



## **PROMOTING EQUAL RIGHTS FOR WOMEN AND GIRLS WITH DISABILITIES IN GHANA– PERD PROJECT TERMS OF REFERENCE FOR ENDLINE EVALUATION**

### **I. Background and Rationale**

Three percent of Ghanaians are classified as Persons with Disability (PWDs), as they have one form of disability or another. Generally, the percentage of Women and girls with Disability (WGDs) (3.1%) is slightly higher than males (2.9%). Educational levels differ among PWDs by sex and residence. The percentage of WGDs with no formal education is higher than males among both urban and rural dwellers. The majority of females (58.3%) with disability in rural areas have no formal education compared with 40.7% of their male counterparts. (2010 Population and Housing Census Report on People with Disabilities). Unemployment amongst Ghanaian females estimated by ILO through modelling indicated 6.83 as of 2019. Its highest value over the past 28 years was 10.78 in 1999, while its lowest value was 4.73 in 2007.

In terms of life outcomes, PWDs have been identified to have some of the worst outcomes in health, education, economic and work activity participation, and higher rates of poverty and vulnerability (WHO & World Bank 2011). According to Ghana's 2010 Population and Housing Census, barriers and challenges disabled people encounter in their routine lives are far greater than those encountered by abled individuals. These obstacles have been identified to manifest through difficulties in accessing health, education, transportation, and employment. WGDs suffer more than from lack of these services than their male counterparts, because of stigmatization and discrimination against the female gender. The report further identified inadequate policies and standards, stigma, and discrimination as exacerbating factors.

In light of the significant challenges, PWDs including WGDs living in Ghana face, various laws and policies have been enacted to protect them from the barrier of stigma, exploitation, and discrimination. A key law in this direction is the Disability Act (715) which notes that: A person shall not discriminate against, exploit or subject a person with disability to abusive or degrading treatment. An employer shall not discriminate against a prospective employee or an employee on grounds of disability unless the disability is in respect of the relevant employment. An employer shall not post or transfer a person with a disability to a Section or place of the establishment unsuited for the person. Where a person in employment suffers a disability as a result of the employment, the employer

shall counsel, re-train, and re-deploy the person to another section more suited to the person with disability and this shall be in addition to any other relief which the employee is entitled to under the Workmen’s Compensation Law, 1987 (PNDCL). The Ministry shall through the public employment centres, assist in securing jobs for WGDs (Disability Act, 715).

Despite the existence of laws such as the Disability Act and many other policies, the PWDs especially WGDs still suffer from stigma, exploitation, and discrimination which limits their ability to participate in any economic venture. WGDs are not empowered with skills to compete with abled individuals mainly because of a lack of specialized services including training institutes (specialized vocational training center), health facilities, rehabilitation centres, etc. WGDs that are fortunate to gain employment suffer from lower pay packages due to discrimination.

## 2. Project Outline

### Framework of the Project

Project title	Promoting Equal Rights For Women And Girls With Disabilities In Ghana– PERD Project
Implementers	PPAG, WIN, and AfCHuRSD
Source of Fund	Dutch Ministry of Foreign Affairs
Project Area	Southern Zone(Central Region: Ajumako/Enyan/Essiam District, Gomoa West District, and Mfantseman Municipal Assembly and the Cape Coast School of the Blind) Middle zone(Ashanti Region: Kwabre East Municipal and the Jamasi School for the deaf in the Afigya Sekyere District ) The northern zone (Upper West: Jirapa Municipal, Nadowli Kaleo district, Wa Municipal(focus will be on two schools of disability, the school for the deaf and the school for the blind) and Sagnarigu Municipal (focus will be on the school for the deaf) Women and Girls with Disability
Project Period	2021-2024
Project Goal	To promote the fundamental human rights of WGDs particularly the rights to employment and protection from Sexual and Gender-Based Violence (SGBV) in Ghana by the end of August 2024
Project Objectives	<ol style="list-style-type: none"> <li>1. To contribute towards the protection of fundamental human rights particularly sexual and gender-based violence against women and girls with disabilities in Ghana by the end of September 2024.</li> <li>2. To empower Women and Girls with Disabilities to pursue employment opportunities by the end of September 2024.</li> <li>3. To advocate for the development and implementation of inclusive equitable employment policies for WGDs in public and private sector institutions in Ghana by the end of September 2024.</li> </ol>

