



FORUM FOR AFRICAN WOMEN EDUCATIONALISTS (FAWE) UGANDA CHAPTER

CALL FOR EXPRESSION OF INTEREST

ASSIGNMENT TITLE: PROVISION OF CONSULTANCY SERVICES TO CONDUCT AN ENDLINE EVALUATION OF “COMMUNITY ACTION TO END VIOLENCE AGAINST CHILDREN (VACiS) IN THE RWENZORI SUB REGION” PROJECT FOR FAWE UGANDA

FAWE Uganda is seeking interested firms to provide the above said services.

Here below are the detailed Terms of Reference (ToR)

1.0 Overview

FAWE Uganda is seeking to hire a consultant to conduct an endline evaluation for the 2 years FAWE Uganda Project funded by Wellspring Philanthropic Fund; “Community Action to end Violence against Children in the districts of Ntoroko, Bundibugyo and Kasese”. The evaluation will apply mixed methods both qualitative and quantitative. Outcome harvesting and qualitative comparative analysis to assess the contribution of the implemented models and components of models to the results. This will help to inform FAWE Uganda of the reasons for success and reasons for failure aimed at improving the implementation process. This will be in line with OECD DAC criteria capturing information on specifically on the Relevance, Coherence, Effectiveness, Efficiency, Impact, and sustainability of the Skillful Parenting; and Component Relevance, “Relative-Effectiveness” and “Relative-efficiency” for the Good School Toolkit.

2.0 Background

FAWE Uganda for the past two years has implemented “Community Action to end Violence against Children project” in the districts of Ntoroko, Bundibugyo and Kasese. The project is a build-up on the social norms exploration that was carried out in the 3 project districts with an aim of transforming social and gender norms towards ending VAC in schools and the communities. This has been done through prevention strategies that include changing social beliefs, changing/introducing rewards, and sanctions, changing reference groups, strengthened coordination, and collaboration with different stakeholders as well as response strategies through systems and referral mechanism strengthening and emergency response fund.

At school level, a Good School Tool Kit (GST) Evidence based model was adopted in 60 schools in 30 sub-counties in the Rwenzori-sub region purposely to empower children to demand for their rights through a safe school environment that prevents VAC. This model has been implemented up to level three (3) in which students’ committees, teachers and staff, Parent Teacher Association (PTA) and School Management Committee (SMCs) were trained on the model. Therefore, the assessment for the GST will not target the results related to positive discipline, good learning environment and program sustainability i.e. Steps 4, 5 and 6 respectively because they have not been delivered. In addition, Gender Responsive Pedagogy (GRP) model was adopted to strengthen the capacity of teachers for them to create an enabling environment that allows children enrolment, retention, and completion of school.

At community level, the skilful parenting model was adopted to nurture positive norms that support children's education by addressing harmful practices like child marriage and gender stereotyping. The model was rolled out in 30 sub counties reaching 60 parenting groups. The evaluation will specifically provide an overview on project performance and positive or negative changes created during the implementation period.

Long Term Goal: Violence free schools and communities

Penultimate Goal: A positive shift in the negative social-cultural norms and drivers of violence against children in schools and communities.

The project aims to achieve the following four outcomes:

1. A shift in beliefs, attitudes and practices that perpetuate violence against children in schools.
2. Positive change in norms, beliefs, and practices around parenting in the prevention of VAC at home and community.
3. Positive change in responsiveness of the legal and justice system in prevention and response to VAC.
4. Evidence based programming through learning.

2.1 About the Organization

Forum for African Women Educationalists (FAWE) Uganda Chapter is one of the 35 National Chapters of Forum for African Women Educationalists (FAWE), a pan African Non-governmental Organization (NGO) founded in 1992 by five women ministers of education to promote girls' and women's education in Africa. FAWE Uganda was established in 1997 with the goal of accelerating female participation in education and closing the gender gap within the education system at all levels in Uganda.

