TERMS OF REFERENCE (TOR) FOR ENDLINE EVALUATION FOR THE CIVIC EDUCATION FOR

SOMALIA DEVELOPMENT (CESD) IN KISMAYO AND DOLLOW, JUBBALAND STATE, SOMALIA

Project Period: January 2023 – December 2025

1. Background and Context

The *Civic Education for Somalia Development (CESD)* project, implemented by Somali Lifeline Organization (SOLO), was designed to address the low participation of Somali citizens particularly women, youth, and marginalized groups; in civic duties, governance, and decision-making processes. The project sought to strengthen citizens' participation in civic activities through enhanced civic education, capacity development, and collaboration between civil society organizations (CSOs), community structures, and local authorities.

The CESD project contributes to the broader objective of promoting a stable, resilient, and accountable Somali society. Its design aligns with the EU's Civil Society Organizations as Actors of Governance and Development Programme, which emphasizes enhancing local governance, transparency, and accountability through active citizen participation and CSO engagement.

The project's **overall objective** is: *To contribute towards promotion and building of a more stable, resilient and accountable Somali society.*

The **specific objective** is: *To strengthen citizens' participation in civic activities in Somalia.*

The project has three *key outcomes*

1. Enhanced capacity of 16 Resource Persons (RPs) in civic education training, monitoring, and reporting.

2. Eight (8) Community Resource Centres (CRCs) developed and capacitated to deliver civic education services.

3. Increased understanding and awareness of basic rights and principles for social, economic, and political participation among community members.

2. Purpose and Objectives of the Evaluation

The purpose of the endline evaluation is to assess the overall performance, achievements, and outcomes of the CESD project at the end of its three-year implementation period. The evaluation will determine the extent to which the project has achieved its objectives and contributed to improved civic awareness, participation, and accountability in governance among the target communities in Kismayo and Dollow.

Specific objectives

I. Assess project relevance, coherence, effectiveness, efficiency, impact, and sustainability.

II.   Identify key lessons, good practices, and challenges for future civic education and governance programs in Somalia.

III.   Provide evidence-based recommendations to SOLO, partners, and donors for scaling or refining civic education interventions.

3. Scope of the Evaluation

The evaluation will cover the entire CESD implementation period (January 2023 to December 2025) and focus on both project locations; Kismayo (Lower Jubba) and Dollow (Gedo). It will assess all levels of the results framework (impact, outcome, and output indicators), particularly;

a) Strengthened capacity of RPs and CRCs.

b) Citizen awareness, participation, and civic engagement.

c) Institutional linkages between CSOs, communities, and local authorities.

d) Advocacy and policy influence achieved through civic education initiatives.

The consultant will make reference to a baseline report and the result-oriented monitoring report. These documents will provide some guidance, however, the consultant will make judgement on the methodologies initially applied and for this phase.

4. Evaluation Criteria and Questions (OECD DAC Framework)

The log-frame is annexed to this document for more guidance/clarity.

A. Relevance

i.   To what extent was the CESD project aligned with the needs and priorities of communities, especially marginalized groups, women, and youth?

ii.   How relevant were the project's objectives and strategies to Somalia's governance context and EU priorities on civil society participation?

iii.   Were the approaches and methodologies used (CRCs, RPs, community dialogues) appropriate for addressing identified governance and civic education gaps?

iv.   Did the project respond effectively to contextual changes (political, security, or socio-economic) during implementation?

B. Coherence

i.   How well did CESD complement or coordinate with other civic education, governance, or accountability initiatives by government or other CSOs in Jubbaland?

ii.   Were there synergies or overlaps with similar interventions funded by the EU or other development partners?

iii.   To what extent did the project's partnerships (government, CSOs, private sector) enhance or limit project coherence and policy alignment?

