



Expression of Interest (EOI) for Consultant for a feasibility study for the project 'Promoting Equality and Women's Leadership in the Education Sector in Sierra Leone (PEWLESS).'

About SEND

We are a non-governmental organisation in Sierra Leone. We liaise with communities, traditional authorities, government institutions and foreign partners to combine resources to develop innovative solutions to alleviate poverty and enhance quality self-reliance.

SEND Sierra Leone has adopted the global Sustainable Development Goals (SDGs) to guide national development planning and implementation with our strategic approach. The pursuit of economic equality and social equity are mainstreamed in the SDGs. Our commitment to the government is to improve the delivery of social services, strengthen gender and social inclusion, and prioritise the education sector.

SEND Sierra Leone is an independent structure, a local NGO registered in Sierra Leone. Our portfolio includes community development, WaSH, climate change adaptation, health, nutrition/agriculture and women's empowerment.

Intervention areas are in Kailahun, Kenema, Kono, Western Areas, Urban and Rural communities, Bonthe and Kambia and Pujehun.

Our vision is to see a Sierra Leone where people's rights and well-being are guaranteed. Our mission is to promote good governance, voice, accountably essential services and equality for women and men in Sierra Leone.

Project context

Globally, women account for almost two-thirds of all adults unable to read – 515 million lack basic reading skills—only 2% of the poorest rural females in low-income countries complete upper secondary school. Much work remains to be done to achieve gender equality in education and ensure that the pandemic doesn't reverse efforts or wipe out the progress made since 1995. In terms of gender inequality, the educational sector is not exempted. Harmful gender norms bring gender bias in education, influence teachers' attitudes, subject and career choices, and affect women's leadership, governance, and inclusive development opportunities. Gender norms and stereotypes are learned in early childhood. But few countries pay attention to gender equality in early childhood teaching and learning. Gender discrimination is a threat to inclusive education, and teachers' attitudes on gender affect student educational experiences. Gender shapes teacher perceptions of student academic ability and behaviour (Bettie, 2002; Ispalanda, 2013; Cherng and Han, 2018). Teacher attitudes can mirror societal biases and affect student achievement, even when explicit.

Gender inequality exists in teacher recruitment and promotion to leadership. Women make up 94% of teachers in pre-primary, 66% of teachers in primary, 54% in secondary and 43% in tertiary education. Teachers still expect girls and boys to have different academic abilities, which affect educational outcomes.

In Sierra Leone, gaps still exist in fulfilling the commitments to gender equality. Female teachers and female workers in the school governance system are less considered in the different leadership structures within the school system like school support staff, form masters, departmental heads, principals and heads teachers. This further contributed to fewer female teachers and female workers in the education sector across the Country. For the past years, all education ministers have been men.

The education sector is not unique in that the interaction of gender with other factors further aggravate disparity at women's expense in leadership and management positions. The illiteracy rate, especially among young women and girls, is high, with 66% of women who have never been to school compared to 50 % of men. This has resulted in women's poor representation in all sectors of life, including the education sector, governance and management. Gender inequality is deeply rooted in religious, traditional and cultural practices and women and girls experience discrimination and disadvantage at all levels.

Due to typical negative cultural beliefs and practices, access to quality education, retention, and school completion remain challenges for women and girls. These factors are compounded by poverty, gender discrimination, long distances to schools, perceived low value on education, harmful social norms practices, and an unsafe learning environment. Due to these factors listed above, many girls in Sierra Leone fail to complete primary school or transition from primary to Junior Secondary School (JSS). Furthermore, few opportunities exist for alternative education for out-of-school girls, which could help them acquire functional literacy for sustainable livelihoods and economic empowerment to realise their full potential and contribute meaningfully to nation-building.

Generally, Female teachers across Sierra Leone, unlike other professions like the Women in the media, are not organised, structured, and unified. The ability of women to maximise their freedom and exert considerable social influence is limited. Relationships and opportunities among women are similarly limited, and connections with others for sharing and leveraging resources to support women remain weak in the face of traditional practices that continue to disempower women.

