

# Plan UK: Request for Quotation - Year 3 Evaluation and Programme Review (DFID funded PPA Programme)



## Building Skills for Life: Empowering Adolescent Girls through Education

### I. SUMMARY

This tender invites one Quantitative Data Consultant to work on the Year 3 Evaluation and Programme Review (Y3E) of Plan UK's DFID Partnership Programme Agreement (PPA), a three year programme<sup>1</sup> which began in April 2011.

The PPA programme is integrated into Plan UK's 'Building Skills for Life' (BS4L) flagship programme. The programme is aimed at empowering adolescent girls, particularly through education.

Plan is looking for a Quantitative Data Consultant based in the UK, to carry out the quantitative data collection and analyses for Plan's Y3E between mid-November 2013 and March 2014.

The Quantitative Data Consultant will be involved in coordination and support of quantitative data collection and analyses conducted by country-level consultants, hired by Plan Country Offices (COs) in the nine PPA countries<sup>2</sup> and working closely with the Lead Global Consultant hired by Plan UK. Lead Global Consultant Quantitative Data Consultant will be responsible for overall evaluation.

Year 3 Evaluation will have three track approach:

- 1) Full final project end evaluation for Sierra Leone and El Salvador.
- 2) Progress review and programmatic recommendations for seven extension countries.
- 3) Baseline data collection and analyses of baseline situation for three new indicators that will be used to measure progress in the extension phase ( April 2014 – March 2016)

The Y3E aims to report on the specific programme outcome level indicators and to follow up on the progress from the baseline and mid-term data collection, in order to inform programme staff of progress towards achieving outcomes and identify the changes and project adjustments required for the remainder of the programme and to communicate beneficiary feedback to Plan UK and DFID.

The deadline for applying is **12 November 2013**. We would aim to interview on 14 November and hope to appoint the Consultant by **15 November 2013**.

### II. INTRODUCTION TO PLAN UK AND 'BUILDING SKILLS FOR LIFE' PROGRAMME

Plan International is one of the leading international, child-centred community development organisations in the world with no religious or political affiliations. It supports interventions in 50 developing countries, benefiting over 119 million people: children and young people, their families and communities in Africa, Asia and Latin America.

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<sup>1</sup> Plan UK has submitted a two year extension to DFID and it is expected that the programme will continue until March 2016 in seven (out of nine) countries. Sierra Leon and El Salvador are not included in the extension.

<sup>2</sup> Cambodia, Pakistan, Mali, Malawi, Kenya, Zimbabwe, Rwanda, Sierra Leon , El Salvador.

Plan's work, informed by the UN Convention of the Rights of the Child, is based on the recognition of children and young people as citizens with their own rights and responsibilities. In partnerships with them, their families, civil society and government, Plan supports their voices to be heard on issues that affect them, thus building understanding and promoting their rights to participate in and benefit from their societies.

Plan UK is one of the national offices in the Plan family, securing funding, providing technical support, and undertaking advocacy and campaigning in support of Plan's global priorities. 'Building Skills for Life' is Plan UK's flagship programme, which seeks to empower adolescent girls, particularly through education. It includes projects in 17 countries and aims to reach 400,000 girls. The programme takes a life-cycle approach, considering the challenges girls face in adolescence and deriving the programme from this according to each context and aims to achieve the following specific outcomes:

1. More positive attitudes among girls, boys, parents, communities, traditional leaders and governments that enable adolescent girls to realise their rights, particularly to basic education.
2. Reduced financial barriers to education for adolescent girls.
3. Increased quality and relevance of basic education provision for girls.
4. Reduced violence against girls in schools.
5. Reduced drop-out and absenteeism rates due to early pregnancy, early marriage or other sexual and reproductive health issues.
6. Increased government accountability and responsiveness to the needs and rights of adolescent girls at community, local and national level in relation to education and SRHR services and protection against violence.
7. Increased policy commitment and funding from key donors and international agencies to empower adolescent girls.

