

HEART

HIGH-QUALITY TECHNICAL ASSISTANCE FOR RESULTS



SUPPORT TO SIERRA LEONE ADOLESCENT GIRLS EMPOWERMENT (SAGE) PROGRAMME: Scoping and design: Annexes

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Annex A Supplementary data and information from the scoping and design

Table 1: Map of safe spaces/girls' and boys' clubs by organisation, location, number, and sex of club members

Name of INGO and Sierra Leone NGO	WESTERN AREA		NORTHERN/NORTH WESTERN REGION							SOUTHERN REGION				EASTERN REGION e.g. 3 X G1		
	W-Rural	W-urban	Tonkolili	Bombali	Koinadugu	Port Loko	Falaba	Kambia	Karene	Bo	Bonthe	Moyamba	Pujehun	Kenema	Kono	Kailahun
INGOs																
IRC														10 G	10 G	10 G
Save the Children	5 G	6 G											10 G ²			10 G
Concern Worldwide			50 G 50 B													
BRAC						40 G		40G		60 G		20 G				
Oxfam (GATE)					20G										20G	
Sierra Leone NGOs																
MATCOPS			25 G		25 G											
Women's Forum			4G	4G												
Child Welfare Society Sierra Leone	21 G	1 G		2 G		3 G				5 G						
Fambul Initiative Network for Equality (FINE) Sierra Leone														9 B		
Promoting Rights and Obligations, Transformation,						X ³					X	X				

¹ G= girls only; B= boys only; GB = both.

² To start March 2018.

³ X= where operating but no precise information given

Education, Commitment, and Tolerance (PROTECT)																
Gina's Children Foundation (GCF)						X										
Pikin-to-Pikin												X				
LIFT Sierra Leone		3 G 3B	3 G 3 B													
Youth Action For Self-Development		1 GB														
SUBTOTALS SAFE SPACES/CLUBS	26 G	10G 3B 1GB	82G 53B	4G	45G	43G		40G		65G		20G	10G	10G 9B	30G	20G

Table 2: Five case study programmes and the Salone Network Standards

Salone action group network: draft standards	BRAC Port Loko- Town: Upper Falaba and Kanem	CONCERN Tonkolili- Makelleh	MATCOPS Tonkolili: Bumbuna	IRC Kenema: Largo	SCF Western Urban: Murray Town
Community selection and entry programme: communities are selected according to clear criteria; programme staff gather estimated community size prior to girl roster.	Highest rate of teenage pregnancy.	Statistical findings of high rates of vulnerability.	Unknown, two clubs per community.	Unknown.	High teenage pregnancy rates.
Meeting space for girls' clubs: located in area of community that is in reach of girls (based on community resource mapping/girl roster); private space where girls will not be overheard; space for 30 girls to gather at once.	Safe Spaces- rented in community by BRAC at SLL 50,000 per month. Two safe space premises visited (Upper Falaba and Kanem) very small and cramped. Girls sat on rugs on floor. In one the mentor sat on an African drum in the middle of the group.	Safe Space has been identified in classroom of newly constructed community school- no rental- building unfinished, little furniture. Smart Water, Sanitation and Hygiene (WASH) toilets on site. Open air community hall and rooms for associated programme activities.	Safe Space in community provided space that was not visited; no rental. Met with girls in a school classroom/s. School desks and benches.	Safe Space in spacious, open air Women's Centre building- no rental. Concerns (girls and mentors) that space is insufficiently private. No toilet facilities and members not permitted to use nearby health centre. In rainy season have to meet elsewhere because of flooding.	Club for adolescent mothers located in veranda of building. No rental, owner of premises Community Focal Point.
Girl roster and recruitment: conduct girl roster, visiting every household in community to produce 'snapshot' view of girls, households; use girl roster to identify priority segments of girls.	Girl Roster Tool. Girls voluntarily join the safe space. Priority to Ebola orphans, orphans, informal foster home.	Use Concern's own 10 criteria to select for in school club. For out-of-school club, look at poverty, based on Concern's definition of assets. Take in-school, out-of-school, and never. Prioritise premature dropped out girls. Target number of girls not specified.	Girl Roster Tool, target in-school, out-of-school (including pregnant and lactating mothers). For those in school, focus on those from less privileged background.	Used IRC own selection criteria then mentors did house-to-house survey and IRC verified.	Girl Roster Tool with follow-up house-to-house survey as number of Adolescent Mothers identified by tool too great (60 for 20 places). Teenage mothers in and out of school with a child.
Age segmentation: form two clubs of 15–30 girls each, based on age segments (9–13, 14–19 years).	Theoretically girls segmented (9–13 and 14–19) but in practice both age cohorts meet together. Thirty girls per space.	Mixed class LST; segmented by age (9–13 and 14–19), number per space unknown.	Two groups segmented (10–14) and (15–19) meet separately. Fifteen girls in each segmented space.	Two groups segmented (10–14 and 15–19). We met mixed group at the visit. Twenty girls per space.	Adolescent mothers aged 15–18; no girls in younger cohort. Twenty girls per club.

