and aligned with COL's Strategic Plan?

The final report should include the evaluation findings reflected in a collective process, testimonials and visual material. A draft of the report should be submitted to COL for comment before being finalised. COL under the Steering committee for the EWG project will decide on further dissemination of the report.

5. EXPECTED DELIVERABLES

- **Inception Report** – Methodology, evaluation matrix, and evaluation plan – **June 30, 2026.**
- **Data Collection** – Consultations and data collection completed – **August 31, 2026.**
- **Draft Evaluation Report** – Preliminary findings for feedback – **October 30, 2026.**
- **Validation Workshop/Presentation** – With stakeholders – **November 15, 2026.**
- **Final Evaluation Report** – Incorporating feedback from COL and GAC – **November 30, 2026.**
- **Executive Summary** – Stand-alone, highlighting key findings and recommendations – **November 30, 2026.**



6. PROPOSAL SUBMISSION REQUIREMENTS

Bidders must propose a team of qualified professionals with complementary expertise to undertake the evaluation. The proposal should include the following:

6.1 TECHNICAL PROPOSAL

- This refers to the approach, methodology, timeline and must include rigorous, contextually relevant, and a methodologically sound approach to generate credible, actionable evidence aligned with the evaluation's purpose and key research questions. It must also spell out the sampling strategy and procedures.

6.2 TEAM COMPOSITION AND CVS

- The team members are required to have gender as well as research and evaluation expertise. This must include justification on how the members' expertise fits to the criteria.

6.3 FINANCIAL PROPOSAL

- This refers to a budget breakdown and must substantiate value for money.

6.4 REFERENCES FROM SIMILAR ASSIGNMENTS

- This refers to providing references from previous evaluations from international agencies.

7. EVALUATION TEAM'S SELECTION CRITERIA AND QUALIFICATIONS

The evaluation team for the EWG project should demonstrate expertise in the following areas:

7.1 CORE ANALYTICAL COMPETENCIES

- **Evaluation Methodologies** – Proven experience designing and implementing rigorous evaluations in developing country contexts, including real-world evaluation approaches. Familiarity with feminist and gender-transformative evaluation principles, gender-sensitive approaches, and inclusive methodologies is essential. Experience evaluating pilots or proof-of-concept initiatives to inform scale-up strategies is highly desirable.
- **Education Sector Expertise** – Experience evaluating gender equality, non-formal learning, education, and capacity-building programmes, including knowledge of educational technology, curriculum development, and regional policy frameworks in Africa and Asia. Understanding the socio-economic challenges, education policies, and digital learning



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constraints in these regions is essential for ensuring recommendations are contextually relevant.

- **International Evaluation Standards** – Knowledge of GAC’s FIAP evaluation principles and OECD-Development Assistance Committee’s (DAC) criteria, including relevance, coherence, efficiency, effectiveness, impact, and sustainability, ensuring compliance with international best practices.
- **Gender, Human Rights, and Inclusion** – Demonstrated ability to apply gender-sensitive and inclusive evaluation methodologies, assessing impacts on marginalized groups, including women, girls, youth, and persons with disabilities.

7.2 ADDITIONAL TECHNICAL EXPERTISE

- **Technology-enabled Learning** – Experience with digital learning platforms and their application in education policy, curriculum development, teacher professional development, and student learning.
- **Research, Analysis, and Strategic Thinking** – Strong skills in research, data analysis, and report writing, with the ability to translate complex findings into actionable insights for diverse stakeholders.

7.3 COMMUNICATION AND STAKEHOLDER ENGAGEMENT

- **Interpersonal and Facilitation Skills** – Ability to engage with, listen to, and learn from a diverse range of cross-cultural stakeholders, ensuring meaningful participation and inclusive evaluation processes.
- **Report Presentation and Utilisation** – Experience preparing and presenting evaluation findings in ways that maximise uptake and influence decision-making, particularly within government agencies, development organisations, and regional education bodies.
- **Interdisciplinary Teamwork and Adaptability** – Proven ability to work collaboratively in interdisciplinary teams, adapting to challenges such as travel restrictions or data collection constraints.
- **Trust and Professionalism** – Demonstrated commitment to building trust and collaborating professionally with local partners and stakeholders.

7.4 ADDITIONAL CONSIDERATIONS

- **Balanced Team Composition** – A combination of international expertise from Commonwealth countries and locally based evaluation capacity is highly desirable,



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ensuring methodological rigor, contextual understanding, and long-term knowledge transfer.

- **Relevant Prior Experience** – Previous evaluations for GAC or similar international agencies are an advantage.

8. REPORTING REQUIREMENTS

The evaluation is evidence-based. All findings, conclusions, and recommendations must be grounded in verifiable evidence and presented with transparency, credibility, and analytical rigour. The report should allow readers to assess the validity and reliability of findings, while acknowledging any potential biases or vested interests of sources.

8.1 KEY REPORTING STANDARDS

Where conflicting evidence or interpretations arise, the report must clearly acknowledge differences, justify conclusions, and provide reasoned assessments of divergent perspectives.

In addition to the final report the evaluation team must submit:

- A structured abstract suitable for publication on COL's website.
- A one-two-page evaluation fact sheet summarising key findings, recommendations, and lessons learned.

8.2 QUALITY ASSURANCE AND REVIEW PROCESS

Before submission, the evaluation team must ensure the draft report is accurate, complete, and professionally presented in clear English. The report will undergo the following structured review process:

8.2.1 INTERNAL COL REVIEW

- COL staff will assess completeness, factual accuracy, and alignment with the Terms of Reference (TOR).