C. Effectiveness

i.   To what extent were the project's intended outcomes and outputs achieved?

ii.   How effective were the training and deployment of Resource Persons in enhancing civic awareness?

iii.   Were the CRCs established, functional, and effectively serving as civic education hubs?

iv.   How did the project influence citizens' participation in civic and governance activities?

v.   To what degree were advocacy and awareness campaigns effective in promoting accountability and inclusion?

D. Efficiency

i.   Were project resources (human, financial, material) utilized economically and efficiently to achieve outputs and outcomes?

ii.   Was the project's management and coordination structure effective in ensuring timely implementation and monitoring?

iii.   Were there delays or bottlenecks in implementation, and how were they managed?

iv.   Was the cost of achieving outcomes reasonable compared to results obtained?

E. Impact

i.   What observable changes occurred in civic engagement, participation, or governance accountability as a result of the project?

ii.   Did the project contribute to improved dialogue and cooperation between CSOs, local authorities, and communities?

iii.   What changes (intended or unintended, positive or negative) have occurred among targeted groups, particularly women and youth?

iv.   To what extent has the project contributed to strengthening democratic culture, rights awareness, and citizen empowerment?

F. Sustainability

i.   Are the outcomes of the project likely to continue after donor support ends?

ii.   What mechanisms (institutional, financial, social) are in place to sustain the CRCs and RPs beyond the project period?

iii.   Have local authorities and CSOs demonstrated ownership and commitment to sustaining civic education initiatives?

iv.   What strategies could enhance long-term impact and institutionalization of civic education in Jubbaland?

5. Methodology

The consultant to provide their approach to undertake this assignment comprehensively, they may consider the below suggestions or propose separate ones, to achieve the similar objectives. The evaluation may adopt a mixed-methods approach, combining qualitative and quantitative techniques.

- Desk Review: Review project documents, progress reports, monitoring data, training materials, and the results framework.

- Key Informant Interviews (KIIs): With SOLO staff, local government officials, CRC representatives, EU representatives, and partner CSOs.

- Focus Group Discussions (FGDs): With community members, RPs, youth and women groups, and beneficiaries of civic education activities.

- Surveys: To capture quantitative data on awareness, participation, and satisfaction levels.

- Case Studies: To document best practices, success stories, and lessons learned.

Gender, inclusion, and conflict sensitivity will be mainstreamed throughout the evaluation process.

6. Expected Deliverables

1. Inception Report – including evaluation design, methodology, tools, and work plan.

2. Draft Evaluation Report – with preliminary findings and recommendations.

3. Validation Workshop – presentation of findings to SOLO and stakeholders.

4. Final Evaluation Report – incorporating feedback, including executive summary, findings, lessons, and actionable recommendations.

7. Evaluation Team and Required Expertise

The evaluation will be conducted by an independent consultant or firm with:

a) Advanced degree in Governance, Development Studies, Social Sciences, or related field.

b) At least 7 years' experience in governance, civic education, or civil society programming.

c) Proven experience conducting evaluations using OECD DAC criteria in Somalia political context.

d) Demonstrated familiarity with Somali context and fluency in English (and Somali preferred).

8. Duration and Timeline

Activity	Timeline
Inception and desk review	1 week
Field data collection (Kismayo, Dollow)	2 weeks
Data analysis and draft reporting	2 weeks
Validation workshop and final report	1 week
Total Duration	**6 weeks**

9. Management and Coordination

The evaluation will be commissioned by Somali Lifeline Organization (SOLO) and managed by the Program Director with oversight from the EU delegate office. The evaluator will work closely with project teams in Kismayo and Dollow and ensure coordination with relevant government counterparts and CSOs.

10. Ethical Considerations

The evaluation will adhere to ethical standards of informed consent, confidentiality, data protection, and "do no harm" principles, particularly when engaging women, youth, and vulnerable groups.

