

TERMS OF REFERENCE FOR THE EVALUATION SERVICES FOR THE GIRLS EMPOWERMENT THROUGH SPORT (GO SISTERS) PROGRAMME AT EDUCATION THROUGH SPORT (EDUSPORT FOUNDATION)

1. INTRODUCTION

Education through Sport (EduSport Foundation) is a community-based NGO established to integrate sport into the development process. Through its programmes, EduSport combines sport and life skills training especially to socio-economically under-served and at risk young people. It is by far one of the biggest and most active indigenous Zambian NGOs. The organization was officially registered as an NGO in October 1999, Certificate number OSS/102/35/2107 under section 7 (!) of Societies Act cap 119).

2. THE GO SISTERS PROJECT

The program is a gender-focused programme whose aim is to facilitate both girls and boys to participate in a number of activities as equal partners. These activities include leadership development, livelihoods, and access to social services such as health, education and many spheres of need by young people in underserved communities. The programme further addresses other factors that impedes the girl-child to fully participate in social and economic activities such as infrastructure, access to resources at household level, tradition and culture norms, and unequal distribution of resources.

The programme therefore aims to equip girls with tools that will enable them realise their full potential and participate fully as partners in development at all levels of communities. The girls should ultimately be able to engage, negotiate, lobby and advocate for their needs in their respective communities from authorities and other stakeholders.

Over 5 years the project has worked towards five outcomes:

- equipping 2100 female peer leaders (including 600 hard-to-reach girls) with practical experience of using leadership, entrepreneurial and life skills to enable them to make informed decisions, exercise their rights and make positive changes in their lives and communities.
- creating a strong network and safe environment for girls, through training peer leaders and enabling sports activities, in order for girls to adopt role model positions, mobilise and lead others in sport, gender equality, healthy living, and HIV/AIDS awareness
- improving life opportunities for 250 peer leaders through learning basic literacy skills, completing secondary education, vocational training, or professional internships.
- changing attitudes of teachers, parents and boys, to actively support and promote access to sport for girls and increase understanding of girls' rights and choices.
- increasing EduSport capacity to better respond to the needs of their target groups through improved data collection, analysis and evaluation, and by supporting the implementation of child and youth safeguarding mechanisms.

The project has been implemented in five provinces of Zambia – Lusaka, Western, Southern, Eastern and Copperbelt.

The evaluation is meant to carry out an overview programme evaluation for the period April 2013 to March 2018. During this period, EduSport Foundation implementation of the project resulted in the fulfilment of its overall objectives of empowering communities through the use of sport and physical activities. This entails supporting community leaders with life and sport skills that resulted in most young people being able to enhance their skills as leaders/coaches, facilitators, entrepreneurs, organisers/managers as well as change agents in their respective communities. The programme was further aimed at capacity-building of staff at EduSport secretariat in the effective service delivery of the overall programme.

3. PURPOSE OF THE EVALUATION

The organisation's Strategic Plan (Road Map 2016-2021) has ably defined its Vision and Mission statement to realise its dreams as a happy, healthy and sustainable society. Further, the Road Map has identified key areas in its effort to achieve its Mission Statement, being an organisation with a niche of empowering the vulnerable girl child to develop and enhance their key life skills, changing attitudes of girls and their family members about the value of girls, and raising community awareness about the benefits of empowering and educating girls.

This evaluation will be of value to both EduSport and to United Purpose. EduSport Foundation would like to influence key stakeholders in the fast growing Sport for Development sector in both local and international partners towards achieving a happy, healthy and sustainable society. As this activity is a tool for management to make major decisions, it also ensures a greater accountability for correcting problems and advocate for change rather than only identifying difficulties and making recommendations. As EduSport, we believe that such activity will further assist in choosing programmes that provide the highest ratio of benefits to the cost measured in terms of both the organisation and society as a whole. This will also improve in decision-making by providing an objective source of data about programme reliability and quality, and will help in the programme consistency with regards to policies and procedure.

The activity will support the organisational strategic benefit as management will look at itself outside the boundaries of the organisation to the external environment by assessing the ultimate social costs and benefit of our services. The evaluation will enable the organisation to compare the actual achievement of goals with the intended achievement.