Project Outcome Areas	<ul style="list-style-type: none"> <li>• Enabling environment for the elimination of Violence against women improved</li> <li>• WGDs empowered to pursue better economic opportunities</li> <li>• Socio-cultural, political, and legal environment improved for WGDs to be employed in deserving jobs</li> </ul>
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### 3. Purpose of the Endline Evaluation

The purpose of the evaluation is to measure the impact, learnings, and challenges of the project over the implementation period. The measurement will be done within the context of the baseline survey conducted before project implementation as well as retroactive data/reports from key stakeholders within the community.

The following are key evaluation questions to be considered

- *To what extent is an enabling environment created that supports the elimination of violence against WGDs*
- *To what extent are WGDs empowered to pursue better economic opportunities*
- *To what extent is the socio-cultural, political, and legal environment improved for WGDs to be employed in deserving jobs*
- *To what extent are WGD knowledgeable and aware of their fundamental human rights*
- *To what extent is the socio-cultural, political, and legal environment supportive of WGDs empowerment, and protection against SGBV*
- *To what extent is the policy environment supportive of the employment of WGDs in the public and private sectors in Ghana*
- *What is the status of the advocacy towards the adoption of the Equitable employment policy*
- *What roles has the Ghana Federation on Disability, Council of Disability, Ministry of Employment, and Labour Relations played towards the adoption of the Equitable Employment Policy?*
- *What is the status of the implementation of the 3% allocation of the District Assembly Common Fund dedicated to PWD in the Implementing districts*
- *What extent have WGDs in the project location been supported with assistive devices*

Furthermore, the evaluation will measure the project's impacts and successes based on the OECD/DAC Criteria. The criteria are as follows:

(1) Relevance: Assessing the primary relevance and importance of the project within the context of providing employment opportunities for women and girls with disabilities in the implementing district.

(2) Coherence: Evaluating the extent to which the project fits into the overall health programming goals and objectives of the project structures. Emphasis would be on the advocacy towards the adoption of the equitable employment policy.

(3) Effectiveness: The extent to which the project's strategies and activities contributed to achieving the set targets and objectives of the project.

(4) Efficiency: The extent to which resources were expended economically, towards maximum impact.

(5) Impact: The long-term benefits facilitated by the project within the project communities.

(6) Sustainability: The extent to which the net benefits of the project are likely to continue after the project ends.

#### **4. Scope of the Assessment Tasks and Responsibilities**

One consultant (main evaluator) will be recruited to undertake the endline. Based upon the review of the proposals submitted, the main evaluator identified will work jointly with the Monitoring and Evaluation Unit of PPAG. Throughout the research period, the evaluator is requested to carry out the following work in close consultation with the PPAG M&E team and PERD project management to attend the team meetings( virtual/ physical) whenever requested.

Evaluation Stage	Primary Task	Responsibility
Planning stage	<ul style="list-style-type: none"> <li>· Design the overall evaluation study including methodology, scheduling, and budget.</li> <li>· Make a list of documents and reports to be reviewed to survey Project Reports and other Relevant document guidelines.</li> <li>· Design the field assessment strategy and tools. Including structured questionnaires, interview guides, and checklists. This should align with the study proposal.</li> <li>· Make necessary arrangements for the field study including identifying, hiring, and training research assistants.</li> </ul>	Evaluator in consultation with the project team
Data Collection Stage	<ul style="list-style-type: none"> <li>· Review and examine existing documents relevant to the Project.</li> <li>· Conduct a field study based upon the research framework agreed upon; i.e. endline survey with a structured questionnaire, key informants' interview, and observations.</li> </ul>	Evaluator
Analysis and Reporting stage	<ul style="list-style-type: none"> <li>· Summarize the findings from the collected information and data as below. <ul style="list-style-type: none"> <li>➤ Compilation and analysis based on field data collected through the use of the structured questionnaire.</li> <li>➤ Project outcome areas are based on all the available information and data.</li> </ul> </li> </ul>	Evaluator and PPAG M&E /PERD team (Provide feedback to the reports)

