



## Terms of Reference – Baseline Study

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### LEAP Project - Refugee Contexts in Northern Kenya

#### 1. Introduction

World University Service of Canada (WUSC) is a Canadian non-profit organization with a mission to enhance education, economic opportunities, and empowerment for youth. We work with a diverse network of students, volunteers, institutions, governments, and businesses. Together, we foster youth-centered solutions to overcome inequality and exclusion.

WUSC has been awarded a grant of \$12.4 million from Global Affairs Canada to implement the “Learning through Education and Access to Skills for Employment” Project (the LEAP Project). The ultimate outcome of this project is to increase the empowerment of adolescent girls and young women in Kalobeyei Settlement, Kakuma Refugee Camp, and the surrounding host communities in Turkana County, Kenya. The project will enhance education opportunities for adolescent girls, and will also provide access to gender responsive and market-based skills training in Kalobeyei and Kakuma Refugee Camp for young women.

#### 2. Background of the LEAP Project

The project’s expected outputs, and immediate, intermediate, and ultimate outcomes are presented in a Logic Model which is annexed to this Terms of Reference. The LEAP Project is designed to address gender, social, cultural and economic barriers that its targeted beneficiaries face in accessing education, and making life decisions. The ultimate outcome of the project is enhanced empowerment of adolescent girls and female youth in the targeted regions of Kalobeyei Settlement, Kakuma Refugee Camp, and surrounding host communities. The project specifically targets two of the most critical moments in a girls’ educational journey: when they are most at-risk of dropping out of the education system (late primary and the transition to secondary); and the transition from basic education to post-secondary education or employment.

The project seeks to improve learning outcomes for adolescent girls and female youth, as well as to enhance equitable participation in the formal and informal workforce for young women. The LEAP Project responds to specific barriers and educational needs identified by adolescent girls, female youth, community members, and education stakeholders through gender analyses, and aims to address the root causes of inequality by challenging and helping to transform structural barriers and entrenched social norms, attitudes, and power relations that impact girls’ ability to access and benefit from education and skills training opportunities. The LEAP Project will implement a range of interventions including teacher training, remedial education classes, cash transfers, educational technologies, media campaigns, community outreach, Guidance Teacher training, mentorship programs, market-based skills training, and training in digital skills.

### 3. Purpose and Objectives of the Baseline Study

This baseline study is a contractual obligation included in the project’s Contribution Agreement (CA) with Global Affairs Canada. The process of developing the Baseline Study is part of the Project Implementation Plan (PIP), which provides an early opportunity for project implementing partners to collaborate and begin putting in place a results-based monitoring, evaluation, research and learning (MERL) plan for their project. The MERL plan must be based on GAC’s Results-Based Management Approach<sup>1</sup>. The CA for the LEAP Project was signed on December 23, 2019. The PIP is due on April 22, 2020, and given the progress that has been made thus far in the re-designing of the project’s Logic Model, WUSC is now prepared to undertake a baseline study for this project. As stipulated in the CA, normally a project’s baseline data, provided by a baseline study, should be validated and signed off by project partners as part of the PIP process.

<b>Donor Timelines</b>	Contribution Agreement Signed - December 23rd, 2019	PIP Phase - December 23, 2019 to April 22, 2020			PIP Approval - May or June (TBC)	Baseline Study - due June 15, 2020
<b>Timeline for Selection Baseline Consultant</b>		<i>Finish contracting of Baseline Evaluator - March 31, 2020</i>	<i>Inception Report - due two weeks after contracting</i>	<i>Data collection - taking place from mid-April until early-May (two to three weeks)</i>	Report writing - mid-May until early June	Baseline Evaluation due - June 15, 2020

The purpose of the LEAP Project’s baseline study is to help key project stakeholders focus on achievement related to a limited set of expected outcomes; and to empower them to collaboratively measure and review these outcomes. Aligned with this purpose, the baseline study is designed to achieve four specific objectives:

- To support a better understanding of the implementation context for the LEAP Project at the onset of the project;
- To help validate the assumptions in the project’s Theory of Change (ToC) and targets of the indicators in the project’s Performance Measurement Framework (PMF) ;
- To establish starting points or baselines for all indicators in the PMF, suggesting revisions in their formulation if the need emerges ; and,
- To provide recommendations for the implementation of the results-based monitoring, evaluation, research and learning (MERL) plan for the project.

