



TERMS OF REFERENCE

Evaluation of entrepreneurship and life skills training program in Sierra Leone.

ONE GIRL

1. BACKGROUND

The organisation

One Girl (OG) is an Australian-based International Non-Government Organisation (INGO), harnessing the power of education to drive change for girls and their communities. We collaborate with communities across Sierra Leone and Uganda to increase opportunities for young women and girls to reach their full potential. One Girl works in four key areas: scholarships, water, sanitation and hygiene (WASH), menstrual hygiene management (MHM), sexual and reproductive health and rights (SRHR) and livelihoods. In Sierra Leone, these programs span 67 communities, predominantly in Tonkolili and Freetown including 35 partner schools (28 secondary, and 7 primary schools).

Since 2005, Restless Development has close to 15 years experience working with young people in Sierra Leone. They work in a way which emphasises young people taking a leadership role in addressing the most urgent issues that affect their communities and country. They focus on the areas of youth and sexual reproductive health, youth livelihoods, and holding their governments to account.

Both One Girl and Restless Development share the value of youth-led and gender-transformative programming and place youth — particularly women — at the forefront of all programs so they can drive the change they want to see. Not only are young women and men leading the development approaches employed, but an intergenerational whole community approach is taken, involving community elders, school authorities, community health representatives, and other important stakeholders.

Business Brains program

At the close of 2018, we aim to evaluate the impact of two years of Business Brains across five districts in Sierra Leone to gain a greater understanding of how it has fulfilled its goal of improving girls' school enrolment, attendance, and pass rates. More specifically, we hope to see how this program has influenced participants' ability to generate income to meet their schooling needs, their knowledge on menstrual hygiene management, and whether they have developed the ability to influence the direction of their lives through increased confidence, leadership and decision-making skills.

The Business Brains program launched in 2013 in partnership with Restless Development and has supported 10,495 women and girls with business and life skills training.¹

While primarily targeted at young women, this program aims to also empower the men and boys in their communities to recognise the capabilities of their female peers, and support them in addressing some of the unique problems that girls and women face in the home, community and school. In total, this program has supported 22,942 participants over six years.

This evaluation concerns the current agreement between the two organisations with a total of 10,050 participants over the period of December 2016 to December 2018.

Tailored to meet the specific needs of a wide scope of participants, this project reaches girls and boys across three separate components, each led by youth trained as Community-Based Volunteer Peer Educators (CVPEs).

1. **In school (girls and boys):** embedded into the school timetable, up to 9,000 male and female students from late primary to senior secondary school participate in classes on business management, personal and career development, and sexual and reproductive health.
2. **Out of school:** 300 young female students receive a version of this same training as part of their membership on the One Girl Scholarship program, providing them with skills and knowledge not provided by schools. This training is tailored to suit specific areas of support identified by the scholars and is delivered out of school hours so to not impact their normal lessons.

1. Training includes: scoping business ideas, setting up the business and measuring profit and loss. In addition, sessions on career and life skills, menstrual hygiene management, and sexual and reproductive health and rights give young women greater agency to manage their own health and lead their own lives.

They are also provided with mentoring and home visits by the CVPEs to ensure they are being supported at home for the best chance of success in school.

3. Girls Clubs: in each target community, groups of 10–20 girls and young women (750 members in total)² are selected to form clubs; safe spaces where they are able to learn about skills in business management, personal development, leadership and decision-making, and discuss the most pressing concerns they have as young women in their community. As the majority of these girls were unable to complete school, following the training they receive access to business mentorship and access to a village savings and loans scheme to further support the success of their businesses.

The clubs provide a unique platform for young women to learn leadership skills through independent governance of the clubs and the creation of bylaws. In addition to this, community boards and intergenerational meetings are a key component of the Girls Clubs, meaning that these girls become advocates for other women and girls within their communities.

2. PURPOSE, OBJECTIVES AND SCOPE

The main purpose of the evaluation is to support learning at both an organisational and community level, which will provide guidance for the future direction of One Girl's entrepreneurship and life skills program. In addition, the evaluation will ensure that One Girl is accountable to all program participants, partners and donors.

The evaluation will be built upon current Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) evaluation criteria. It examines impact, relevance, efficiency, effectiveness, sustainability and also internal and external coordination (including partnership effectiveness and contributions), according to a list of guiding questions developed by the consultant in collaboration with One Girl.

2. Members are selected based on the following criteria: girls are ages 12 to 20 years living within the project communities; girls live with neither parents nor guardians, or are from a single parent household; girls who have dropped out of school or never attended as a result of early marriage or teenage pregnancy.



These should aim to evaluate project activities against intended objectives from the selection of project communities and participants, through to outcomes and changes post-implementation.

The evaluation has three primary objectives:

1. To critically evaluate the overall impact of the Business Brains program by engaging a range of stakeholders both directly and indirectly involved in the program.
2. To engage community stakeholders on a deeper level in One Girl's practice, encouraging program participants to create their own visions of change that will influence all future program development.
3. To critically analyse the extent to which this program aligns with Sierra Leone's national education strategy, with a specific focus on the potential for sustainability and scalability.