Regularity: safe space available for at least six hours per week; no more than a one-week break in programming for holidays, etc.	Daily from 14.00–18.00 for five days a week even on holidays. Intended that two age cohorts would meet consecutively but in practice they meet together.	Not yet started but will be two days a week. However, LST for 10 weeks then graduation.	Three times a week- Monday, Wednesday, and Saturday 4–6pm.	Once a week—Thursday 3–5pm.	Every Saturday: 15.00–16.30/17:00. Life Skills Group 17:00-18:00.
Register and attendance: mentors use register to enrol each girl and record demographic information and girls who drop out are replaced with intentionally selected members from segments.	Register available. If an adolescent girl member is absent from the club for three consecutive months with no good reason she is asked to leave the club.	Not yet started. However, LST course has register.	Believe there is a register.	There is a register that the girls have to sign.	There is a register/attendance form. If girl gets pregnant, she has to leave the group.
Selection of mentors: use girl roster to identify pool of potential mentors; two mentors for each platform; each meeting attended by at least one mentor.	One adolescent girl per safe space aged between 16-19 years (two visited aged 17 years each). Selected by the girls.	Will have 1 male 1 female aged between 18–35.	50 mentors total for the 30 clubs with age range 19-25 years. Initially community chosen but some could not read or write so MATCOPS had to do selection.	2 mentors per club; age range 18-25 years Two young female teachers (aged 22 and 25 years) are mentors working together. Girls select their mentor.	One male (aged 27) and one woman aged 45 years. Also facilitators of LST to mixed-sex groups of adolescents (not including Adolescent Mothers) – same sites.
Remuneration of mentors: each mentor receives stipend (standard: SLL 138,000) on schedule.	SLL 70,000 per month plus transport.	<i>Per diem</i> of unspecified amount.	Started at SLL 250,000 per month reduced to SLL 138,000 plus transport when doing outreach.	SLL 150,000 per month. Mentors selected by the girls.	SLL 200,000 per month.
Induction and training of mentors.	1 week leadership training along with a BRAC manual.	To be organised once in place. However, the youth committees receive LST and community mobilisation training.	Initial training with consultant and then further training with Population Council mentorship and capacity-building.	Had initial 5 days mentorship training.	1 week initial training.

<p>Curriculum: each session has clear topics; each session has mix of activities, including games, group learning, etc.</p>	<p>Use Government Life skills manual modified along with a BRAC manual. Do games and sport, reading and writing. Literacy and numeracy for out-of-school or never been. Girls keen on sports (Friday afternoons) which include football, volley ball, etc.</p>	<p>Government LST manual. Also have separate livelihoods and education programme.</p>	<p>Use Government Life skills manual. Do dramas and community outreach. Younger girls performed a play for us on hygiene and cleanliness in the home- also involved older girl and ended session with singing about career aspirations and they don't want child marriage. Livelihood training available in tailoring, hairdressing and catering.</p>	<p>Use Government Life skills manual although at the visit they were using the IRC advocacy manual. Consult girls on topics to teach. 3 topics per month.</p>	<p>No training manual for Adolescent Mothers. Topics on pregnancy prevention and end child marriage SCF Manual for LST (different groups of boys and girls- mixed). Skills training for out-of-school on tailoring, hairdressing and catering.</p>
<p>Management and supervision: programme staff are trained in and have on hand a standard registration form and monitoring tool on hand.</p>	<p>Monthly refresher meetings, programme staff for daily monitoring of clubs so visit each club at least three times a month.</p>	<p>Have Community Conversation Officers (CCOs) based in the community to oversee activities.</p>	<p>Have quarterly refresher training and exchange visits. Community-based programme staff visit the clubs.</p>	<p>District level refresher training and experience sharing. Field staff visit the spaces.</p>	<p>4 day refresher training twice a year. Field staff visit the club.</p>

Table 3: Some key findings from 2013 Sierra Leone Demographic Health Survey

ISSUE	REGION		DISTRICT/S		EDUCATION		WEALTH	
	MOST AFFECTED	LEAST AFFECTED	MOST AFFECTED	LEAST AFFECTED	MOST AFFECTED	LEAST AFFECTED	MOST AFFECTED	LEAST AFFECTED
Polygamous marriage	Northern 45% of unions.	Western 16% of unions.	Kambia 53% of unions.	Western Urban 15% of unions.	No education 39% of women.	Secondary education 18% of women.	Four lower quintiles.	Highest wealth quintile.
Early marriage 64% girls married by 20 years			Koinadugu median age 15.9 years.	Western Urban median age 20.8 years.	Less education.	More education.	Lower wealth quintiles.	Higher wealth quintiles.
Adolescent sex- more than 8 in 10 women first sex by age 20⁴					No education.	Some secondary education.	Lowest wealth quintile.	Highest wealth quintile. ⁵
Early motherhood 56% of women were mothers by age 20	Eastern region median age at first birth 19.1 years.	Western region median age at first birth 20.0 years.	Pujehun and Koinadugu median age at first birth 18.6 years.	Western Urban median age at first birth 20.1 years.	No education/primary education median age at first birth 19.1 years.	Secondary/higher education median age at first birth 21 years.	Lowest wealth quintile median age at first birth 19.1 years.	Highest wealth quintile median age at first birth 20 years. ⁶
Teenage pregnancy 28% of adolescents aged 15–19 have begun childbearing⁷	Southern region 33% of total.	Western region 18% of total.	Pujehun 48% of total.	Western Urban 16% of total.	No education 46% of total.	Secondary/higher education 22% of total.	Lowest wealth quintile 36% of total.	Highest wealth quintile 14% of total.
Multiple partners: higher risk sex⁸	Southern region-women; ⁹ Western region-men.				No education.		Lowest wealth quintile.	
Transactional sex: men's behaviour¹⁰	Men more likely to pay for sex: Eastern region- (8%), Southern region 10% Western (9%).	Northern region-men less likely to pay for sex (2%) so fewer women likely to be affected.						