The overall Goal is “**Girls across Uganda are able to access quality education.**” This is supported by the strategic objectives of; improved level of gender responsiveness in Education Sector policies for girls and women, enhanced adoption and integration of positive gender pedagogy practices at school level; improved access, retention and completion rates for girls in school and all levels of education; strengthen research and knowledge management systems to inform policies, new approaches and set the pace for girls' agenda in Uganda in addition to strengthening institutional development to efficiently and effectively deliver its mandate. The organization's work is embedded in four thematic areas of; policy influence for girl-child education, fostering positive practices and attitudes, FAWE Uganda evolving into a one center for girl-child education and transform into a strong learning and gender responsive organization. FAWE Uganda implements holistic interventions aimed at addressing root causes of problems facing communities i.e. school-based projects are focused on guaranteeing a conducive learning environment through working closely with learners, teachers, school administrators and management committees.

The project aligns with objective two of FAWE Uganda's strategic plan 2019-2026 key result area (2) Gender responsiveness in education sector policies for girls in Uganda, (3) Community awareness and basic understanding of the rights, social protection mechanisms and related legislation for girls, and (4) Enhanced enforcement of the law and protection mechanisms against violence upon girls in community.

3.0 Purpose of the evaluation

The primary purpose of the endline assessment is to perform a detailed and comprehensive evaluation of the outcomes and impact of the Community Action to end Violence Against Children in Schools (VACiS) project, as implemented by FAWE Uganda within the Rwenzori sub-region.

- 1) Conduct an overall assessment of the performance of the project, paying particular attention to the outcomes and/or impact of the project interventions against its objectives. Validate evidence on the appropriateness, relevance, effectiveness, efficiency, efficacy, coherence and sustainability of project strategies and activities.
- 2) Assess the intended and unintended outcomes of the project and determine the level of the project's contribution to these outcomes. It will review the implementation modalities and mechanisms of the learning and adequacy for achieving the intended outcomes.
- 3) Assess the knowledge and skills acquired, content usability, delivery methods and techniques and awareness levels about Vac prevention and response.
- 4) Identify, document evidence of changing practice because of the learning applied, best practices, areas of adaptation and propose practical recommendations for follow-up interventions for improvement.

3.1 Project Outputs

The assessment will be conducted in the Rwenzori sub-region, specifically in the districts of Kasese, Bundibugyo, and Ntoroko, covering the 60 schools (2 schools per sub county). At *school level*, a total of 606 (211 F:395 M) school protagonists were trained on GRP, 1229 (446 F: 783M) PTA/SMCs were trained on their roles and responsibilities, child protection, referral and case tracking, 207(77F:130M) duty bearers (FAWE-Uganda staff, District staff, and teachers) were trained on the Good school tool, 801 (403F:398 M) people reached through legal aid outreaches on redress mechanisms, 973 (614 F: 359M) cases of VAC responded to by the CRPs, 2150 (1094 F:1056M) local leaders, children, parents/guardians, politicians, cultural, religious, school and technocrats reached through interface meetings, 120 (60 F:60M) Senior Women and Men teachers trained on ASRHR and National Guidelines on Roles and Responsibilities and School Re-entry Guidelines

In the *community*, 128 (23F:105 M) parenting Facilitators were trained on Skillful Parenting Model and Child Protection and VSLA, 1750 (1231 F: 519 M) parents joined parenting groups, 27 (10F: 17M) ToTs trained on Community Managed Disaster Risk Reduction, 2874 (1511 F: 1361) people reached through bi-annual Community baraza's in the 30 sub counties.

The endline assessment will encompass a comprehensive review of the VACiS project, examining its design, implementation, outcomes, appropriateness, relevance, efficacy, efficiency, impact and sustainability within the targeted schools and communities' line with OECD DAC criteria and process evaluation indicated above. It will assess the implementation level of GST, GRP in schools and skillful parenting models in targeted communities and find out acceptance and adoption motivations.