11. Review of Applications

Applications will be reviewed on a rolling basis. Shortlisted firms will be invited to deliver a presentation before a selection panel. The evaluation will follow a weighted scoring approach, where the technical proposal will account for 70% and the financial proposal 30% of the total score. Only firms attaining a minimum technical score of 70% will have their financial proposals reviewed. This process ensures that technical quality and value for money are both prioritized in the selection.

12. Application Process

Firms are specifically invited for the application to undertake this assignment. If interested, please submit a technical and financial applications separately in one email. The review team will focus on the technical and will only consider the financial submission if the scores are 70% or more based on internal scoring criteria. Please send your application, CVs of technical team, and the financial proposal to jobs@somalilifeline.org not later than 15th December, 2025 1159hrs EAT.

Results Level / Objective	OECD DAC Criteria	Key Evaluation Questions	Performance Indicators (from Logframe)	Data Sources	Data Collection Methods	Analysis Approach
Overall Objective: To contribute towards promotion and building of a more stable, resilient and accountable Somali society.	**Relevance / Impact / Sustainability**	To what extent is the CESD project contributing to building a stable, resilient, and accountable Somali society? How relevant was the project to the governance and civic education priorities of Jubbaland and Somalia as a whole? What are the long-term changes in civil society strength and citizen-government relations	Cohesive and strong civil society capacity with demonstrated collaboration with development stakeholders. Inclusive and more accountable government practices observed. Level of public participation in decision-making processes.	Project reports, partner CSOs, local government, community leaders, EU policy documents.	KIIs, FGDs, secondary data review, participatory reflection sessions.	Thematic and trend analysis comparing baseline and endline data on accountability, inclusion, and civic participation.

		attributable to the project?				
Specific Objective: To strengthen citizens' participation in civic activities in Somalia.	**Effectiveness / Impact**	Has the project strengthened citizens' participation in civic and governance activities? What evidence shows increased participation of marginalized groups (women, youth, minorities) in decision-making and advocacy? How has civic education influenced social accountability practices?	Increase in CSOs' participation in Somalia's development agenda. Increase in participation in civic activities among the local population. Number of laws/policies reviewed or improved due to CSO advocacy.	CSO records, meeting minutes, training attendance, government policy records.	KIIs with CSOs and local officials, document review, FGDs with citizens, survey of civic engagement.	Comparative analysis of civic participation levels, contribution mapping to policy changes.

Outcome 1: Enhanced capacity of 16 Resource Persons in civic education training, monitoring, and reporting.	Effectiveness / Efficiency	To what extent were RPs trained, deployed, and active in delivering civic education? Were training curricula and materials adequate, contextualized, and effective? How efficient was the capacity-building process (time, resources, methods)?	Civic education curriculum developed. 16 RPs complete 3 weeks of civic education training. 16 RPs deployed to 8 CRCs implementing civic education plans. Number of trained RPs actively engaged in training communities.	Training reports, curriculum documents, RP activity logs, attendance sheets.	Document review, KIIs with trainers and RPs, observation visits to CRCs.	Quantitative analysis of completion and deployment rates; qualitative analysis of training relevance and performance.
Outcome 2: 8 Community Resource Centres (CRCs) have developed capacity to deliver civic	Effectiveness / Efficiency / Sustainability	To what extent are CRCs functional, well-equipped, and active in civic education delivery?	8 CRCs formed and active in delivering civic education. Regional network of CSOs/CRCs formed with common strategy.	CRC records, staff reports, beneficiary lists, training evaluations.	Site visits, KIIs with CRC staff, FGDs with CRC users, satisfaction surveys.	Comparative analysis of CRC functionality and outreach; sustainability risk assessment.

education services.		Have CRCs established networks with CSOs, authorities, and communities? What mechanisms are in place to ensure CRC sustainability beyond project funding?	CRCs express satisfaction with capacity development provided. % of community members reporting improved participation in governance.			
Outcome 3: Community members have increased understanding and awareness of basic rights and principles for social, economic, and political participation.	**Effectiveness / Impact / Relevance**	To what extent have awareness and understanding of civic rights improved among citizens? Has civic education led to increased citizen action, advocacy, or oversight?	10,000 community members reached by governance, citizen rights, and democracy messages. 460,000 community members aware of basic rights and participation principles. 10% increase in marginalized groups active in	Monitoring data, attendance sheets, media reports, FGDs with beneficiaries.	Pre/post surveys, FGDs, case studies, media content review.	Statistical comparison of awareness levels; qualitative outcome mapping for changes in civic behavior.