Cross-generational sexual partners: 22% of adolescent girls age 15–19 reported having sexual intercourse with a man 10 or more years older¹¹	Women age 18-19 living in rural areas.				No education.			
Violence against adolescent girls: physical violence during pregnancy experienced more by those aged 15–19 (12%) than older women¹²	Northern region-violence during pregnancy 11% of total.	Eastern region-violence during pregnancy 6% of total.				Primary education.		Fourth wealth quintile.
FGM/C: among women aged 15–19, 74% were circumcised; 95% women aged 30 or older were circumcised¹³	Northern region (96% of all women aged 15–49) one in five women (21%) were circumcised before age 5.	Western region (76% of all women aged 15–49); Southern region 33% of women were circumcised at age 15 or older.						

⁴ Two in ten women aged 20–49 first had sexual intercourse by age 15, nearly seven in ten by age 18, and more than eight in ten by age 20. The median age at first sex among women aged 20–49 is 16.5 years, nearly two years younger than women’s median age at first marriage (18.2 years): p. 58.

⁵ The median age of first sex for men is 18.2 years; there is little variation by place of residence, education, or wealth: p. 59.

⁶ Women with no education have the same median age at first birth as women with primary education (19.1 years), but this rises significantly by two years to 21 for women with secondary education; for women in the lowest wealth quintile, the age of first birth is 19.1, compared to women in the highest wealth quintile (where it is 20.0 years): p. 73.

⁷ At the time of the 2013 survey, 22% of women aged 15–19 have had a live birth and 6% were pregnant with their first child. Rates of adolescent motherhood increase steadily from age 15 to 19: p. 73.

⁸ Sex in the previous 12 months, with two or more sexual partners: p. 211.

⁹ A lower percentage of women in the Southern region used condoms at their last sexual intercourse than women in other regions: p. 211.

¹⁰ In the 2013 SLDHS, male respondents who had had sex in the 12 months preceding the survey were asked about their relationship with their partners, with the option of reporting a sex worker as a partner. In addition, they were asked a direct question as to whether they had paid anyone in exchange for sex in the previous 12 months. Men who engaged in transactional sex were asked about condom use during the last paid sexual encounter: p. 214.

¹¹ Men aged 18–19 reported very few instances of cross-generational sexual intercourse: p. 229.

¹² p. 276.

¹³ p. 299.

Annex B Scoping and design process

B.1 Understanding of the Terms of Reference

As specified in the Terms of Reference for component one of the DFID Sierra Leone SAGE programme, the overall objective of the assignment is to ensure that SAGE redesign and implementation plans are based on a thorough understanding of the evidence base on adolescent girls' empowerment and the Sierra Leonean context (Terms of Reference below).

Specific objectives are to i) map out current adolescent girl programming in Sierra Leone, particularly interventions targeting girls and boys through safe spaces; ii) assess the effectiveness of these interventions in delivering outcomes for adolescent girls related to Sexual and Reproductive Health Rights (SRHR), education, GBV, FGM/C, child marriage, access to economic assets, attitudinal, and behavioural and social norm change; iii) identify complementarity between these interventions and SAGE and any gaps in SAGE design; iv) provide recommendations on the delivery model and mechanisms for component one of the SAGE programme, and to suggest alternatives to the safe spaces model (provided there is an evidence-based argument for doing so); and v) indicate the capacity-building needs of potential SAGE implementing partners for component one, that would be needed to support SAGE delivery and longer-term sustainability.

The scope of the work relates primarily to component one of the SAGE programme (i.e., the delivery of integrated services through a safe spaces model). At the same time, given the interconnectedness of the issues confronting adolescent girls in contemporary Sierra Leone, the assessment contributes to thinking on delivery mechanisms for component two targeting HTP and to the linkages between the SAGE components.

B.2 Methodology

The methodology used to conduct the scoping and design exercise combined a desk review of documentation and stakeholder consultations conducted at national, decentralised district and chiefdom levels in Sierra Leone. The consultations with stakeholders at all levels were participatory; designed to ascertain views and perceptions and to collect evidence about what works or not in the Sierra Leone context. Particular emphasis was given to eliciting the views of the adolescent beneficiaries themselves. Key questions outlined in the table below guided the scoping and design process.

Table 1: Key scoping and design questions

Key questions
1) Which organisations are currently delivering safe spaces in Sierra Leone?
2) Where are safe spaces being delivered geographically and who is being reached, including girls and boys with disabilities?
3) What are the objectives of these interventions (including, e.g., those related to SRHR, education, GBV, FGM/C, child marriage, access to economic assets, attitudinal, behavioural and social norm change)?
4) What types of delivery model are being used, including but not limited to curriculum content, structure of safe spaces? To what extent and how is the wider community being engaged? To what extent and how are safe spaces linked with other services or interventions (e.g. GBV, formal education, SRHR and economic asset development)?
5) What is known about the impact and sustainability of these different models (e.g. what do reviews and evaluations demonstrate, what learning has been gathered)?
6) What are the gaps in delivery, if any, and what recommendations can be made to strengthen outcomes for adolescent girls through a safe spaces model in Sierra Leone?
7) What, if any, are alternative approaches to delivery of girls' empowerment that have not been considered in the SAGE business case?
8) What are applicable examples of girls' empowerment interventions in Sierra Leone or other countries?
9) If applicable, what is the evidence base for the success or not of these interventions?
10) What, if any, are alternative approaches to delivery of integrated services for adolescent girls that have not been considered in the SAGE business case?
11) What are applicable examples of integrated service delivery interventions in Sierra Leone or other countries?
12) If applicable, what is the evidence base for the success or not of these interventions?
13) What capacity do the organisations currently delivering these interventions have to manage donor funds and to scale up delivery?
14) What approaches are being used to monitor and evaluate interventions to empower and support adolescent girls, and how rigorous are they methodologically?
15) What are the capacity development needs of implementing organisations, particularly local civil society organisations targeting adolescent girls' empowerment? In particular, what types of capacity development are required to support SAGE delivery and the longer-term sustainability and effectiveness of these organisations?
16) What delivery models would maximise outcomes for adolescent girls, particularly those who are most vulnerable including out-of-school girls and girls with disabilities?
17) What delivery models would add greatest value to work already underway in Sierra Leone and optimise outcomes for adolescent girls?
18) What delivery models and mechanisms would deliver the most sustainable outcomes for adolescent girls in the short and long term?