For United Purpose, the evaluation is an opportunity to learn more about the effectiveness of EduSport's model of girls' empowerment through peer leadership development and life-skills education, and to solicit recommendations on improving it. After five years of implementing the current project (as well as five years of the preceding DFID-funded project), it is a chance to take stock of a mature, experienced project and extract learning from it which is potentially useful for transfer/replication elsewhere, especially in the Southern African region. This is particularly relevant given the recent merger, enabling International Inspiration to influence a mainstream development organisation, to promote Sport for Development and Peace approaches, and also promote approaches based more

personal development and empowerment, as used by Go Sisters, rather than community-based approached generally used within United Purpose.

4. EVALUATION QUESTIONS

Given the above, the evaluation is expected to respond to the following questions of interest to EduSport and United Purpose. These questions have been framed using the OECD's evaluation criteria:

1. **Relevance:** The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor.
2. **Effectiveness:** A measure of the extent to which an aid activity attains its objectives.
3. **Efficiency:** measures the outputs - qualitative and quantitative - in relation to the inputs.
4. **Impact:** The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended.
5. **Sustainability:** concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable.

4.1. Relevance

1. To what extent did the project target and reach the poor and marginalised?
2. How relevant were project activities (eg. life-skills training, leadership development, literacy/education support...) to the targeted girls' needs and priorities?
3. How well did the Go Sisters training curricula meet the needs and priorities of the targeted girls? Any suggestions for improving the curricula?
4. How well did the project integrate learning to respond to the needs of targeted girls, including how these needs changed over time?
5. Were the activities and outputs of the Go Sisters project consistent with the intended impacts and effects?

4.2. Effectiveness

1. To what extent were the objectives and outcomes of the Go Sisters project achieved? For outcomes 1-4, were there differences in the achievement of outcomes for different target groups, eg. girls (or sub-groups of girls), boys, parents and teachers?
2. What were the main factors determining the achievement or non-achievement of the objectives and outcomes? What barriers/challenges were faced with particular target groups, activities or geographical areas, and how were these tackled?
3. How effective has delivery of the life-skills training curriculum been (on rights, health, leadership, etc)? To what extent has sport been integrated into training sessions? Any recommendations for improving delivery of training?
4. For outcome 5, how effective has the project been in:
 - Improving child safeguarding practice and mechanisms in project delivery?
 - Helping EduSport to influence policy and practice related to gender in Zambia, through networking with government and other stakeholders?

5. How well did the Go Sisters project apply the '4 Es' principles of Value For Money (effectiveness, economy, efficiency and equity)?
6. What has happened because of the Go Sisters project that wouldn't have otherwise happened?
7. To what extent has Go Sisters used learning to improve delivery?
8. What were the key drivers and barriers affecting the delivery of results for the project?

4.3. Efficiency

1. How cost-efficient were activities and processes in the project, eg. delivery of field activities, MEL? Were outputs achieved using the least costly resources?
2. Was the project implemented in the most efficient way compared to alternatives?
3. Were objectives achieved on time?
4. To what extent did the project understand cost drivers and manage these?

4.4. Impact

1. What has happened as a result of Go Sisters (which would not have happened without the project)? What have been the direct and indirect changes which have resulted, both intended or unintended? Eg. with girls/boys, their families and schools, their communities, delivery partners, government bodies (local and national)? Which have been positive and which have been negative? What has not happened that was expected, or has happened less than expected?
2. What real difference has been made for girls/young women (participants, Peer Leaders, action team members, interns, etc), boys/young men (participants, Peer Leaders, action team members, etc), parents, siblings and teachers? What real difference has been made for those from disenfranchised groups, eg. girls with disabilities, very poor and illiterate girls?
3. How many people have experienced the change? How many from each of the target groups and sub-groups (eg. girls/boys with different levels of engagement in the project)?
4. How well is the project's M+E system capturing impacts at beneficiary level?
5. Given that a Comic-Relief funding condition was for EduSport to develop links with the business community, how have girls/young women been helped to have livelihood and entrepreneurship opportunities?
6. What have been the impacts of the project at organisational level, especially related to outcome 5 (capacity in M+E and child safeguarding)? How has the M+E system benefited EduSport, eg. for internal learning and improvement, and for external advocacy/communication?