As stipulated in the CA, specific baseline values must be provided for all indicators in the PMF as early as possible in the project’s lifecycle. Baseline data is intended to inform the establishment of realistic and achievable targets, provide a point of reference against which progress on or towards the achievement of outcomes can be monitored and evaluated, and provide suggestions for the review of indicators if and where necessary. Baselines provided in the PMF must be accompanied by narrative to explain how this starting point data was collected, analyzed and validated. *In the PIP, this narrative includes an explanation of baseline data limitations at the onset of project implementation, and how these gaps will be dealt with as part of the project’s first-year workplan.*

### 4. The Mandate of the Consultancy

<sup>1</sup> [https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results\\_based\\_management-gestion\\_axee\\_resultats-guide-en.pdf](https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf)

The Consultant will serve as the lead coordinator of this baseline study and be responsible for its design, the development and use of appropriate data collection tools, analysis of collected data, and the writing of a final report summarizing the findings and updating the data in the Performance Measurement Framework. The Consultant will design and facilitate a plan in close collaboration with the WUSC project management teams based in Nairobi. Specifically, the mandate of the consultancy is to:

- **Design** - Work with designated WUSC manager(s) during an inception phase to finalize a detailed methodology and workplan for this study;
- **Lead and coordinate** - Recruit and orient competent and well-prepared research teams, and act as lead technical coordinator for the baseline study;
- **Support in-country collaboration** - Assure collaborative design and local ownership through the direct involvement of key project staff and identified implementing partner representatives;
- **Assure quality control** - Provide oversight and quality assurance during sampling, development of data collection tools, data collection and entry, analysis of the data collected, and report writing;

The baseline study will be managed by WUSC, with close collaboration between WUSC’s Headquarters-based MERL Advisor and WUSC Kenya’s Monitoring and Evaluation Team. A more exact consultative and decision-making management structure with clear roles and responsibilities will be determined during the inception phase of the study.

## 5. Scope and Methodology of the Baseline Study

The following elements should guide the design and implementation of this baseline study:

- The study should consciously apply research methods that are gender and youth-sensitive, and highlight participatory approaches.
- The geographic scope of the study will be aligned with the targeted areas, schools, households and individuals targeted by the project as laid out in the project description. Purposive and typical-case sampling can be used to assure that the scope of the study is consistent with the budget and timeline available.
- The data collection approaches and specific tools used to establish indicator baselines should be adapted to assure the appropriateness and reliability of the data collected.

Outcomes, indicators, and data collection methods for each indicator, are included in the project’s draft PMF (available upon contracting). The Consultant will be expected to review this PMF with key project stakeholders, and provide suggestions for revision of indicators. The project has a list of indicators that are presented in the table below. These are draft indicators, and may be adjusted between now and April 22, which is the deadline for the submission of the PIP. The baseline study is expected to collect data for these measures and for all other indicators in the PMF. The final, integrated baseline study report produced by the Consultant will be expected to provide specific suggestions on how the project’s draft PMF could be improved, and how quantitative and qualitative indicators within the PMF might need to be adjusted.

<b>Quantitative Outcome Indicators</b>	
1.	% of adolescent girls and young women who successfully progress and complete learning levels (by age, learning level, institution type, location, refugee status)
2.	% of learners showing improved academic performance in national and school-based examinations (by sex, age, refugee status, grade level)
3.	Attendance rate of targeted young women in market-based skills training (by age, location, type of training, refugee status)
4.	Attendance rate at upper primary and secondary for targeted adolescent girls and young women (by age, learning level, location, refugee status).
5.	Enrolment rate to market-based skills training opportunities of young women (by age, type of training, location, refugee status).
<b>Qualitative Outcome Indicators</b>	

1. Degree to which adolescent girls and young women make decisions about their education, employment pathway and personal domains (disaggregated by age, location, refugee status)
2. Percentage of learners, parents and teachers reporting increased level of safety and quality of the learning opportunities for adolescent girls and young women (by sex, age, learning level, location, refugee status)
3. Percentage of girls, boys, men, women and community leaders with improved knowledge about concrete measures to reduce barriers for adolescent girls and young women accessing education (disaggregated by sex, age, location, refugee status, role)
4. Percentage of girls, boys, men and women in the communities reporting increased concrete support towards adolescent girls' and young women's education (by sex, age, stakeholder type, location, refugee status)
5. Percentage of adolescent girls and young women reporting improved ability to make decisions about their pathways in education, skills training and employment (by age, refugee status, location)
6. Percentage of girls reporting that they have received family or community support to pursue skills training opportunities (by age, training type, location, refugee status)