It will find out the project's effectiveness in shifting social norms, enhancing school and community-based VAC prevention approaches, and improving systems related to prevention and response to VAC. The assessment will be conducted using mixed methods that will include outcome harvesting methodology to assess the success of the project. This assessment is critical because it will provide FAWE Uganda with valuable insights and information that will inform future interventions, strategies, adaptations, and scale up.

4.0 Specific Objectives

Assess Social Norm Changes: To evaluate the impact of the VACiS project on changing harmful social norms which were mapped in the project implementation area, that perpetuate violence against children in the targeted schools and communities. This includes assessing shifts in Knowledge, Norms, Attitudes and Practices regarding child marriage, gender stereotyping, and the acceptability of violence as a disciplinary method. These changes will be assessed in reference groups, sanctions/rewards. These **norms** include.

- Girls who get pregnant must leave their parents’ home, Getting married at a young age is not a crime, therefore it is accepted.
 - Many children in this community are married, most mothers got married when they were young, so girls also get married when they are young.
 - Our grandparents used to marry at an early age and so our children also want to marry early.
 - A man with one woman is looked at as one who was married by the woman. (polygamy)
 - Marrying a young girl brings pride to men they have good standing in the community, Men who marry young girls are respected by the community,
 - Girls are not supposed to go to school “Parents value dowry than education”, Forced marriage is normal (*Culturally, parents marry off their children without them being aware*),
 - Marrying and getting married when you are below 18 years is okay, Boys must get married before 20 years,
 - Parents are expected to look for husbands for their daughters < 18 years
- **Evaluate school-based VAC prevention models:** To determine the level of implementation and gather learning around the Good School Kit (GSK) model and Gender Responsive Pedagogy (GRP) rollout in the 60 targeted schools. This will involve assessing the process of the implementation of the models focusing on packaging/layering of the models. content usability, delivery methods and techniques, relevance, appropriateness and level of community and school engagement on VAC prevention and response.
 - Evaluate community skillful parenting model and gather information on indented and unintended outcomes to the parents and communities on VAC prevention and response.
 - **Systems Strengthening and Capacity Building:** To assess the level of knowledge and skills acquired by teachers, PTAs, SMCs and local government stakeholders on GST and GRP child protection and referral pathway in line with systems strengthening for service access.
 - **Documentation and Learning:** To identify and document the lessons learned, best practices, human interest stories, and challenges faced during the implementation of the VACiS project and recommendations for improvement. Consultant will also gather practioner`s learning gathered through implementation cycle.

5.0 Evaluation Framework

Performance Indicators.

Project outcomes Assessment indicators	Project outcomes Assessment indicators
Outcome 1.0: A shift in beliefs, attitudes, and practices that perpetuate violence against children in schools.	<p>Indicator 1.1: Belief level indicator: Percentage of parents who believe that child marriage is bad.</p> <p>Indicator 1.2: Descriptive Indicator: Percentage of teachers who report that all teachers in their school don't beat, so they too don't beat.</p> <p>Indicator 1.3 Injunctive indicator: Percentage of parents with school going children who report that people who matter to</p>

