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**Terms of Reference**

**Position Title: Consultant - Baseline study**

**Location: CODE, Ottawa, Ontario**

**Reports to: Transforming Girls Education Project (TGEP) Program Manager**

**Date: September 6, 2019**

**1.0 Background Information**

At CODE, we believe that good books brought to life by excellent teachers help learners understand and thrive in the world around them. CODE programs build the capacity of teachers, librarians, writers, and publishers to support and sustain the development of literate environments in low-income countries.

CODE is seeking a **Consultant** with a passion for education and literacy to conduct a baseline study for the Transforming Girls Education Project (TGEP) in Sierra Leone. TGEP is a two-year Global Affairs Canada/ CODE co-funded project aiming to dismantle barriers to education for girls while improving the quality of education for both girls and boys in Sierra Leone. This project will be implemented by CODE, McGill University and its local partner, TALLE. TGEP aims to improve learning outcomes for girls attending upper primary classes (grades 4 to 6) thus girls typically between 9 and 16 years of age. These are the years when barriers to girls’ access to education increase. Girls receive non supportive community reinforcement or encouragement concerning the value of their education. Typically, girls experience increasing domestic responsibilities, onset of puberty, early pregnancy, early marriage and the threat of sexual harassment to significantly complicate their schooling experiences. Exploitation and gender-based violence (GBV) further challenge positive engagements in their education. These experiences are further compounded by a high percentage of non-parental headed homes and paucity of home supports during years when increasing costs and home supports characterize their needs. Finally, at school, girls experience inadequate hygiene facilities while they face their first experiences of change.

There are also many barriers to learning within the classroom: teachers’ gender biased approaches that affect their social and pedagogical interactions with young women. Boys and girls are further challenged by low quality and limited learning materials. Very few materials support a challenge to gender stereotypes nor encourage girls’ to reach for higher learning achievements. learning. Only 16% of primary school teachers in Sierra Leone are women, so there are few women in schools to mentor girls through adolescence and to act as positive role models. For many disadvantaged girls, attending school does not result in a commensurate achievement of learning outcomes, with many not acquiring basic literacy or numeracy skills.

**2.0 Purpose and Objective of the Consultancy**

The main goal of this consultancy is to conduct a baseline data collection under the auspices of the TGEP aimed at assessing the existing conditions and barriers to education that disadvantage girls in the project target districts of Sierra Leone. The assessment will be based on the TGEP indicators.

The consultant is expected to conduct a robust baseline data collection followed by analysis based on the project’s Performance Measurement Framework (PMF) indicators. Conducting a baseline study will enable the project team to set benchmarks and programmatic targets for monitoring progress and measuring achievement of results. CODE, the local partner and donor will be the primary users of the baseline results. Key stakeholders will include government line ministries/departments, local authorities, and communities who can use the data to assess current conditions, improve decision-making and set priorities.

Specifically, the main objectives of the consultancy are to:

1. Conduct a baseline study including developing tools and related guidelines, data collection, analysis , and drafting a baseline report based on the interpretation of all data including sex-disaggregated statistics, as well as annexes of data collection tools, interview/ focal group discussion minutes, and other relevant information sources.
2. Work with the country team (CODE Sierra Leone and the local partner) to implement the data collection, ensure quality control is maintained during data collection and subsequent data entry.
3. Provide benchmark information for measuring project achievements and impact at the outputs, immediate outcomes, intermediate outcomes and ultimate outcomes levels

**3.0 Consultant Responsibilities**

The consultant will be required to lead on all the tasks below, in consultation and collaboration with the Project team:

* Develop baseline data collection tools including surveys, interview and focus groups questions, observation tools, etc.;
* Determine appropriate sample size for intervention and comparison areas;
* Prepare and lead the enumerator training including workshop agenda, tools used, and guidance notes, instructions;
* Develop guidelines for data entry and data collection to ensure quality;
* Review initial data entry and provide feedback and corrective action prior to completion of data entry to ensure data quality and consistency;
* Verify, process and analyze all data using a gendered perspective;
* Draft report including sex-disaggregated data;
* Present the findings to the project team for comments;
* Finalize the baseline report based on comments

**4.0 Duration**

The assignment is expected to take a total of 20 consultancy days as stated in the table below.

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| **No** | **Activity** | **Indicative Time** |
| 1 | Briefing, desk review and submission of work plan/methodology | 3 days |
| 2. | Develop tools, quality protocols, guidelines | 3 days |
| 3. | Field work for data collection (Interviews, consultations and meetings) | 10 days |
| 4. | Analysis of data and write-up of report | 5 days |
| 5. | Presentation of report and recommendations for comments | 0.5 day |
| 6. | Finalization and submission of reports | 1.5 days |
|   | **Total** | **20 days** |

**5.0 Deliverables**

* Final proposal for conducting the baseline study including specific information on the overall approach and methodology;
* Baseline survey tools including: questionnaire/survey, focus group/ interview discussion questions, photos, and any other relevant pieces of documentation.
* A succinct and concise baseline report based on the analysis and interpretation of the data
* Presentation of the findings to CODE team for comments
* Project baseline indicators completed in the Performance Measurement Framework table.

**6.0 Required Skills and Experience**

* Commitment to CODE’s vision, mission and values as well a passion for CODE’s mandate;
* Minimum of a Master’s degree in a relevant discipline (Education, Statistics, Social Sciences, etc.)
* Extensive experience in quantitative and qualitative and measurement techniques;
* Proven experience in baseline-report drafting;
* Experience working with school children;
* Knowledge on the education system in Sierra Leone, knowledge on inclusive education methodologies is an advantage
* Exceptional communications and presentation skills in English
* Strong teamwork and effective cross-cultural interpersonal skills.
* Experience working in developing countries in particular Africa;
* Willingness and ability to travel;
* Demonstrated high level of professionalism and an ability to work independently and under pressure with tight deadlines

Interested candidates are invited to submit their application package to CODE through <https://codecan.applicantstack.com/x/detail/a2h8bz7222cj?preview=1> by **9 October, 2019**.

Completed applications will be assessed upon receipt and must include the following:

* Cover letter outlining relevant experience in response to the criteria as set for evaluation
* Technical proposal including a draft of methodology
* A detailed Curriculum Vitae with relevant experience
* Contact information from two professional references related to similar pieces of work
* Financial proposal including offer in gross amount for each working day including transport to and from the locations for 20 days
* Written sample of a previous baseline report