While the Consultant, informed by discussions with field-based project teams is encouraged to suggest alternative methodologies that may be more appropriate, presently the PMF outlines five data collection methods or evidence streams to establish a performance measurement baseline:

1. Literature search and document review, including reference to rapid gender equality analysis that will take place in the first few months after the CA is signed (secondary data);
2. Extraction of data points from education management information systems (secondary data);
3. Key informant interviews (primary data);
4. Facilitated small group or focus group discussions (primary data),
  - a. with a broad target group of girls, boys and adolescent youth, and
  - b. with narrower group of enrolled female and male learners;
5. Household survey (primary data).

The Consultant will be expected to propose a methodology for assessing all LEAP Project Indicators using a combination of the above mentioned as appropriate, however it needs to be ensured that it includes both qualitative and quantitative methods.

## 6. Key Activities and Deliverables of the Consultancy

The baseline study will include four key phases: contracting, design of the inception report, data collection, and data analysis/report writing. After successfully completing the contracting process, the Consultant will immediately organize an initial round of consultations with key stakeholder representatives, as well as complete an initial document review to better understand the project and its needs. The Consultant will use this inception phase to assure a consensus on the baseline study's design, outline the methodology for the study, and develop the data collection tools. Following this, the Consultant will begin data collection activities resulting in baseline data sets for each indicator in the PMF. After data collection is completed, the report writing phase will consist of data analysis and consolidation, completing the updated PMF, providing recommendations on targets whenever appropriate, and exchanging with WUSC Monitoring and Evaluation Advisors and Project Managers to refine the final report. The Baseline Evaluation **must** be submitted to WUSC on June 15, 2020-- there is no possibility for extensions.

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<b>Baseline Consultant</b>		<i>of Baseline Evaluator - March 31, 2020</i>	due two weeks after contracting	taking place from mid-April until early-May (two to three weeks)		June 15, 2020
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## 7. Ethical Standards

The research for this baseline study must consciously abide WUSC's Code of Conduct and Child Protection and Safeguarding Policies<sup>2</sup>, as well as by relevant recognized professional and ethical guidelines and codes of conduct for individual researchers.<sup>3</sup> The Consultant must also be sure to obtain the relevant research permits, as required, from Kenyan authorities (i.e. NACOSTI). Codes of conduct must be specifically referenced and commitment confirmed in writing by each researcher involved in this study. The design of the study must clearly specify how data collection and use will be undertaken with integrity and honesty, respecting human rights and differences in culture, customs, religious beliefs and practices of all stakeholders. The Consultant must explain how its researchers will be mindful of gender roles, ethnicity, ability, age, language and other differences when designing and carrying out the study. The design and implementation of the study must strike an appropriate balance between recognition of the potential benefits of the research, and the protection of participants from potential research-related harms. Safeguarding principles to protect key informants from sexual exploitation and abuse, sexual harassment and bullying, including child protection, must be explicit.

## 8. Qualifications of Consultant

- Lead researcher/firm must demonstrate a minimum of 10 years of experience in administering studies, collecting data and producing quality baseline/end line study reports, preferably for international non-profit organizations or multilateral agencies;
- Demonstrated experience in designing baseline and end line studies including proven experience in sound sampling, mixed methods approaches (quantitative and qualitative), tool development, enumerator training, etc.;
- Excellent facilitation skills and ability to recruit and manage facilitators for qualitative component;
- Demonstrated experience in quantitative and qualitative data analysis;
- Knowledge and experience with education policies for refugees in Kenya;
- Knowledge and experience with livelihoods or skills training programs, ideally in a refugee setting;
- Knowledge and experience in gender equality issues of sector is mandatory;
- Fluency in English is mandatory and Kiswahili or other relevant languages (Turkana, Dinka, Nuer, Somali) an asset; and
- Ability to produce high quality work under tight timeframes.

## 9. Budget and Application Process

The overall level of effort contributed by the Consultant will need to be aligned with the total budget available for this mandate which is \$47,000 (Canadian dollars).