B.3 The scoping and design process

The scoping and design process comprised a preliminary desk review of national strategy documents national surveys and global evidence; and consultations with national level stakeholders (multi-lateral, bi-lateral, government, and international and national NGOs). The following programmes were selected for deeper scrutiny through two field missions, the first to Port Loko and Tonkolili, the second to Kenema and Western Urban (i.e. Freetown). a) BRAC safe space interventions entitled 'ELA clubs' in Port Loko; b) Concern Worldwide's integrated ASRH programme with strong community engagement and adolescent empowerment component in Tonkolili; c) MATCOPS, a national NGO, with established programme of safe spaces or girls' clubs implemented in Tonkolili (MATCOPS also operates in Koinadugu district); d) IRC safe spaces in Kenema which integrates human rights advocacy into adolescent girl's empowerment programming; and e) Save the Children's safe space intervention targeting vulnerable adolescent

mothers in neglected areas of Freetown. The key implementing partners arranged the programmes and itineraries in each of the selected field locations. The field consultations comprised briefings by the implementing partners; conversations with adolescent girl members of the safe space/girls' club (i.e. in the case of Concern, adolescent girls and boys); conversations with the safe space mentors/facilitators; and community conversations with 'parents' and/or community stakeholders.

In addition, the team interviewed members of the Port Loko DHMT engaged in the delivery of adolescent girls' programming, the line manager of the Port Loko FSU, and the Kenema district coordinator of FINE Salone/Men-engage, using a safe space approach targeting adolescent boys.

Annex C Terms of reference

Terms of Reference

Scoping and design work for implementation of the DFID Sierra Leone Support to Adolescent Girls Empowerment Programme (SAGE)

Background and Context

The status of women and girls in Sierra Leone is among the worst in the world. The country has a Gender Inequality Index value of 0.650 ranking it 145 out of 155 countries in 2015. This is way below both the average for sub-Saharan Africa and countries rated as having “low human development”. Gender inequality is deeply engrained in tradition and cultural practices and women and girls experience discrimination and disadvantage across every sphere of life. The situation is particularly severe for adolescent girls, who in relation to their male counterparts are: more likely to be out of school; have limited employment options and access to productive resources; poor access to information and services; limited voice, autonomy and self-esteem; and little scope to negotiate sexual relationships, including safe sex. Adolescence is also the point in life when many girls experience female genital mutilation as well as early marriage. It is a critical point in the life cycle when the future trajectory of girls’ lives can be set and gender relations challenged.

The DFID Sierra Leone Support to Adolescent Girls Empowerment Programme (SAGE) was designed to provide an integrated programme to improve the lives of adolescent girls in Sierra Leone, responding to the multiple and inter-related disadvantages they face. SAGE is DFID Sierra Leone’s main programme to support gender equality and the empowerment of women and girls. The Business Case was approved in June 2016 with a budget of £14m to support four interconnected components:

1. Establish a community-level network of safe spaces for adolescent girls.
2. Provide adolescent-friendly sexual and reproductive health and protection services, including responding to the sexual and gender-based violence experienced by adolescent girls.
3. Support to the implementation of the National Strategy for the Reduction of FGM/C 2016-2020.
4. Provide a flexible fund to support complementary strategic or catalytic initiatives for women and girls empowerment delivered by civil society organisations.

Since approval of the Business Case, two important changes in the operating environment have led to a reduction in the SAGE budget from £14m to £9m and a delay to the implementation stage until the 2018/19 financial year. A change in Ministerial leadership at MSWGCA removed the strong commitment that had been secured for taking forward key components of the SAGE programme. As a result DFID terminated the procurement processes that had been started with potential implementing partners and suspended implementation of the programme. Simultaneously DFID Sierra Leone undertook a significant portfolio review, during which the decision was taken to restructure the SAGE programme into two components with a total budget of £9 million. These changes are set out in a Business Case Addendum.

Component one of the redesigned SAGE programme is the delivery of integrated services for vulnerable adolescent girls through a safe spaces approach. This component includes the objective of enhancing access to sexual and reproductive health education and services. The approach is expected to capitalise on and support linkages with other DFID Sierra Leone investments in adolescent girls, particularly the Saving Lives and Girls Access to Education (GATE) programmes. One option for delivery of the component highlighted in the addendum is to utilise the existing DFID GATE programme implemented by UNICEF. Component two of the redesigned SAGE programme is support to the elimination of harmful traditional practices. It is envisaged that this component will largely support implementation of the Government of Sierra

Leone's National strategy for the reduction of FGM/C. However, the SAGE programme must operate in a flexible and adaptive way and should be able to responding to opportunities and new learning and evidence as these arise.

Objectives

DFID now wishes to further develop plans for implementation of component one of the SAGE programme on the delivery of integrated services through a safe spaces component. DFID is seeking the services of a consultant/s, with good knowledge of the Sierra Leonean context, good understanding of the international evidence based and proven expertise in successful design and delivery of girls' empowerment programmes, to support this work. The overall objective of this work is to ensure that SAGE redesign and implementation plans are based on a thorough understanding of the evidence base on adolescent girls' empowerment and the Sierra Leonean context.

