

FORUM FOR AFRICAN WOMEN EDUCATIONALISTS  
(FAWE)UGANDA CHAPTER



TERMS OF REFERENCE FOR A CONSULTANT TO DEVELOP A PEER EDUCATOR'S HANDBOOK  
ON INCREASING UNDERSTANDING, CONFIDENCE AND ABILITY OF ADOLESCENT GIRLS TO  
EXERCISE THEIR RIGHTS

APRIL 2017.

## **1.0 Introduction:**

The Forum for African Women Educationalists (FAWE) Uganda is a pan-African Non-Governmental Organization established in 1997 to address gender disparities (socio-cultural, political and economic) hindering equal access, retention and completion of education for the girl child. FAWEU has been working to promote gender equity and equality in education in Uganda by fostering positive policies, practices and attitudes towards girls' education. FAWEU envisions a Uganda in which all girls and women have access to equitable quality education that enables them to effectively participate in development at all levels. FAWEU believes that through education of women and girls, livelihoods are improved for entire communities and civic education and liberties are enhanced. Educated girls transform into educated women with the knowledge, skills and disposition to play a role in governance and democratic processes and to influence the direction of their societies.

With support from different development partners, FAWE Uganda has implemented a number of interventions to enable girls to enrol, be retained and complete the education cycle especially at secondary and Higher Institutions of learning. Worth noting interventions include: the comprehensive educational support through scholarships for females and males (65% females and 35% males), promotion of Science, Technology, Engineering and Mathematics (STEM) to promote and increase more girls participation in Science education and subsequently professions and policy influence and advocacy for positive policies, practices, laws, systems and structures at community, school, district and national level that nurture girls to stay and complete quality education.

As one way of promoting and supporting girls to gain a deeper understanding of their rights, build confidence and boost their spirits to identify acts and behaviours of rights violations within their households and communities at large, FAWEU uses the Tuseme – Lets Speak out as well as Champions of Change models to speak out on such rights violations and demand for action to cause a positive shift. As such, FAWE Uganda under one of its projects being implemented in partnership with Plan International and Uganda Women Parliamentarians Association (UWOPA) wishes to develop a peer educators' manual for adolescent girls (in and out of school) as a guide for peer to peer engagements.

### **1.1 Project Background Information**

FAWE- Uganda in partnership with Plan International and Uganda Women Parliamentarians Association (UWOPA) is implementing a project on Girl's Advocacy and Empowerment through Convention for the Elimination Discrimination Against Women (CEDAW) in the three districts of Buyende, Kamuli and Tororo since July 2016. The Project aims at contributing to the realisation of women and girls' rights in Uganda, in particular increasing access, retention and performance in school, improving sexual and reproductive health, and reducing Gender Based Violence among adolescent girls. The project targets adolescent girls; to build their skills, confidence and knowledge of their rights so that they are empowered to claim their rights. The project targets adolescent girls between the ages of 10-19 years to empower them to know and exercise their

rights, build their life skills of Confidence and Assertiveness and Adolescent Sexual Reproductive Health and Rights, and boys/men as allies to nurture them into positive change agents so that they influence others to change their attitudes to support girls and women to achieve their rights.

A review meeting was held in September 2016 which aimed at building partners' capacity in the key modules of TUSEME (FAWE's model) and Champions of Change (Plan International model) and also agreeing on which particular modules would be singled out as training modules for club members. As a result, partners agreed on a number of modules and these were; TUSEME (a youth empowerment tool that enables girls to identify and speak out rights violations affecting them at various levels) and Champions of Change. Champions of Change has a number of modules but specific modules were singled out which included: Being Assertive, Being Gender Aware, Being Aware of Gender, Living Free from Gender Based Violence, Being Informed about Adolescent Sexual Reproductive Health and Rights, Being Body Confident for Girls and Dialoguing Gender. Boys and men's' modules were: Showing Solidarity, Being A champion of Change Committed to Gender Equality, Being Non-Violent in Personal Relationships and Dialoguing Gender.