<sup>2</sup> WUSC's suite of Child Protection and Safeguarding Policies will be provided prior to contracting.

<sup>3</sup> For example: Tri-Council Policy Statement, Ethical Conduct for Research Involving Humans, TCPS2 2018, Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council <https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf>

Qualified and interested parties are asked to submit the following:

1. Detailed **technical proposal** (between 5-7 pages) clearly demonstrating a thorough understanding of this ToR and including the following:
  - i. Description of the Capacity and qualifications of the consulting firm, including previous relevant experience (maximum 1.5 pages)
  - ii. Description of the proposed approach and methodology, including data collection, sampling strategy, data analysis, integration of gender considerations and ethical standards, quality assurance (maximum 3.5 pages)
  - iii. A proposed schedule/work plan (i.e. a Gantt chart) (maximum 1 page)
  - iv. Team composition and level of effort of each proposed team member (maximum 1 page)
2. A **financial proposal** (in CAD) with a detailed breakdown of costs for the study
  - i. Itemized consultancy fees/costs
  - ii. Itemized field data collection expenses
  - iii. Itemized administrative expenses
  - iv. Validity period of quotations
  - v. Expected payment plan and method
3. Curriculum Vitae(s) of all proposed staff outlining relevant experience
4. Names and contact information of three references who can be contacted regarding relevant experience
5. A copy of a previous reports of similar work undertaken

Complete applications should be submitted **electronically** to: WUSC, c/o Stephanie McBride at [smcbride@wusc.ca](mailto:smcbride@wusc.ca) with the subject line of: 'LEAP Project Baseline Study Application.'

*Closing date for submission of the application package is at **9am EST on Monday, March 23, 2020.***

**ANNEX - LEAP Project Logic Model**

<b>Ultimate Outcome</b>	Increased empowerment of adolescent girls and young women in Kalobeyei Settlement, Kakuma Refugee Camp, and surrounding host communities in Kenya			
<b>Intermediate Outcomes</b>	1100 - Improved learning outcomes for adolescent girls and young women at upper primary and secondary, in Kalobeyei and surrounding host communities		1200 - Increased equitable participation of young women in the formal and informal workforce, particularly in high-growth and profitable sectors	
<b>Immediate Outcomes</b>	1110 - Increased access to safe, quality, gender-responsive learning opportunities for upper primary and secondary adolescent girls and young women in Kalobeyei settlement and surrounding host communities	1120 - Increased knowledge and ability of school communities, families, and leaders, especially men and boys, to actively support and address barriers to adolescent girls' and young women's education	1210 - Improved attitudes among family and community members toward adolescent girls and young women's decision-making about employment pathways	1220 - Increased participation of young women in gender-responsive, market-based skills training opportunities
<b>Outputs</b>	1111- Training on basic pedagogy, gender-responsive and inclusive pedagogy, safe classrooms, life skills, and prevention of GBV provided to teachers at primary and secondary schools and remedial tutors	1121- Outreach conducted with parents, teachers, and community leaders, particularly men and boys, to foster a supportive environment for girls' education and to mitigate against risk of SGBV	1211- Gender-transformative multi-media and community campaigns conducted to encourage gender equitable participation in skills training and business	1221- Young women supported to access gender-responsive, market-driven skills training programs
	1112- Gender-responsive remedial classes in safe spaces delivered to vulnerable adolescent girls at risk of dropping out due to poor performance	1122- Men's and women's discussion groups facilitated to promote information sharing and dialogue on issues such as SRHR, SGBV, and equal gender roles and responsibilities in the home and community	1212- School Guidance Teachers trained to provide gender-sensitive support and appropriate referral pathways to skills training and employment opportunities	1222- Young women supported to access market-relevant skills such as business management and financial literacy
	1113- Conditional cash transfers safely distributed to families of vulnerable adolescent girls and young women	1123- Gender-responsive psycho-social support services and referral networks strengthened at primary and secondary school level to reduce and mitigate SGBV, promote safety and well-being, and enhance access to information on issues such as SRHR	1213- Outreach conducted with men and boys, particularly male spouses or partners, to address gender roles and joint decision-making regarding young women's employment pathways	1223- Market-relevant digital skills training delivered to young women

	1114- Digital learning opportunities provided for male and female learners to support gender-sensitive delivery of instruction			1224- Mentorship program delivered to support young women to enrol in and succeed in skills training and employment opportunities
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