	<p>them (e.g. religious leaders, clan leaders, peers) don't approve child marriage.</p> <p>Indicator 1.4: Percentage of schools that meet the minimum standards for a safe school.</p> <p>Indicator 1.5: % Increase in the number of girls accessing, retained, and completing school because of Go Back to School Campaigns.</p>
<p>Outcome 2.0: Positive change in norms, beliefs, and practices around parenting in prevention of VAC at home and in the community</p>	<p>Indicator 2.1: Descriptive indicator: % of parents who report that all other parents in their community do not beat their children, so they too don't.</p> <p>Indicator 2.2: Injunctive indicator: Percentage of parents with school going children who report that people who matter to them (e.g. religious leaders, clan leaders, peers) don't approve child marriage</p>
<p>Outcome 3.0: Improvement in the responsiveness of the legal and justice system in addressing VAC in project areas</p>	<p>Indicator 3.1: Proportion/# of VAC cases identified and handled by the Child protection systems.</p>
<p>Outcome 4.0: Evidence-based programming through learning from practice in prevention of VAC</p>	<p>Indicator 4.1: Learnings documented and used for cause correction and improvement in the implementation.</p>
<p>Evaluate the level of implementation of the school-based VAC prevention Evidence models through Process evaluation</p>	
<p>Good School Toolkit (GST) and Gender Responsive Pedagogy (GRP)</p>	<p>Assess the implementation level and results attained at completion, specifically on knowledge acquisition, end user feedback on trainings (content, timing, duration, methodology and learnings that can inform any adaptations required).</p>
<p>Evaluate, outcomes, effectiveness, and appropriateness of the skillful parenting model</p>	
<p>Improved Positive discipline of children by caregivers.</p>	<p>Percentage of girls and boys aged 10–19 years who experienced any non-violent method of discipline by a caretaker in the past three months</p>
<p>Transformed gender and social norms that perpetuate violence against children and girls in targeted communities</p>	<p>Percentage of parents who agree that physical punishment of children is necessary for child-rearing</p>
	<p>Percentage of children who agree that parents should physically punish them at home.</p>
<p>Improved child and caregiver r/ship and communication</p>	<p>Percentage of girls and boys aged 10-19 with whom an adult household member engaged in four or more activities to promote learning and school readiness in the past three months.</p>
<p>Reduction in the incidents of any forms of VAC in targeted communities.</p>	<p>Percentage of girls and boys aged 10–19 years who experienced any form of violence from caregivers in the past three months.</p>
<p>Strengthened economic capacity of parenting group members</p>	<p>Percentage of parenting group members engaged in collective budgeting at household level.</p>

Increased parental engagement in school	Percentage of parenting group members that established or expanded IGAs.
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6.0 Methodology

The consultant will apply mixed methods (qualitative and quantitative design) for the evaluation. Specifically, for skillful parenting, “Outcome harvesting methodology will be highly valuable to engage the implementing teams, program managers and community stakeholders to identify, formulate, verify, analyze, and interpret ‘outcomes’ in programming contexts where relations of cause and effect are not fully understood. Working with the field team, the consultant will identify and document any human stories interesting as result of the intervention packages for the models, lessons learned and recommendations for improvement.

Process evaluation including documenting the implementation process, learnings and any adaptation will be used to evaluate the Good School Toolkit (GST) and Gender Responsive Pedagogy (GRP) models focusing on content analysis, delivery methods/approaches, relevance, appropriateness and the level of community and school engagement on VAC prevention. selected consultant will expand on the proposed methodology based on their prior experience.

7.0 Expected deliverables.

The evaluator will be expected to submit the following deliverables in line with agreed deadlines:

- A 10-page inception report: containing refined evaluation methodology, detailed work plan/ schedule and draft data collection tools. To be submitted after introductory session with FAWE Uganda and desk review.
- Outcome indicator matrix: Outcome matrix to be submitted with a draft evaluation report after data collection and analysis.
- Validation workshop and presentation of preliminary evaluation findings with FAWE Uganda and project participants conducted to share initial findings to improve the factual accuracy of the findings and possibly alignment of the recommendations.
- Draft report shared with FAWE Uganda for input and feedback.
- Final Evaluation report: maximum 35 pages, including a stand-alone executive summary, with further information included as references and annexes additional to the main report.
- Two Significant Change Stories: each between 1 and 2 pages, font size 11. To be submitted with final evaluation report.
- Other documents/ materials: such as raw data files, quantitative data files, transcripts of interviews, photographs taken among other products during the evaluation exercise. To be submitted with Final evaluation report.