4.5. Sustainability

1. To what extent did Go Sisters harness existing structures and resources in the community? Did the project strengthen these structures/resources?
2. To what extent did Go Sisters create new structures, eg. action teams? How were these created and their capacity built? What is the likelihood of these structures continuing to exist and to deliver benefits after the end of the project?
3. What measures has EduSport been putting in place to ensure the sustainability of:
 - a. Project impacts (eg. girls having leadership capacity, young women succeeding in education/livelihoods, attitude change among parents/boys...)

- b. Project activities (eg. life-skills training, leadership development, football leagues/tournaments...)
4. What is the likelihood of these impacts and activities being sustainable?
5. What were the major factors which influenced the achievement or non-achievement of sustainability of the programme or project?
6. To what extent has the project leveraged additional resources (financial and in-kind) from other sources? What effect has this had on the scale, delivery or sustainability of activities?

4.6. Learning

As well as the five evaluation criteria above, the evaluation will also address the project's learning questions, as stated in the Start-Up Form. Through the evaluator's own findings, and through synthesising project staff's own experiences, the evaluation will document learning the project has gained against the two learning questions:

1. How do girls and young women transfer the skills and attributes gained through the programme into other areas of their lives? What do we, and they, need to do to be able to do this?

le. What evidence has there been of girls/young women obtaining leadership positions, employment, etc through the skills gained from participation in Go Sisters? What has been the experience of girls/young women with different levels of engagement in the project (eg. participants, Peer Leaders, interns, etc)? What factors lead to transfer/lack of transfer of skills gained through Go Sisters activities (eg. training received, experiential learning, participation in action teams, internships, etc) to wider aspects of the girls'/young women's lives?

2. Is sport an effective tool for community mobilisation to occur?

le. what measures did Go Sisters use to ensure that sport effectively mobilises communities? Were all segments of the community mobilised, or were any groups from within the community excluded? What lessons were learnt on how to maximise community mobilisation for all through sport?

5. EVALUATION METHODOLOGY

The evaluator will be expected to develop a more detailed plan for the execution of the evaluation, including methodology. This is likely to use the following methods:

- Review of project documentation (see below)
- Analysis of data from the project's M+E system
- Interviews and focus group discussions with representatives from key beneficiary groups – girls/young women (representing different levels of engagement/activities within the project, eg. participants, Peer Leaders, action team members, coaches, interns); boys/young men (including participants, Peer Leaders, and action team members); parents and teachers. In selecting beneficiaries, the evaluator should take steps to ensure that the sample is representative and that bias is minimised.
- Interviews with:
 - key EduSport staff (from Go Sisters project and management) and board members
 - delivery partners – schools (teachers and heads); churches, local NGOs, sports coaches

- government at local and national level, eg. from provincial government and the Youth & Sports Ministry, Education and Health authorities.
- other key stakeholders in the education, sport and gender sector in Zambia as appropriate
- key staff in United Purpose involved in the project.
- Observations of project activities, eg. school/community-based life-skills and sports sessions.

6. PROJECT DOCUMENTATION

The following documentation relevant to Go Sisters and EduSport will be made available to the evaluator (and others on the request of the evaluator):

- Go Sisters training materials – project manual, external manuals and lesson plans
- Quarterly reports from EduSport to International Inspiration/United Purpose
- M+E monitoring tools and calendar
- Annual project reports to Comic Relief (Years 1-4) – narrative and financial
- Project Start-Up Form
- Project proposal and budget
- ‘Reflection Report’ (M+E report at the end of Year 3)
- ‘Impact Report’ (M+E report at the end of Year 4)
- EduSport roadmap, 2016-2021
- Policy documents, eg. child protection policy, inclusion policy
- Evaluation report of previous project phase (DFID funded).