The programme mainstreams three issues:

- **Gender:** the programme is underpinned by an analysis of the situation and different challenges facing girls and boys, and aim to ensure that the proposed interventions address those differences.
- **Governance/ Voice and Accountability:** we endeavour to support and enable girls to have a stronger voice in their future, and to hold governments to account for protecting and upholding their rights.
- **Resilience:** our work should take consideration of disaster risks, and design interventions that would as much as possible, allow for continuity of work during disasters.

### **Programme Partnership Arrangement with DFID**

Plan UK's current PPA programme runs from April 2011 to March 2014, with funding of £12.3 million. Two year extension will enable us support seven countries until March 2016 with budget of £8.2 million.

Plan UK is using this strategic funding to develop the Building Skills for Life programme, with 70% of the funds being used for specific projects focusing on adolescent girls' education in 9 countries: Pakistan, Cambodia, El Salvador, Mali, Malawi, Zimbabwe, Rwanda, Sierra Leone, Kenya. The programme prioritises work on attitudes, financial barriers to access, quality of education, violence in schools, school governance and a small element of access to sexual reproductive health rights services.

The PPA also supports international advocacy work, underpinned by research and evidence, and broader investments by Plan UK in programme effectiveness. The PPA provides an opportunity to invest in high quality research, monitoring and evaluation both to inform programme learning and advocacy, and to meet the high expectations of DFID for evidence of effectiveness, impact and value for money.

### III. BACKGROUND AND RATIONALE

As the adolescent girls' agenda has gained momentum and as Plan's programming has become more focused, Plan UK recognises the importance of basing programmatic decision-making, as well as advocacy efforts, on solid evidence and strong methodological approaches. Plan endeavours to draw on existing best practice, learning from its experience and sharing this with the development community.

**Current M&E for PPA:** Plan has established an M&E system and processes for the nine country projects funded by the PPA to be able to review and assess project implementation, in order to take action and promote learning. The key elements of the system include:

**Outcome level indicators** - these are collected from primary and secondary data sources. The *secondary data* primarily comes from Education Management Information Systems (EMIS), in the target countries and is collected annually. EMIS data collection and analysis in 2013 will be completed internally by Plan by December 2013. *Primary data* collection and analysis has been carried out at Baseline (summer 2011) and was repeated at mid-term (December 2012) as part of the MTE.

Plan UK engaged the Royal Tropical Institute (KIT) to carry out the Baseline, assessing issues affecting girls' access to and completion of lower secondary education. The Baseline report, published in February 2012, provided a detailed analysis of the situation in the 9 countries of the PPA funded projects of BS4L1.

The Baseline study was centred on the following two research questions:

1. What factors affect girls' lower secondary school attendance and completion?
2. How do institutions and social structures affect the social position and condition of girls? And how does that relate to access and completion of lower secondary school of girls?

The Baseline was also intended to shed light on the factors that limit girls' access to lower secondary education and contribute to wider global debates on girls' education.

The mid-term evaluation, conducted by SDDirect, assessed progress in the first 18 months of implementation of the nine country projects funded by the PPA<sup>3</sup>. It focused on the outcome level changes of the programme and included assessment of the PPA logframe indicators through the application of a household survey to gather quantitative data, integration of EMIS data already completed by Plan UK and supplemented through qualitative data collected through focus group discussions (FGDs) and key informant interviews (KIIs).

### IV. SCOPE AND PURPOSE

The Y3E will include both quantitative and qualitative data collection. While the quantitative elements will be similar to the baseline and MTE, the qualitative elements should be different and adjusted to types of programme intervention each country office implements<sup>4</sup>. (Guidance will be provided once contracted).

The data collection in the nine programme countries will be conducted by *in-country national consultants* contracted by the Plan Country Offices (COs). Country offices will be responsible for day to day management

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<sup>3</sup> Progress against international advocacy and broader programme effectiveness work funded by the PPA is not covered under this consultancy.

<sup>4</sup> Country programmes focus more on some elements of the overall programmes, than other. The qualitative tools should reflect this.

of national consultants, will provide administrative and logistic support and will provide technical inputs. National consultants will take technical guidance and report on technical issues to the Lead Global Consultant. Work completed by the national consultants will require a tripartite sign off by: country officers, UKNO PPA Coordinator and Lead Global Consultant.