8.0 Desired Qualifications and Experience

The consultant is expected to meet the following specifications:

- The team leader with a minimum of a master's degree in either Social Work, Demography, statistics, or other related fields. The Team Leader(s) must demonstrate experience and competence in the areas of program design and measurement.
- Good knowledge and proven experience in qualitative and quantitative research design with bias on outcome harvesting, management of process evaluation and data analysis.
- Sound knowledge of the context and the geographical scope of the study.

- Significant experience designing and leading evaluations and/or reviews based on outcome harvesting, including a demonstrable understanding of qualitative and participatory approaches.
- Experience in social norm change intervention evaluation.
- Strong experience and communication skills to facilitate interviews (including remotely), with a range of actors.
- Demonstrable experience of producing high-quality, credible reports in English.
- Demonstrable experience conducting evaluations for VAC prevention programs.

9.0 Timeframe

The assignment is expected to start and end between 20th May 2024 (signing of the contract) and 19th July 2024 (Final report is shared). See timelines for each evaluation activity.

Key Activities	Expected deadline
Call for bids of technical and financial proposals in non-editable formats	1 st May 2024
Submission of detailed technical and financial proposals from respective interested consultants	9 th May 2024
Review of the application and short-listing of the candidates	17 th May 2024
The signing of the contract	20 th May 2024
Consultant submits detailed data collection tools to be applied in the survey	28 th May 2024
FAWE Uganda reviews and approves tools to be used for the endline survey	31 st May 2024
Training of enumerators and pre-testing of the tools	4 th June 2024
Data collection	5 th – 20 th June 2024
Data analysis and report writing	28 th June 2024
Submission of the draft report	1 st July 2024
FAWE Uganda reviews the draft report and provides feedback	12 th July 2024
The consultant works on the comments and shares the final report	18 th July 2024
Final Report	19 th July 2024

10. Compliance

Firms will be assessed if they have submitted all the following requirements. Certificates of registration (evidence of legal status), CVs of at least three key personnel including the Team Leader, Evidence of the firm's previous work and complete and signed bid submission forms.

11. Evaluation criteria

Technical evaluation will be based on the following criteria.

1.	Professional experience of the staff employed on the project proving expertise in evaluation and related processes (CVs, etc.)
a)	Team leader with a minimum of a master's degree in either Social Work & Social Administration, Demography, statistics, or other related fields. The Team Leader(s) must demonstrate experience and competence in the areas of program design and measurement.
b)	The team leader should demonstrate strong facilitative and team leadership experience and history of delivering consultancy assignments within the stipulated timeframe
2.	A Technical approach, methodology and level of understanding of the objectives of the evaluation.
a)	Clear understanding of the requested tasks, as articulated in the assignment's objective, and a description of how the offeror proposes to undertake it.

b)	A clear description of how the consultants propose to undertake the assignment, including sampling method; data analysis plan, including Quality Assurance Plan
c)	Experience and expertise of the evaluation approach in relation to the objectives of the assessment
3.	Work plan/time scales given in the proposal and its adequacy to meet the evaluation objectives and questions.
4.	Prior experience of handling projects of this nature (examples of similar services provided, references, etc.)
5.	A reputable track record of conducting programme, evaluations, endline surveys and mapping studies at national (Uganda) or sub-national levels.
a)	Experience in conducting programmatic social research studies and demonstrating experience in applying qualitative and quantitative research methodology.
b)	Good knowledge and proven experience in qualitative and quantitative research design with bias on outcome harvesting, management of process evaluation and data analysis.
c)	Good knowledge on social norms evaluation

Expression of Interest (EOI)

i) Consultancy firms are invited to express interest in facilitating the above processes at FAWE Uganda. Submit a Technical and Financial Proposal, expressing their interest in undertaking the evaluation detailing the choice of appropriate methodologies for the endline evaluation.

ii) Submit the EOI to the Chairperson, Procurement Committee, FAWE Uganda by email, via procurement@faweuganda.org

iii) **Submission Deadline for EOI: Thursday 9th May, 2024 not later than 4:00pm.**