7. KEY DELIVERABLES

The deliverables for this assignment will be the following:

1. Final project report, to be structured as follows:

- Executive Summary – maximum 2 pages
- Methodology – tools/approaches used, sampling and justification, challenges met in data collection and potential sources of bias
- Findings – in line with the evaluation questions and project outcomes, and additional findings if any
- Lessons learned – covering the two learning questions and any other wider learning gained from the project experience
- Conclusions – discussion and synthesis of findings and learnings
- Recommendations – appropriate, realistic and concrete recommendations, evidenced by the findings from the evaluation, to help EduSport to design and deliver more relevant, effective, cost-efficient, impactful and sustainable projects in future
- Annexes – eg. ToR, evaluation schedule, list of interviewees, evaluation tools used, supporting data and analysis.

The evaluator will first produce a draft report, to be shared with EduSport and United Purpose for input and comment, to enable the evaluator to produce the final version.

2. Evaluation workshop – at the end of the data collection phase, the evaluator will facilitate a one-day workshop for EduSport staff and other key stakeholders in Go Sisters. The purpose of the workshop is for the consultant to get feedback on the draft findings/conclusions of the evaluation, and to potentially solicit additional evaluation information not yet gathered during the data collection phase.

8. TIME-FRAME

A proposed time-frame (to be finalised in consultation with EduSport and United Purpose) is as follows:

Dates tbc	Desk review, evaluation planning and meetings in Lusaka (4 days) Evaluator submits a brief time-frame and plan to EduSport before evaluation continues
Dates tbc	Data collection in the field in two representative provinces (to be decided) (7 days including travel)
Dates tbc	Meetings in Lusaka and preparation for feedback workshop with preliminary findings (4 days)
Dates tbc	Feedback workshop (1 day)
Dates tbc	Write-up of draft report (5 days)
Dates tbc	Feedback from EduSport on draft report (5 days)
Dates tbc	Feedback from United Purpose on draft report (5 days)
Dates tbc	Evaluator finalises report based on EduSport and UP feedback, and re-submits (3 days)
Total no. of days' work for evaluator	23 days

9. LOGISTICS AND REMUNERATION

Evaluation activities will take place in Lusaka and two provinces, as a representative sample of the five provinces covered by Go Sisters. Selection of the two provinces will be made in discussion with EduSport based on cost/staff availability factors (but selection of sites/beneficiaries within these two provinces should be made by the evaluator to reduce potential bias). EduSport staff will be available to support/accompany the evaluator as required and as appropriate during field activities in the provinces.

EduSport will meet the costs of bus travel to the two provinces, accommodation in the provincial town and local transport within the province. All other costs will be met by the evaluator. In Lusaka EduSport will meet the costs of transport around the city, eg. to attend meetings with stakeholders. EduSport will also meet the costs related to the workshop, ie. venue, refreshments/lunch, participant transport and stationery/materials.

Prospective consultants are invited to make competitive bids for this consultancy, with value for money being one consideration in the selection process. The payment schedule will be as follows:

- 20% paid on signing of the contract
- 30% paid on submission of the draft report



- 50% paid on approval of the final report by EduSport and United Purpose.

10. REQUIRED COMPETENCIES

- Proven experience and track record of a minimum of five years in conducting project evaluations for similar projects (eg. in the fields of gender empowerment, education, health and sport)
- Strong analytical, facilitation, writing and communication skills in English; knowledge of at least one local language spoken in target provinces preferable
- Ability to devote full-time towards meeting the assignment's deadlines
- Knowledge of the Zambian social context and civil society organizations operating in Monitoring and Evaluation environment will be an added advantage.
- An understanding of child safeguarding issues and experience of working safely with children/young people. The consultant will be required to adhere to EduSport's child safeguarding policy.

11. APPLICATIONS

All applications must be submitted through post or email to the address below by **21st October 2017**.

Applicants should submit:

- A cover letter outlining relevant experience (max. 1 page)
- CV
- A summary plan for how the consultant would conduct the evaluation (2 pages)
- The applicant's realistic, competitive fee for the completion of the evaluation
- A copy of a recent evaluation report of a project in a similar thematic area (eg. gender, health, sport) they have produced
- At least two professional non-related references.

The Executive Director

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