So far, 80 Girl Rights Clubs in school, 80 Boy Rights Clubs in school, 40 Girl Rights Clubs in communities and 40 Men Masculinity Clubs in communities have been formed across the 10 implementing sub counties in the 3 project districts. The total number of members to date include 2,640 adolescent girls in schools, 2,400 adolescent girls out of school, 2,400 adolescent boys in school and 1,200 adult men in communities. The club members at various levels have been engaged in a number of trainings on the afore- mentioned modules at community and school levels. However, club members (specifically adolescent girls who are the main targets) need to be continuously supported and reminded about these messages and also as a way of activating club members. Therefore, FAWEU finds it important to facilitate club members with a handbook that can act as a facilitation guide for reference during peer to peer sessions.

## 1.2 Purpose of the Peer Educators' Handbook

The peer educators' handbook will be a simple and easily understood handbook developed to guide peer educators (club members) to cascade the messages to their peers for multiplier effect in the schools and communities. The book will majorly contain simplified version of all the modules trained on so that it can be used by the adolescent girls in and out of schools.

The book will have specific messages and references on how to address the key challenges that have been identified by adolescent girls and these include among others:

Challenges for GRCs in school	Challenges for GRCs out of school
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<ul style="list-style-type: none"> <li>- Defilement by boys, teachers and men</li> <li>- Sexual harassment by teachers and boys</li> <li>- Lack of basic needs and scholastic materials</li> <li>- Hunger while at school</li> <li>- Lack of sanitary pads which leads to poor MHM.</li> <li>- Long distances to and from school</li> <li>- Segregation by teachers and boys</li> <li>- Domestic work</li> <li>- Child labor/exploitation</li> <li>- Unfriendly school environment which does not provide girl friendly facilities and infrastructure.</li> <li>- STI/STDs especially HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>- Teenage pregnancies</li> <li>- Child marriages/forced marriage</li> <li>- Discrimination by parents</li> <li>- Child parenting</li> <li>- Lack of support from parents</li> <li>- Denial of education</li> <li>- Physical violence by parents and partners</li> <li>- Sexual exploitation</li> <li>- Child labor/exploitation</li> <li>- STIs/STDs especially HIV</li> </ul>
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### 1.3 Scope of work

The development of the peer educators’ handbook on “increasing understanding, confidence and ability of adolescent girls to exercise their rights” shall involve;

1- Reviewing the key project manuals by the consultant, manuals to be reviewed shall include TUSEME, Champions of Change and Understanding Child Protection; Child Rights, Policies and Guidelines

2- Making simpler versions for adolescent girls to read and understand. The consultant is expected to simplify these modules to make them more child friendly inbuilt with key take home messages for girls for each module.

#### 1.3.1 Structure of the handbook

a. Preliminary Pages should include simplified/brief overviews of the TUSEME and Champion of change methodologies

- ✓ The three organizations implementing the CEDAW project should be briefly profiled in the preliminary pages i.e. FAWE-Uganda, Plan International and Uganda Women Parliamentarians’ Association (UWOPA)
- ✓ Thesis Cover Page to bear logos of the three partner organizations preferably in pink, blue and yellow colors
- ✓ Table of Contents
- ✓ List of Tables
- ✓ List of Figures
- ✓ Acronyms

b. Each module will constitute a chapter i.e. Understanding Child Protection, TUSEME, and champion of change,(a Plan international community wide strategy for promoting gender equality and social norm change through youth engagement and peer to peer mobilization). The

modules will specifically target the girls and these will include; Being Assertive, Being Gender Aware, Being Informed about Sexual Reproductive Health and Rights, Living free from Gender Based Violence, Being Body Confident and Dialoguing Gender (08 chapters). Specifically, the chapters should take note of the following:

- ✓ Each chapter should have a snap shot of each module, highlight key issues and messages for girls to take note of.
- ✓ Each chapter should have as many activities as possible for peer educators to engage in so as to make sessions interesting and participatory.
- ✓ Illustrations should be included to make the book more practical and visually appealing.
- ✓ The book should also include child to child approaches and facilitation tips for peer educators.
- ✓ Use of simplified and child friendly language, use of localized case studies and stories that reflect local situations to make the handbook more user friendly.

#### **1.4 Consultancy services:**

FAWEU would therefore, like to engage the services of a consultant who will design and develop a peer educators' handbook as a facilitators manual for peer educators to use as they support their peers to know and gain confidence to exercise their rights.

#### **1.5 Duration of the assignment.**

The Assignment is planned to be accomplished in a period of one month. The first and second week will be for reviewing the manuals; summarising the modules using child to child methodology, key activities for engagement and key messages for each module. The third week will be for putting together the handbook and thereafter the draft handbook will be shared with FAWEU for review and evaluation.