The Lead Global consultant will be ultimately accountable for the meta-analysis and for ensuring the evaluation delivers actionable and evidenced programmatic recommendation on the scope, adequacy, appropriateness and sustainability of the programme strategies and delivery modalities.

The analysis will happen partially at the CO and partially in Plan UK by the UK based consultants.

**The Objective of the PPA Y3E:**

- 1) To generate overall programme wide progress against outcomes, against numeric outcome indicators and from previous baseline/MTE results, as well as some narrative qualitative country specific examples.
- 2) Collect baseline data and conduct situation analysis for new additional indicators that are being included for the extension phase.

Specifically:

- To analyse what programmatic strategies have worked well or less well, and what other factors have helped or hindered progress being made towards programme outcomes; providing evidenced, actionable and rights-based programmatic recommendations on necessary changes if appropriate.
- To assess to what extent the changes obtained are sustainable, gender sensitive and rights-based.
- To identify any other unintended changes, positive and negative, the project has had on the lives of beneficiaries.
- To [briefly] examine the extent to which any changes brought about by the project have happened in line with Plan’s child centred community development (CCCD) principles.
- To identify any emerging lessons learnt and make recommendations on ways to increase the effectiveness of the project for the remaining year and a half of the project.

The table below details the programme outcomes to be assessed in the Y3E and includes the logframe indicators..

<b>PPA Outcomes:</b>	<b>Logframe outcome indicators</b>
<b>Overall Outcome:</b> Increase the number of adolescent girls enrolling in and completing quality lower secondary education in target areas of the target countries	i) % of adolescent girls currently in school in operational areas. ii) # girls enrolled in years 7, 8 and 9 in targeted schools iii) Indicative retention rate (from year 7 to 8) in targeted school. iv) Gender parity rate (girls to boys) in year 9 in targeted schools.
<b>Specific Outcome A Access:</b> Communities support and encourage girls' access to lower secondary school and girls rights.	1) % of adolescent girls who feel their parents support them in education 2) % of community members who agree that physical violence against girls is acceptable (proxy indicator for attitudes) 3) % of parents citing financial barriers as a reason for adolescent girls not attending school

<p><b>Specific Outcome B</b>  <b>Quality:</b> Girls and boys benefit from quality education that responds to their needs and rights.</p>	<p>1) # of girls and boys benefitting from an improved educational experience in target grades in target schools.  2) % of schools assessed as improved by adolescents’ monitoring of girl-boy friendly characteristics.  3) % of girls who state they believe that their concerns are acted upon by school management.  4) % of girls who feel safe in schools.</p>
<p><b>Specific Outcome C</b>  <b>Accountability:</b> Policies at local, national, international level are responsive to rights of adolescent girls, and decision-making processes ensure girls' and boys' participation.</p>	<p>1) % of girls who feel that their participation in decision-making is valued by community members, local authorities and family members.  2) # of cases where adolescent girls/boys groups have influenced decision-making of local, national government / international institutions / service provision with Plan support.  3) # of education policies, new or revised, at international, national and local level, that are more gender-responsive and/or aim to reduce violence against girls in school.</p>

The data collected and analysed will also be included in the Year 3 annual report to DFID, will be used for internal and external discussions by Plan UK and will be used to inform the programme’s Year 4-5 planning

## V. METHODOLOGY

To ensure consistency with the baseline/MTE and comparability across multiple Plan country programmes, the Y3E is being coordinated by Plan UK with support of the Lead Global Consultant contracted by Plan UK:

- 1) A Lead Global Consultant - responsible for the global report
- 2) A Quantitative Data Consultant - responsible for the quantitative data analysis.

Plan UK will provide methodological guidance on the HHS and the quantitative data collection tools to be used in all countries based on baseline and mid-term evaluation tools. The qualitative tools will be developed by the Lead Global Consultant, based on guidance from Plan UK and will be adapted to the country programme context.

The detailed methodology will be discussed and refined by the Lead Global Consultant, supported by the Quantitative Data Consultant and the country office (CO) Consultants. It may be necessary for the CO consultants to adapt some of the qualitative tools to reflect the specific country focus in consultation with the Lead Global Consultant and Plan.