The specific objectives of the consultancy are to:

1. Map out current adolescent girl programming in Sierra Leone, particularly interventions targeting girls and boys through safe spaces.
2. Assess the effectiveness of these interventions in delivering outcomes for adolescent girls related to SRHR, education, gender based violence, FGM/C, child marriage, access to economic assets, attitudinal, behavioural and social norm change.
3. Identify complementarity between these interventions and SAGE and any gaps in SAGE design.
4. Provide recommendations on the delivery model and mechanisms for component one of the SAGE programme. Alternatives to the safe spaces model can be put forward if there is an evidence based argument for doing so.
5. Indicate the capacity building needs of potential SAGE implementing partners for component one, that would be needed to support SAGE delivery and longer term sustainability.

Scope

The scope of this work is in relation to component one of the SAGE programme on the delivery of integrated services through a safe spaces model. However the work may also contribute to thinking on delivery mechanisms for the harmful traditional practices component and on the linkages between these components. The work should include evidence and analysis on the following areas.

Safe Spaces:

- Which organizations are currently delivering safe spaces in Sierra Leone
- Where safe spaces are being delivery geographically and who is being reached in terms of the education and socio-economic and status of girls and boys, where applicable. This should include whether girls and boys with disabilities are included.
- Objectives of these interventions including related to SRHR, education, gender based violence, FGM/C, child marriage, access to economic assets, attitudinal, behavioural and social norm change
- Delivery models being used, including but not limited to curriculum content, structure of safe spaces, whether and how the wider community is engaged and whether and how safe spaces are linked with other services or interventions e.g. gender based violence, formal education, SRHR and economic asset development
- What is known about the impact and sustainability of these different models
- Gaps in delivery and recommendations for strengthening outcomes for adolescent girls through a safe spaces model in Sierra Leone

Alternative approaches to girls' empowerment and delivery of integrated services:

- Whether there are alternative approaches to delivery of this outcome not considered in the SAGE business case
- If applicable, examples of such interventions in Sierra Leone or other countries
- If applicable, evidence base for these interventions

Capacity of implementing organisations:

- The capacity of organizations delivering these interventions to manage donor funds and to scale up delivery
- Assessment of approaches to monitoring and evaluation of these interventions, including methodological rigor
- The capacity development needs of these organizations, particularly local civil society organisations targeting adolescent girls' empowerment. This should cover capacity building to support SAGE delivery and longer term sustainability and effectiveness of these organizations.

Delivery model and mechanisms:

- Delivery models that would maximize outcomes for adolescent girls, particularly those who are most vulnerable including out of school girls and girls with disabilities
- Delivery models that would add greatest value to work already underway in Sierra Leone and optimize outcomes for adolescent girls
- Delivery models and mechanisms that would deliver the most sustainable outcomes for adolescent girls in the short and long term

The consultant should not recommend any specific implementing partners for SAGE. However, it is expected that the consultant/s will map out potential delivery partners and provide an assessment of their capacity. This analysis will then feed into the procurement strategy for SAGE, which will be developed by DFID.

Deliverables

The consultant/s is expected to deliver the following outputs:

- A clear work plan setting out activities to be undertaken, consultation plans and timeframes for completion of activities and delivery of outputs to DFID
- Consultations with a wide range of stakeholders which should be evidenced through consultation meeting lists and minutes for larger meetings.
- Clear and concise written report of no more than 20 pages (excluding annexes) covering the five objectives listed above
- Revised theory of change for component one of the SAGE programme

Timeframe and location

Deliverables will ideally be completed over the period of four weeks during the month of January 2018, however, specific timeframes can be discussed with identified consultant/s. The preferred location for the entirety of the consultation is Sierra Leone and preference will be given to locally based consultants or consultancy teams with at least one locally based member. If consultants are based outside the country, a two – three week period in country will be necessary to complete this work.

Consultant Profile

The consultant/s must demonstrate the following competencies:

- Good knowledge of the Sierra Leonean context including the situation and challenges faced by adolescent girls, stakeholders working in this area and the local political economy. Preference will be given to consultants from or based in Sierra Leone.

- At least 8 years' experience in successful design, delivery or evaluation of girls' empowerment programmes.
- Good understanding of the international evidence based on girls' empowerment, particularly safe spaces.
- Good verbal inclusive consultation processes.
- Proven ability to analyse and synthesize information in a concise manner.
- Experience in delivering similar work for DFID or other large donors is preferable.

DFID may ask consultants with complementary competencies to work together on this assignment.

Payment

Payment will be made in full on complete of the work and satisfactory delivery of the four outputs set out above. However, this arrangement can be negotiated with DFID if necessary.

DFID Management

The contract will be managed by OPM (Heart) on behalf of DFID. The Social Development Advisor (SDA) in DFID Sierra Leone will be the main point of contact within DFID. The consultant/s will be expected to meet with the DFID Sierra Leone SDA to discuss the assignment. The DFID Sierra Leone SDA will retain oversight of output quality and will be required to approve the outputs before payment can be made.

Conflict of Interest

It is preferable that the consultant/s completing this work is not involved in bidding for contracts to deliver the SAGE programme. However, this can be discussed with DFID on a case by case basis thereafter. The consultant/s should declare any conflicts of interest, including employment by or affiliation with any organisation being assessed as part of this work.

Duty of Care

The consultant/s is responsible for their own duty of care.