	<ul style="list-style-type: none"> <li>· Prepare a draft preliminary finding report and share the draft report with the Project Team for comments and verification.</li> <li>· Provide feedback on the draft report.</li> <li>· Finalize and submit the Evaluation Report</li> </ul>	
Dissemination*	<p>Disseminate findings to key stakeholders</p> <ul style="list-style-type: none"> <li>· PERD project management team</li> <li>· PERD implementing partners</li> <li>· All stakeholders (PPAG/PERD /GHS/Assembly/Opinion leaders/community etc</li> </ul>	PPAG (Evaluator as facilitator)

## 5. Deliverables to be submitted by Evaluator

The evaluator is requested to submit the following deliverables to the project team

- ✓ **Proposed Research Design (before recruitment and contract)**
  - Submission of the proposed research design including a financial proposal
- ✓ **Inception Report (after recruitment and contract)**
  - Develop an inception report detailing the finalized evaluation design, methodology, tools, work plan, schedule, and budget.
- ✓ **Preliminary Findings Report (after recruitment and contract)**
  - Presentation of a preliminary findings report to the Project Team for comments and feedback
  - Content: Record of research activities, Summary of information and data collected, and preliminary result of findings and analyses
- ✓ **Final endline Evaluation Report**
  - Submission of final evaluation report
  - 3 colored printed hard copies of the report
  - A two-page summary of the findings

## 6. Work schedule (TBC)

Activity	April				May				June			
	1	2	3	4	1	2	3	4	1	2	3	4
Submission of proposal												
Identification and recruitment of consultant												
Contract for the endline evaluation												
Produce inception report												
Finalization of Research design												
Data Collection and Field Study												
Analysis and Preliminary Report												
Draft Report												
Review of the draft report												
Final report and other deliverables												

## 7. Management & Supervision

The evaluator will be overseen directly by the Monitoring and Evaluation Unit of PPAG. The Monitoring and Evaluation Manager of PPAG will be the focal person at PPAG for the evaluator.

## **8. Consultant's Qualifications and Requirements**

The lead consultant is expected to have the following qualifications:

- An advanced degree (minimum of a research-based master's degree) from a recognized university in Public Health, Health Quality, Health Economy, Population Studies, Development Studies, International Development, Research Methodologies, Planning, Monitoring and Evaluation, or any related field.
- At least 5 years of progressive experience performing research and evaluation exercises for health-related programs.
- Excellent knowledge and understanding of research methodologies and processes.
- Good understanding of the local health system, particularly regarding Sexual and Reproductive Health and Rights (SRHR).
- Fluency in English is required. Knowledge of a local language, preferably Akan would be an added advantage.
- knowledge and understanding in the analysis of project theory of change

### **The consultant or firm should provide the following in their application:**

- CVs of key personnel who will be involved in the assessment.
- Evidence of similar assignments conducted within the last 3 years, including references. This should be captured in a table with the following headings: title of project/assessment; type of assessment (baseline, midterm, endline, etc); total budget; source of funds (donor); scope (geographic); subject area; and duration.
- Technical Proposal – detailed research design, including schedule. (max. 10 pages)
- Financial Proposal – The budget should include all expected costs e.g. Accommodation, Travel, meals, etc. The budget should also indicate the requisite national tax provisions.
- Tax Clearance Certificate from GRA and Company Registration documents (if applicable).

## **9. Mode of Application**

Soft copies of applications should be addressed to: **consultancy@ppag-gh.org**

The deadline for application is 31<sup>st</sup> March **2024**