The Lead Global Consultant will have ultimate responsibility for the development and application of the tools across the nine countries and to ensure data is extracted and analysed by CO consultants consistently across the nine countries.

The overall elements of the approach are outlined below:

Evaluation methodology will be discussed in details with the Lead Global Consultant and Quantitative Consultant. Below is a draft outline of Plan’s initial thinking on the methodology and sampling:

### Qualitative Sampling and Tools:

Per country:

- 2 communities - one selected from the MTE communities and one from communities surveyed only in the baseline.
- 12-16 Focus Group Discussions (FGDs) – 6- 8 per community

- 5 -8 Key Informant Interviews (KIIs)

The FGDs should be age and gender disaggregated (men, women, teachers, adolescent girls, adolescent boys). The FGDs guidelines will be informed by those used for the Baseline and MTE and refined by the Global Lead Consultant in English and be adjusted by the CO Consultants. Each CO will only focus on a selected few areas of inquiry, according to the detailed framework developed by the Lead Consultant.

In order to validate data for the Indicator Outcome B4: *"% of girls who feel safe in schools"*, in each community additional work will need to be done to include blind voting and a measurement/triangulation of violence in communities and schools.

In order to collect data for a new indicator that will be used to measure progress in the extension phase, additional research with selected stakeholders will aim at identifying instances where learning from the PPA have been taken up by non-targeted duty bearers (new indicator Outcome B1: *"# of instances where learning from PPA2 programming approaches have been taken up by schools, local/regional/national governments, and other NGOs to enhance the education experiences for boys and girls"*) as part baseline for seven countries.

**Quantitative Sampling and Tools:**

Household Survey (HHS):

The quantitative tool will be a shorter version of the mid-term HHS. This will be provided in English by the Quantitative Data Consultant. The HHS tool should be translated (if necessary) by the CO Consultant in each country, who will be responsible for managing data collection enumerators to conduct the survey and ensure quality standards are met. The survey will be administered in:

- 2 communities - - one selected from the MTE communities and one from communities surveyed only in the baseline
- 50 households with an adolescent will be randomly sampled per community, giving a total of 100 households per country
- Per household, 1 adolescent (50% girls and 50% boys), and 1 adult (50% women and 50% men) will be surveyed, giving a total of 200 people surveyed per country

Data entry will be carried out using Epidata (data entry templates to be provided). Data analysis will be carried out by the Quantitative Data Consultant and data tables shared with the CO Consultant.

The research efforts will align as much as possible with Plan's Programme Accountability Learning System and PPA 2 Global Programme monitoring framework. In the research process, particular consideration should be given to child protection and ethical research considerations for the boys and girls involved.

Financial Assistance Survey:

In the extension phase (April 2014 to March 2016) a new outcome level indicator: *"% of parents who feel that meeting education expenses has been made easier due to access to either saving groups, income generation activities support, school kits or scholarships"* will be added.

A short survey will be developed by Plan UK and reviewed by the Quantitative Data Consultant to collect baseline data for this indicator. The methodology and sampling will be discussed as part of the Y3E design. The data will be collected and analysed at the same time as the household survey. However, this will require different tools and sampling strategy.

## **VI. ROLES & RESPONSIBILITIES**

### **1) Lead Global Consultant –**

- Develop overarching methodology for Y3E.
- Finalising the qualitative data collection tools and methodology for each country.
- Train Country Office consultants on qualitative data collection analyses tools and methodology for each country. Oversee how these are customised for each country context.
- Provide hands on technical support and detailed feedback to CO Consultants on the tools, their application and each draft of their reports.
- Provide guidance to CO consultant on how to carry out the analysis of the qualitative data on country level and provide support and review of Country Reports ensuring conclusions and recommendations in Country Reports are clearly evidenced and substantiated.
- Conduct a meta-analysis of the qualitative data from Plan Country Offices (COs) which will have been pre-analysed in country and captured in Country Reports and cross-referencing such analysis with the quantitative data to provide depth and evidence in support of the conclusions reached.
- Triangulate the quantitative data analysed, to incorporate this into an overall report which includes an integrated analysis of qualitative and quantitative data.
- The lead consultant would have contact with and provide guidance to the consultants working in the Plan COs, on tailoring the data collection tools, trouble-shooting during data collection, in consultation with Plan UK, and feeding back on FGDs and qualitative reports.
- Work closely with Quantitative Data Consultant during the analysis and report writing to ensure quantitative data is understood and integrated with qualitative.