Annex D List of institutional stakeholders consulted

No.	Date	Location	Institution	Name	Job Title	Telephone No.	Email
1.	5/2/2018	Freetown	DFID	Rachael Freeth	Social Development Adviser	Removed for data protection purposes	
2.	6/2/2018	Freetown	Population Council	Sarah Blake	Staff Associate	Removed for data protection purposes	
3.			Salone Adolescent Network/Population Council	Salmau Babu	Coordinator	Removed for data protection purposes	
4.			Ministry of Social Welfare, Gender and Children's Affairs	Charles Vandi	Director of Gender	Removed for data protection purposes	
5.			Ministry of Social Welfare, Gender and Children's Affairs	Kadiatu Buya-Kamara	Director of Children's Affairs	Removed for data protection purposes	
6.			National School Adolescent Health Programme/National Secretariat for the Reduction of Teenage Pregnancy	Haja Rugiatu Kanu	Coordinator	Removed for data protection purposes	
7.			Save the Children	Deanne Evans	Child Protection/Child Rights Governance Adviser	Removed for data protection purposes	
8.			Concern Worldwide	Meklit Misganaw		Removed for data protection purposes	
9.				Mutsinzi Heinrich Rukundo		Removed for data protection purposes	
10.	7/2/2018	Freetown	UNICEF	Ndangariro P. Moyo	Child Protection Specialist	Removed for data protection purposes	
11.			IRC	Aissatu Sall		Removed for data protection purposes	
12.			IRC	Christiana Conteh		Removed for data protection purposes	
13.			IRC	Dr Alex Chono	Senior Health Coordinator	Removed for data protection purposes	
14.			IRC	Alicia Fitzpatrick		Removed for data protection purposes	
15.			BRAC	Jenneh M. Gbao	Programme Manager	Removed for data protection purposes	

16.			BRAC	James Ward Khakshi	Research Coordinator	Removed for data protection purposes
17.			UNFPA	Sonia Gilroy	Programme Specialist	Removed for data protection purposes
18.			UNFPA	Dr James S.K. Akpablie	RH Technical Adviser	Removed for data protection purposes
19.			UNFPA	Fiona Kaikai		Removed for data protection purposes
20.			BRAC	Kadiatu Conteh	Programme Asst. ELA	Removed for data protection purposes
21.			BRAC	Josephine R. Conteh	Area Coordinator, ELA	Removed for data protection purposes
22.	8/2/2018	Port Loko	DHMT	Hawa Kallon	DHS 1	Removed for data protection purposes
23.			DHMT	Zainab Kamara	DHS2 adolescents	Removed for data protection purposes
24.			BRAC Mentor Kanem	Fatmata M. Kanu	Focal Point	Removed for data protection purposes
25.			BRAC Mentor Upper Falaba	Fatmata H. Kamara	Mentor for ELA adolescent club	Removed for data protection purposes
26.			SLP/FSU	Ibrahim A.A. Kamara	Line Manager	Removed for data protection purposes
27.			Concern Worldwide	Samuel Bangura	Project Manager	Removed for data protection purposes
	9/2/2018	Tonkolili	Concern Worldwide	Sarah Cundy	National Health Coordinator	Removed for data protection purposes
28.			MATCOPS	Joseph D. Lahai	Manager	Removed for data protection purposes
29.	12/2/2018	Kenema	FINE Sierra Leone	Pidia Joseph Allieu	Regional coordinator	Removed for data protection purposes
30.			IRC	Musu Karmoh		Removed for data protection purposes
31.	13/2/2018	Freetown	Save the Children	Patrick Mannah	Education officer	Removed for data protection purposes
32.			Save the Children	Mohamed S. Conteh	MEAL M&E	Removed for data protection purposes
33.			Restless Development	Francis Kai Kumba	Hob Director	Removed for data protection purposes
34.			Restless Development	Lucy Sannoh	M&E coordinator	Removed for data protection purposes
35.	14/2/2018	Freetown	Restless Development	Hezina Johnson	Acting Programme Coordinator	Removed for data protection purposes
36.			Oxfam	Robert Owiti	Business Development lead	Removed for data protection purposes
37.			Oxfam	Janette Garber	Education Lead	Removed for data protection purposes
38.	15/2/2018		Irish Aid	Nafisatu Jalloh		Removed for data protection purposes
39.	15/2/2018	Freetown	UNICEF	Batu Shamel	Comm. For Dev. Officer	Removed for data protection purposes

40.		Freetown	UNICEF	Yuichiro Tamamoto	Child Protection Officer	Removed for data protection purposes
41.			FINE Sierra Leone	Sylvester Macauley	Programme Manager	Removed for data protection purposes
42.			FINE Sierra Leone	James Garner	Admin/Finance Manager	Removed for data protection purposes

Round tables and community conversations

No.	Date	District	Organisation	Meeting
1.	08/02/2018	Port Loko	BRAC	Safe space girls in Upper Falaba
2.				Safe space girls in Kanem
3.				Community parents Kanem
4.	09/02/2018	Tonkolili	Concern	Safe space mixed club Makeleh
5.				Community parents Makeleh
6.				Youth committee Makeleh
7.			MATCOPS	Safe space senior girls Bumbuna and Mentors
8.				Safe space junior girls Bumbuna
9.				Safe space vocational training Bumbuna
10.	12/02/2018	Kenema	IRC	Safe space girls Largo
11.				Community parents and stakeholders Largo
12.				Mentors Largo
13.	13/02/2018	Freetown	Save the Children	Safe space girls Murray Town
14.				Community parents Murray Town
15.				Mentors Murray Town
16.	14/02/2018	Freetown	Salone Adolescent Girls Network	Network round table meeting

Annex E Key findings from GAGE review of safe spaces/clubs

MAIN FINDINGS: GAGE¹⁴

Change in discriminatory gender norms and practices

- Almost three-quarters of programmes led to **changes in attitudes to gender equality**, while more than half helped **reduce gender-discriminatory practices**.
- Nine programmes that led to successes in reducing **child marriage rates** were all community-based and engaged parents and other family members in activities, as well as empowering girls to speak out.
- Twelve programmes contributed to **reduced acceptance of GBV**. Although increases in reported experiences of GBV were common following an intervention, this was generally attributed to increased awareness of what constitutes GBV and greater knowledge of how to report and challenge it.