#### **2.0 Key Tasks for the Consultant:**

##### **2.1 Overall task:**

The overall task for the consultant is to review the modules and make a simplified version of the key modules which will be put together in one handbook book that will be titled "*A peer educators' handbook on increasing understanding, confidence and ability of adolescent girls to exercise their rights*".

##### **2.2 Specific Tasks:**

The following are the specific tasks.

1. Review all the project training manuals of TUSEME and Champions of Change and summarize them into simpler child friendly versions.
2. Include child to child methodologies and facilitation tips for peer educators

3. The consultant should identify as many activities as possible to make sessions more interesting and participatory.
4. Illustrations and use of localised examples to make the book more user friendly and appealing to the current situation of what girls go through in the project areas of Busoga (Kamuli and Buyende) and Tororo.
5. Provide regular status updates and feedback through ongoing discussions with FAWEU, as appropriate, and/or as requested by FAWEU
6. Produce a revised draft handbook
7. Pre-test the draft handbook in at least two schools; primary and secondary in Kampala
8. Integrate feedback from the pretesting and finalize the handbook

### **2.3 Key deliverables and timelines:**

The following are the key deliverables of the assignment:

- ✓ An inception report for the assignment with clear methodology, tools and work plan for conducting this assignment
- ✓ Regular status reporting, ongoing consultations/discussions, and feedback
- ✓ A draft of the peer educators' handbook in soft copy
- ✓ A final copy of the handbook both in hard and soft copy

### **3.0 FAWE's responsibilities:**

The FAWEU team will coordinate with the consultant to ensure a quick and efficient consultancy exercise, particularly FAWE will:

- ✓ Review the technical and financial proposal and provide feedback if necessary.
- ✓ Hold discussions with the consultant and agree on the action plan prior to commencement of the assignment.
- ✓ Facilitate the Consultant's requirements to ensure a quick and efficient handbook review and development exercise
- ✓ Provide all required background materials to the consultant in a timely manner.
- ✓ Be in close working relationship with the Consultant
- ✓ Develop consultancy agreement with consultant
- ✓ Provide related logistical support to the consultant
- ✓ Ensure timely disbursement of funds to the consultant

### **4.0 Profile of the consultant:**

The consultant will demonstrate the following:

- ✓ An advanced degree, at least a MA in education or development studies with a focus on Gender, Youth empowerment and Child Protection
- ✓ Formal training and extensive experience conducting reviews and design of materials particularly of modules specifically in the education sector.
- ✓ Strong knowledge of gender issues in Uganda, particularly as they relate to girls' education

- ✓ Good knowledge and understanding of issues affecting adolescent girls in Uganda (emphasis on rampant sexual violence cases in Uganda) and how they have affected adolescent girls' right to enroll, stay and complete their education.
- ✓ A good track record in review and development of training manuals and other relevant education-related and/or assignments conducted in the past three or more years
- ✓ Experience in teacher and youth training and development of training materials
- ✓ Previous knowledge of FAWE and its operations would be an added advantage
- ✓ Good facilitation and communication skills with proficiency in English.

### 5.0. Expression of interest

Interested Consultants can submit their Expression of Interest (Eoi) to The Executive Director - FAWE Uganda, Plot 328 Bukoto – Kisaasi Road. Tel: +256-392-894901/0772-487299 with the following documents:

- ✓ A financial and technical proposal in soft and hard copy
- ✓ Updated CV showing the qualifications and experience of the individual (s)
- ✓ A statement of availability and commitment to undertake and complete the consultancy assignment within the time agreed-upon.
- ✓ A high-level outline of the proposed review, with time frame, requested fee and modus operandi.

For more information please contact Mr. Julius Tukesiga on email ([jtukesiga@gmail.com](mailto:jtukesiga@gmail.com)) copying in: Miss. Sarah Murungi ([ssmurungi@yahoo.com](mailto:ssmurungi@yahoo.com)) and Miss. Nafuna Jackline ([nfnjackie@gmail.com](mailto:nfnjackie@gmail.com)) and Mr. Innocent Ofwono ([innfwono@yahoo.co.uk](mailto:innfwono@yahoo.co.uk)) with "Peer Educators' Handbook on increasing understanding, confidence and ability of adolescent girls to exercise their rights". Applications must be delivered within 7 working days from the date of the advert is run.