Currently, this program is monitored through the collection of data on school attendance and academic results, profit and loss records, and knowledge, attitude and practice measures including qualitative stories of change and focus group discussions.

This information is restricted to One Girl scholars and Girls Club members and therefore does not assess impact for in-school participants, especially males involved in the program. In addition, the role and support (such as mentoring and home visits) delivered by the CVPEs is not measured or recorded, yet is an important and unique aspect of the program.

This evaluation should therefore build on current data, drawing upon the Monitoring, Evaluation and Learning (MEAL) framework and endline evaluation whilst also providing a critical, independent analysis of the program and its wider activities. The consultant is encouraged to think creatively and critically about the current approach utilised and whether this is aligned with the organisational values and the most effective avenue towards achieving One Girl's programmatic goals. It is important that the final report provides practical recommendations that are able to be applied to improve future practice, as is the intention of the project.

The evaluation should involve a wide range of stakeholders, working within a total participant pool of 10,050 and estimated sample of 500, to be determined in collaboration with the selected consultant. The sample may include any of the following stakeholders and others:

- current participants (in-school, Girls Clubs);
- community board members, who represent community interests in the program, monitor progress, and provide in-kind support to Girls Clubs;
- community volunteer peer educators, who lead the training sessions and provide ongoing support;
- school authorities;
- One Girl staff;
- government and Restless Development Sierra Leone staff; and
- other community members (external to program).

3. METHODOLOGY

The evaluation should be centred on participatory evaluation methodology. It should focus on appreciation and the identification of community assets in contrast to commonly used deficit-based assessments. The incorporation of culturally sensitive methods which take into account factors such as the belief and value systems of the interviewees should be a key part of the evaluation design.

It is expected that the consultant will use their expertise to select appropriate methods, which will be a mix of qualitative and quantitative tools. In line with One Girl's values, the consultant is encouraged to challenge the status quo in designing the evaluation and use creative methods, which are appropriate to ascertain the findings. These may include the use of arts-based methods such as Photovoice or drama mixed with methods such as focus group discussions, semi-structured interviews and desk review. Prior to data collection, it is the responsibility of the consultant to develop and submit drafts of the following to One Girl: a written methodology within a larger proposal and all data collection tools, data analysis and quality assurance plan.



4. EVALUATION DELIVERABLES

The following deliverables are to be drafted by the consultant and will be subject to an approval process by One Girl.

- Final proposal; first draft to be submitted during application process, as per structure in point seven.
- Data collection tools, data quality assurance and data management procedures.
- First draft of the evaluation report; to be reviewed by One Girl and edits made.
- Second draft of the report; to be reviewed by One Girl and edits made.
- Final draft of the evaluation report; this should be fit for external publication and include: graphs, tables, quotes, and photos as appropriate.
- Communications plan; this should specifically focus on how all stakeholders will be involved in giving feedback on the evaluation to their communities in a culturally appropriate format.

5. EXPERIENCE AND QUALIFICATIONS

1. A postgraduate degree in program evaluation or at least five years demonstrated experience in executing international program evaluations.
2. Five or more years professional experience in international or community development, specific knowledge of gender equality, livelihoods and microfinance, and education programming would be highly regarded.
3. Proven experience in conducting medium scale participatory evaluations using mixed methods .
4. Demonstrated knowledge of development issues concerning Sub-Saharan Africa, experience working in West Africa — and more specifically Sierra Leone — would be highly regarded.

5. Experience working with marginalised groups and specifically young girls and women, and a heightened understanding of the additional barriers faced by these groups.
6. Impeccable written and oral communication skills.
7. High level of proficiency in English (native–advanced).
8. Knowledge of Krio and/or Temne would be highly desirable.
9. Understanding of and alignment with the mission and values of One Girl.

6. PAYMENT SCHEDULE

Payment will be tied to submission of evaluation deliverables. Upon signing of a working agreement, a final timeline of evaluation deliverables will be agreed upon and a final payment schedule will be specified by One Girl.



All photos: Olivia /One Girl

7. APPLICATION PROCESS AND GUIDELINES

Bids should include:

1. A cover letter outlining your motivation and key selection criteria not covered by CV.
2. CV including three professional references.
3. A sample report of a similar nature.
4. Proposal including:
 - methodology and framework, including estimated number of interviewees (est. 500) and additional community members and other stakeholders;
 - sampling and data collection techniques;
 - report structure;
 - detailed work plan with timeline and duration of consultancy from commencement through to final report submission;
 - an analysis of this Terms of Reference (max 1500 words);
 - notes on consent and ethics procedures to be used, accounting for media and research levels of consent; and
 - budget which includes your time, travel and all associated costs (Insurance is not included in this budget as it is expected that the candidate already has appropriate travel insurance for travel in Sierra Leone).

Please email all documentation to One Girl's International Programs Director, Erica Berthelsen at eb@onegirl.org.au with 'Business Brains Evaluation Application' as the subject line. Applications close 30th November, 2018. Only successful candidates will be contacted.