Psychosocial gains

- Nearly half the programmes helped girls **increase their confidence** to speak out among peers, family or in the community through activities to boost communications skills, paired with gender and rights education. Almost all these programmes worked with girls only.
- Thirteen **community-based programmes also helped out-of-school girls build** stronger peer networks, while five helped girls develop stronger networks with adults in their communities who they could turn to in times of need.
- Seven also helped **strengthen parent–child communication**—these were mostly programmes that ran joint sessions with parents and children.

Increased knowledge and educational achievement

- Community-based clubs and extra-curricular clubs led to some impressive increases in knowledge, particularly of SRH and girls' legal rights. For example, in one programme, the proportion of girls who understood puberty and menstruation rose by more than 20 percentage points.
- A quarter of programmes helped **increase school enrolment** and attainment and reduce drop-out. These were either larger education improvement initiatives that included extra-curricular clubs, or community-based programmes offering catch-up education to girls who had missed out on schooling, with some offering financial incentives to offset schooling costs. Some clubs appeared to play an important role in boosting girls' aspirations, leading to greater commitment to study.

Economic wellbeing

- Less than half the programmes involved economic empowerment components; all those that did were community-based and worked with girls only, mostly with older cohorts, though savings programmes targeted a wider age range.
- The most common economic empowerment components were **vocational training, financial literacy education, and support for savings**, with a few programmes targeting older girls and providing loans and entrepreneurship education.
- Ten led to enhanced vocational skills, in most cases via training provided by a technical specialist rather than by programme staff providing life skills education, while ten led to enhanced savings.

Civic engagement

Six programmes reported increased **community-level action**, ranging from participants negotiating with elected officials to improve local services and reporting child abuse or planned child marriages to the authorities, to taking part in village councils. One particularly striking finding was that younger adolescents (10–14) were just as willing to get involved in civic action of this kind as their older peers.

The **more effective programmes** typically:

- worked with family members, wider community members and other opinion-formers and gatekeepers. This was particularly important in changing perceptions of programmes from being seen as places for girls to gossip or as a threat to local cultures and traditions to being seen as valuable places for learning new skills and knowledge;
- had a stronger emphasis on gender equality within programme curricula, although there were some notable exceptions;

¹⁴ R. Marcus *et al.* (2017a) 'Girls' clubs, life skills programmes and girls' wellbeing outcomes', GAGE Rigorous Review, Overseas Development Institute, London, September. Available at www.gage.odl.org/publications/rigorous-review-girls-clubs-life-skills-programmes [accessed February 2018].

- provided training that girls and parents perceived as useful. This not only enhanced skills and knowledge, but also provided a hook that maintained commitment to the programme, creating space for education on gender equality and rights and empowerment processes;
- provided adequate remuneration and refresher training to facilitators, to sustain motivation, and also monitored their performance; and
- ensured sufficient time for girls to relax and socialise as well as providing structured learning. The importance of this aspect of girls'/adolescent clubs is often not recognised, but process evaluations increasingly suggest that it plays a critical role in the development of girls' self-confidence and social networks.

Integrated games and other fun and active methods of learning

- Some programmes achieved this through **regular games** nights, while others ensured participatory activities in all sessions.
- Alongside **incentives** such as snacks and rations, and **non-financial rewards** such as graduation ceremonies and certificates, ensuring that sessions were enjoyable seemed to help ensure regular attendance and thus greater impact.
- Girls who experienced the largest changes typically attended more regularly (at least half to two-thirds of sessions). The two evaluations that examined the impact of attending for a longer period also found greater impacts from **attendance lasting more than a year**. However, relatively few studies explored how the duration of programmes or regularity of attendance affect impact, and there is certainly **evidence of attitude and practice change from some short (12-session) life skills courses**.

GAGE: Knowledge gaps

Relative impact of clubs and more system-focused activities

The studies provide evidence of the immediate impact of girls' and child/adolescent clubs and life skills programmes. However, they do not provide a basis for comparing the relative contributions of programmes that work directly with girls with those that strengthen service delivery systems or reduce poverty.

Cost-effectiveness

The few evaluations that did report on cost-effectiveness provide estimates of cost per girl/participant, but these are rarely compared with other potential approaches.¹⁵

Specific programme activities

Overall, there were some surprising gaps in activities within the 44 programmes. For example, none offered **access to helplines**, though these are steadily becoming more common among programmes combating violence or abuse, in particular.

None of the programmes used **mobile phone technology** to link girls or to communicate with them; indeed, only two provided any opportunities for girls to learn ICT skills.

Only three programmes had a **sports component**, and (apart from one programme where it was the main focus) the effectiveness of sports activities for girls' empowerment is under-researched.

¹⁵ GAGE's longitudinal and qualitative studies are expected to contribute evidence on this issue.

Most appropriate age segmentation in programmes

While girls' clubs and life skills programmes target girls across the adolescent age range (10–19) or narrower age bands within it, relatively little is known about tailoring programmes to particular age groups. Programmes encouraging **economic activity** are most effective with older adolescents, although savings programmes are appreciated across a wider age range.