8.2.2 EXPERT REVIEW

- External experts may provide independent feedback on methodology, analysis, and conclusions.

8.2.3 REVISION PROCESS

- If the report is incomplete, factually inaccurate, or misaligned with TOR expectations, the evaluation team will revise it accordingly.



8.3 MANAGEMENT RESPONSE AND PUBLIC DISSEMINATION

COL will develop a formal management response to the evaluation findings, conclusions, and recommendations. This response may be published alongside the evaluation report on COL's website to ensure transparency, accountability, and learning.

8.4 EVALUATION ROLES AND RESPONSIBILITIES

The evaluation is commissioned by COL, and the evaluation team will be accountable to COL for execution, quality, and timely delivery. Key roles are as follows:

8.4.1 EWG PROJECT STEERING COMMITTEE

- Endorses the TOR for the evaluation.
- Provides strategic oversight and guidance throughout the evaluation process, as needed.

8.4.2 COL

COL is responsible for overall management, administration, and quality assurance. Key responsibilities include:

Selection and Contracting of the Evaluation Team

- Conduct selection in accordance with COL procurement procedures.
- Ensure the selected team meets the qualifications and expertise outlined in the TOR.

Management and Oversight

- Provide day-to-day coordination and logistical support.
- Facilitate access to project documents, data, and relevant stakeholders.
- Serve as the primary liaison between the evaluation team and stakeholders.

Quality Assurance and Review

- Manage review and feedback on all deliverables, including inception reports, interim findings, and draft/final reports.
- Ensure the evaluation is fit-for-purpose, aligned with the project's Performance Management Framework, and generates actionable insights.

Stakeholder Engagement and Communication



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- Support effective engagement with stakeholders, ensuring the evaluation is culturally appropriate and contextually relevant.
- Oversee dissemination of findings to policymakers, implementing partners, and the broader education sector.

8.5 OWNERSHIP OF PROPOSALS

All proposals become the property of COL. Proposals will be treated as confidential and used solely for purposes related to this Request for Proposals (RFP). COL is headquartered at 505 Burrard Street, Suite 1650, Vancouver, BC V7X 1M6, Canada.

8.6 COL'S INTENTIONS

COL aims to obtain the offer most suitable and advantageous to its requirements. COL reserves the right, at its sole discretion, to accept or reject any proposal, including non-compliant proposals, or to reject all proposals.

8.7 CONFLICT OF INTEREST

Proponents must disclose any real or potential conflict of interest. A conflict of interest is any situation or relationship that gives a real or perceived unfair advantage or that violates the proponent's own standards. Non-disclosure may result in disqualification or termination of agreements.

8.8 IRREVOCABLE OFFER

By submitting a proposal, proponents make a valid and irrevocable offer open for acceptance by COL for 30 days following the closing date of *April 24, 2026*.

8.9 COMPENSATION

Proponents acknowledge that no claim for compensation arises from participating in this RFP. Submission constitutes agreement to this condition.

8.10 FLEXIBILITY IN IMPLEMENTATION

The evaluation may encounter constraints, including the availability of key stakeholders, logistical challenges, and evolving contextual factors. COL reserves the right to adjust, scale, or discontinue aspects of the planned phases based on feasibility, emerging findings, or strategic priorities. Any



such adjustments will be carefully managed to ensure that the evaluation remains comprehensive, rigorous, and able to meet its objectives.

8.11 TRAVEL EXPECTATIONS

The evaluation will primarily be conducted virtually, with data collection, stakeholder consultations, and document reviews conducted remotely. However, travel to at least two countries among Bangladesh, Malawi, Mozambique, Pakistan, and Sri Lanka will be required for site visits and in-person consultations.

The key travel arrangements will be as follows:

- COL will facilitate all travel and accommodation arrangements for the evaluation team and will cover associated costs in accordance with COL procedures.
- COL will also cover expenses for local site visits and stakeholder consultations in both countries.
- Travel will be coordinated to ensure efficient scheduling of meetings and site visits, maximising in-person engagement while keeping costs and time commitments reasonable.
- Evaluators should ensure their availability aligns with the planned travel schedule, to be finalised in consultation with COL. Any travel outside these designated locations or beyond the agreed scope will be deemed ineligible for reimbursement.

8.12 TIMELINE AND CONTACT

The following timelines should be adhered to, and the project's contact information is also provided for any questions that the evaluation team may have:

- **Deadline for questions:** April 20, 2026
- **Proposal submission deadline:** April 24, 2026
- **Anticipated start date:** May 22, 2026
- **Contact information:**

For any *questions*: womenandgirls@col.org

For proposal *submissions*: opportunities@col.org



9. OPTIONAL DOCUMENTS ON REQUEST

To assist with proposal preparation, the following project documents are available on request:

- Project Logic Model /ToC
- PMF
- Project Reports to GAC
- RME Framework
- Baseline Study
- Outcome Monitoring Study I and II



LIST OF REFERENCES

1. Batliwala, Srilatha & Pittman, Alexandra (2010): Capturing Change in Women’s Realities - A Critical Overview of Current Monitoring & Evaluation Frameworks and Approaches. Association for Women’s Rights in Development (AWID), Toronto, Canada.
<https://www.awid.org/publications/capturing-change-womens-realities>.
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