### **2) Quantitative Data Consultant –**

- Finalising the household survey tool and data entry templates.
- Feedback financial assistance survey developed by Plan
- Created data entry excel sheet for financial assistance survey.
- Train Country Office consultants on quantitative data collection tools and methodology for each country.
- Provide trouble shooting support to the CO consultants during quantitative data collection and entry via the Lead Consultant, clean and analyse the data according to the same steps and processes used during the baseline.
- Provide hands on technical support and feedback to CO Consultants.
- The Quantitative Data Consultant will closely work with Plan UK's Learning and Impact Officer to ensure consistency with the baseline survey and analysis, as well as closely with the Lead Consultant during the triangulation of data, by feeding back on the overall report and ensuring quantitative data is represented accurately.
- Work closely with the Lead Global Consultant. Add as per lead TOR

## VII. TASKS AND EXPECTED OUTPUTS

The **Quantitative Data Consultant** will be expected to undertake the following tasks as part of the Y3E:

- Inception meeting and briefing with relevant Plan UK staff and Lead Global Consultant.
- Review background project documentation, baseline methodology/tools and Y3E methodology/tools.
- Undertake survey revisions and data entry screens for HH survey and Financial Assistance survey
- Conduct remote training of in country consultants on quantitative data collection of for HH survey and Financial Assistance survey
- Remote support to the in-country data collection and trouble-shooting.
- Conduct on-line remote workshops for training on use of Epidata data entry software if required.
- Cleaning of country level HH survey and Financial Assistance survey data
- Data analysis by country and overall using SPSS of HH survey, and simple descriptive stats of Financial Assistance survey data
- Drafting and finalization of quantitative reports: nine quantitative data reports and one global level quantitative data report, including a logframe update, Support on triangulation with the qualitative data and feedback on the Global report prepared by the Lead Consultant.
- Preparation for and participation in two workshops to share results (to PPA Steering and Exec Committee).

The **Quantitative Data Consultant** will be held accountable for the following **outputs**:

- A. Revised HH survey and data entry screens.
- B. Financial Assistance survey data entry
- C. Producing nine short quantitative data reports of HH survey and financial assistance survey in user-friendly and simple formats and one global level quantitative data report including a logframe update.
- D. All raw data files including quantitative output and syntax files etc.

## VIII. TIMEFRAME AND RESOURCES

The Y3E will be carried out between November 2013 and May 2014; the contract would start in mid-November 2013.

**Overall timeline is attached.**

## IX. SELECTION CRITERIA

The **Quantitative Data Consultant** will have the technical experience outlined below, with examples of evidence for each:

1. Track record in undertaking quantitative data collection and analysis and ability to present quantitative data in easily accessible formats.
2. Supporting others through distance training and remote support on quantitative data collection and entry
3. Strong experience of using SPSS and Epidata (or similar software)
4. French and/or Spanish language skills desirable
5. Experience of working with Plan UK or other Plan offices.
6. Experience of undertaking international development or education evaluations is desirable

## **X. APPLICATION PROCESS AND TIMELINE**

We invite interested candidates to submit the following application documents:

1. Expression of interest addressing track record and selection criteria,
2. CVs,
3. budget,
4. an example of previous similar work.

Please send these to:

Iveta Ouvry, PPA Coordinator, Plan UK

Email: [iveta.ouvry@plan-uk.org](mailto:iveta.ouvry@plan-uk.org)

Tel: 0300 777 9777 (within the UK) or + (44) 20 7482 9777 from abroad.

Feel free to contact us for any clarification question. Programme information, including logframe and proposal, are available upon request.