		What evidence shows behavioral or attitudinal change in target communities?	political/economic activities. Community satisfaction with civic education.			
Output 1.1: Civic education training curriculum for RPs developed and approved.	**Efficiency / Coherence**	Was the curriculum developed in line with Somali context and human rights-based approach? How coherent was the curriculum with national civic education frameworks?	Existence of an approved curriculum and training modules. Number of institutions using the curriculum.	Curriculum document, training manuals, validation workshop reports.	Document review, KIIs with curriculum developers and trainees.	Qualitative assessment of curriculum quality, alignment, and adaptability.
Output 1.2: 16 Resource Persons trained and deployed.	**Efficiency / Effectiveness**	How timely and resource-efficient was the training and deployment process? What challenges were	Number of trained RPs deployed to CRCs. Number of training sessions conducted. Attendance and performance records.	RP reports, training attendance, supervisor feedback.	KIIs, document review, performance assessment.	Comparative efficiency analysis between training inputs and results.

		encountered in deployment and facilitation?				
Output 2.1: 8 CRCs established and equipped with civic education materials.	**Efficiency / Sustainability**	Were the CRCs established on time and adequately equipped? Are they accessible to target groups including women and youth? Are maintenance and management plans in place?	Number of functional CRCs with civic materials. Type and adequacy of equipment/resources available. Usage rate of CRC facilities.	Inventory lists, CRC reports, field observation.	Site inspections, interviews with CRC users and managers.	Gap analysis of resources and usage patterns.
Output 2.2: 10,000 community members reached by civic campaigns.	**Effectiveness / Impact**	Were outreach and mobilization strategies effective? What was the demographic reach (gender, age, location)?	Number of participants in civic campaigns. Percentage of marginalized group participants. Community awareness levels.	Activity reports, attendance registers, media coverage, beneficiary surveys.	FGDs, surveys, content review.	Quantitative and gender-disaggregated analysis of reach and inclusivity.

Output 3.1: Publication of best practices on civic education produced and distributed.	Coherence / Sustainability	Was knowledge from implementation captured and disseminated? How was the publication used by stakeholders for learning or advocacy?	Number of publications distributed. Stakeholder feedback on usefulness.	Publication records, stakeholder feedback forms.	Document review, KIIs with partner CSOs and government.	Content analysis and learning uptake assessment.
Output 3.2: 2 private business associations strengthened to lobby and promote citizen rights and democracy.	Effectiveness / Impact	How have private sector associations contributed to civic advocacy and rights awareness? What partnerships emerged from their engagement?	Number of associations capacitated and active. Number of advocacy activities undertaken by associations. 1,600 people reached through associations.	Association reports, advocacy event records, KIIs with members.	KIIs, FGDs, documentation review.	Outcome tracing of private sector advocacy results.
Cross-cutting Areas: Gender, Inclusion,	Relevance / Impact / Sustainability	How well were gender equality and inclusion	Gender-disaggregated participation data.	Monitoring data, partner	FGDs, KIIs, gender and inclusion	Cross-analysis of participation, representation,

| Accountability, HRBA | | mainstreamed in project design and implementation?

Did the project strengthen accountability and human rights practices among communities and duty bearers?

What inclusive mechanisms are in place for continued participation of excluded groups? | Representation of women, youth, PWDs in civic activities.

Accountability mechanisms strengthened. | reports, FGD transcripts. | assessment tools. | and empowerment indicators. |
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