Programmes that provide **SRH** information to younger age groups have proved controversial, and age-tailoring is particularly important to prevent families refusing to allow their daughters to participate. Many programmes **targeting younger groups** include sports, games and health information, as well as more general education on gender equality, and appear to have been effective in building confidence, social networks and knowledge, and in changing attitudes.

There has been no systematic study of the effectiveness of different aspects of life skills programme content with different age groups—or indeed how different age groups understand that content—despite on-the-ground experimentation to simplify it.

Sustainability

All programmes were **externally funded and time-limited**. We found no studies of more institutionalised groups, such as Girl Guides or groups associated with religious organisations. GAGE will be starting to address this evidence gap.

There was limited discussion of under-funding, though this is a recognised problem, particularly for school-based clubs.

Only one evaluation discussed the problem of teachers in school clubs being trained to run extra-curricular clubs and then moving on to take up new jobs, which can undermine impact as others need to be trained up in their place. There is a clear need for greater attention to promoting **sustainability**, and more analysis of what has proved successful and what has proved ineffective over time.

Legacy and spill-over effects

There is limited attention to how long changes persist, and whether some changes persist longer than others; more retrospective analysis with programme graduates after some years would help shed light on this issue.

There is also little evidence related to the effectiveness of approaches to extend the impacts of programmes over time and to a wider set of beneficiaries. Alumnae clubs and follow-up events in the community have potential, as does an approach that involves engaging graduates as mentors to current-day clubs. However, there has been no research into the effectiveness of any of these approaches. Likewise, simple approaches to **widening impact**—such as encouraging participants to share knowledge with others—could also be researched and, if effective, easily built into future programmes.

GAGE: Under-researched questions about how to generate maximum impacts:

- whether there are **thresholds** above which additional participation has diminishing returns;
- how sustained **engagement with other stakeholders** needs to be for maximum effect, and what types of engagement are most effective. For example, parent–child communication programmes that focus on building positive relationships may be as effective as programmes that focus directly on norm change;
- the relative gains and disadvantages of **single-sex and mixed-sex** groups;
- the **relative impacts of different components**, both within life skills programmes and comparing life skills and additional components;
- how to most **effectively engage the most marginalised groups**, including disabled girls, whose specific constraints are hardly discussed in this set of evaluations;
- how important **incentives** (such as meals or snacks at clubs or take-home rations) are in encouraging attendance, and whether providing stipends to cover transport costs would facilitate greater participation in urban areas; and
- how to **reduce resistance** (particularly in community-based programmes); and whether different framings of the programme, more intensive outreach and/or more or different programming with key family members and others in the community would help reduce resistance.

Annex F Questionnaire on adolescent safe spaces/clubs

ADOLESCENT SAFE SPACE CLUBS QUESTIONNAIRE: FEBRUARY 2018

As explained via DFID's introductory letter, we are undertaking a scoping and design consultancy to look at girls' empowerment programmes currently operating in Sierra Leone.

Please kindly complete the following questions for us to understand the nature of the safe spaces being run by your organisation. We are very grateful for you taking your time to complete it. You may type or handwrite to complete the form. Kindly email back to simitielavalay@gmail.com.

Part I- Background Information

1. Name: _____
2. Organisation and job title: _____
3. Contact number and email address: _____

4. Funders of the current safe space programme: _____

5. Duration of the current safe space programme: _____

Part II- About the safe spaces

6. What type of safe spaces/clubs do you run (girls, boys, or mixed)? _____
7. How many safe spaces in total are you running? _____
8. Where are these safe spaces located? (State district and chiefdoms/communities) _____

9. What are the aims/focus of your safe spaces? E.g. child marriage reduction, return to school, empowerment, etc. _____

10. What criteria do you use to select your safe spaces? _____

- _____
- _____
11. a. Do you have to pay for your safe space? _____
- b. If yes, how much do you pay monthly or annually? _____

Part III- About the members/participants

12. How do you select your safe space members/participants/girls? _____
- _____
- _____
13. a. What are the age ranges of safe space/club members? _____
- b. Are they are all in the same group or segmented? _____
14. How frequently and for what length of time do the safe space/club meetings take place? (E.g. three time a weekly for two hours each) _____
- _____
15. How is attendance monitored, and is there a penalty for poor attendance? _____
- _____
- _____
- _____

Part IV- About the mentors/facilitators

16. a. How many mentors/facilitators per safe space? _____
- b. What is the sex of the mentors? _____
- c. What are their age ranges? _____
17. How are the mentors selected? _____
- _____
- _____
18. a. Do the mentors/facilitators receive any remuneration/stipends/benefits? _____
- b. If so, how much? _____
19. What training do the mentor/facilitator training receive? State both initial and refresher training and duration. _____
- _____
20. What curriculum/training manuals are used in safe space training sessions? _____

21. a. What activities are undertaken during sessions? _____

b. Is there a syllabus or timetable? _____

c. If yes, kindly detail general outline. _____

Management and supervision

22. What administrative procedures are in place to manage the safe spaces? (E.g. register, stationery, etc.) _____

23. How are the mentors supervised? _____

24. How regularly are monitoring visits undertaken by the organisation's staff to the safe spaces? _____

Community engagement

25. How have parents been engaged in the process? _____

26. How have community stakeholders been engaged in the process? _____

Other Issues

27. Are there any best practices you would like to share? _____

28. What constraints or difficulties has your organisation faced in running the safe spaces? _____

29. Do you have any recommendations on improving the safe spaces concept? _____

30. Any other comments you would like to make? _____