Despite the progress made, the education sector in Sierra Leone continues to lack women as leaders such as directors of education, heads of schools, departments heads in education, heads of teachers' unions and bodies. As a result, education planning and implementation often lack the voice and contribution of female teachers, female education workers, and their experience that they can bring to bear. These factors are because the Ministry of Basic and Senior Secondary Education (MBSSE) lacks policies and approaches to addressing the leadership inequalities that female teachers and workers face in managing and implementing education services.

Given the challenges, the PEWLESS project is proposed to improve women participation in decision-making, leadership, and governance in the education sector in Sierra Leone. SEND's organisational and delivery capacity will be enhanced. Women's participation in decision making, leadership and management in the education sector in Sierra Leone strengthened through awareness-raising and self-reliance training for female teachers in three districts, creation of the national Female Teachers and female education workers in the education sector network, a study of female teachers in Sierra Leone and their concerns, and education conferences to discuss key education issues.

SEND will build the capacity of Female Teachers and female education workers in the education sector on networking, lobbying and deployment roles, policies, standards, guides, and developing related frameworks to support quality education: service delivery and gender equality in three districts. Fatherhood mentorship and capacity enhancements enable the MBSSE, TSC and other education bodies to understand the inequalities in the governance system and how it can limit the participation and performance of women in leadership and governance in the education sector. Further, propose solutions to this inequality.

The project is expected to benefit 1000 female teachers across Sierra Leone, 300 female workers in the education sector in Sierra Leone, 600 education stakeholders and leaders, and 1200 teachers directly benefiting from ICT education. The indirect beneficiaries of the project are 21,700, of which 80% are women.

The project

SEND Sierra Leone and TERRA TECH GERMANY, funded by German Federal Ministry for Economic Cooperation (BMZ), are planning a project, 'Promoting Equality and Women's Leadership in the Education Sector in Sierra Leone (PEWLESS). The overall objective of this action is to improve women's participation in decision-making, leadership, and governance in the education sector in Sierra Leone.

The following are the proposed results of the action:

- Result 1:** Strengthened female teachers' and female workers in the education sector's collective voice, knowledge, capacity on gender, and accountability in education at the district and national level.
- Result 2:** Female teachers and female workers are empowered through capacity building and awareness-raising to participate effectively in education service delivery
- Result 3:** Increased advocacy and networking on female teachers' and female workers' participation in education leadership and management
- Result 4:** Enhanced capacity of SEND and the MBSSE for effective and result-oriented education programme delivery

Purpose of the consultancy

SEND Sierra Leone is seeking the services of a consultant to conduct a feasibility study for the proposed project to guide the development of the project proposal and submission to the donor as part of the processes that will guide the project development implementation. The final report will take the form of findings and recommendations for possible strategies and activities with a clear qualitative and quantitative description of each indicator and develop tools for monitoring, data collection, and an operational M&E plan.

The consultant will have the overall responsibilities for this assignment and is expected to:

- Review relevant project documents, national and international policies to inform the processes and recommendations.
- Develop the feasibility study tools, including both quantitative and qualitative tools.
- Lead the pre-testing of the study tools and refine the data collection questions.
- Develop sampling procedure.
- Responsible for administrative and logistics support for the study
- Recruit and train enumerators and supervisors for quantitative and qualitative data collection.

- Supervise the quantitative and qualitative data collection.
- Analysis of quantitative data in SPSS or similar statistical software.
- Analysis of qualitative data in connection with quantitative data.
- Write a report with recommendations and tools for monitoring, data collection as well as an operational M&E plan
- Incorporate comments and finalise the report.
- Present findings to the staff of SEND.
- Orientation with SEND staff on the study and recommendations.
- Complete the assignment within 30 days

Roles of SEND Sierra Leone:

- Share all relevant project and context documents for background understanding to support the processes of the study.
- Review and comment on study methodology, sampling and tools.
- Approval of the final study tools.
- Give feedback and comments to draft reports.
- Organize logistics for study findings sharing event.
- The Country Director of SEND with support from the Programme Officer and Monitoring and Evaluation Manager will supervise the consultant

Methodology

This study will be conducted within the target area of Kenema, Kailahun and Kono Districts with a representative sampling in each district from within direct beneficiaries of 144 primary schools, 72 Junior secondary schools, 36 Senior secondary schools, 300 female teachers, 90 female workers in education, 180 education stakeholders and leaders and 300 community stakeholders and parents and other stakeholders of the project. The methodology is expected to include both quantitative and qualitative tools.

| | Target respondent | | | | | | |
|----------|--------------------------|-----|------------------|-----------------|-----------------------------|------------------------------------|------------------------|
| Location | Primary school | JSS | Senior secondary | Female teachers | Female workers in education | Education stakeholders and leaders | Community stakeholders |
| Kenema | 48 | 24 | 12 | 100 | 30 | 60 | 100 |
| Kailahun | 48 | 24 | 12 | 100 | 30 | 60 | 100 |
| Kono | 48 | 24 | 12 | 100 | 30 | 60 | 100 |
| Total | 144 | 72 | 36 | 300 | 90 | 180 | 300 |

Quantitative tools are expected to capture but not limited to the following:

- Educational characteristics of target group-highest level of qualification, years of work experience, age, sex, not/on payroll, level attached(pre-prim. Prim. JSS, SSS, etc.)
- Minimum years of education
- The living standard of target groups

- Access to adequate education facilities

- Access to and use of education facilities/services

Qualitative tools are expected to capture but not limited to the following:

- Knowledge, attitudes and behaviour around gender education
- Perception and attitudes towards gender education
- Opportunities and challenges for gender education interventions

- Gender education potentials and recommended strategies.
- Knowledge, attitudes and behaviours (KAB) around education practices at household, institutional and community levels.
- Access to quality education services
- Outline realistic timeline for the proposed set of activities;
- Identify and analyze any governance and capacity issues that will be critical during the implementation of the project as well as to ensure the sustainability of the project.
- Identify relevant initiatives (if any) to improving women's participation in decision-making, leadership, and governance in the education sector being implemented or supported by the government or development partners in the relevant locations;

Proposed structure for baseline report:

- Executive summary
- Background and context
- Methodology
- Presentation of findings (thematic) and discussion of findings (using both quantitative and qualitative data)
- Recommendations for the proposed approaches in the Concept Note
- Recommendations for awareness-raising strategies
- Recommendations for supporting activities (e.g. female and teacher training, IT interventions, education leadership and management, and capacity enhancement)
- M&E Framework for the monitoring of feasibility indicators

Work plan and financial proposal

The consultant is expected to present a proposal inclusive of work plan and cost of service for consideration, including the following:

- Detailed CV of the consultant
- Elaboration and outline of methodology and sampling
- Work plan (indicating breakdown of the number of days allocated for various tasks)
- Final financial proposal
- 3 references

Expected qualifications and competence of consultant:

- Background in education or in feasibility studies, community development, or similar areas of the discipline.
- Demonstrated experience conducting similar studies for (I)NGOs.
- SPSS license and mastery (or similar statistical software package).
- Willingness to travel to a remote area for the assignment.

- The consultant must be based in Sierra Leone
- Consistently approaches work with energy and a positive, constructive attitude
- Remains calm, in control and good humoured even under pressure
- Demonstrates openness to change and ability to manage complexities
- Good interpersonal and teamwork skills, networking aptitude, ability to work in a multicultural environment
- Committed to deadline

Duration of the assignment:

The consultant must complete the assignment within 30 days from February to 15th March 2022

Payment Terms

Upon the signing of the contract, SEND will make a 30% advance payment to facilitate work. 30% of the contractual sum will be paid after submitting the first draft report and the final 40% will be made after the report is submitted, discussed and endorsed by SEND and Terra Tech. However, 5.5% will be deducted from the total contract value as required by the laws of Sierra Leone.

Please forward the proposal to:

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orjattu@sendsierraleone.com

Kindly quote only the **Consultancy in the subject line.**

Closing date: 17th January 2022