



Terms of Reference (ToR): Baseline Assessment of the Community Action to end Violence Against Children (VACiS) Project

1.0 Overview

FAWE Uganda seeks a consultant to conduct a baseline assessment for the three-year Wellspring-funded project, "Community Action to end Violence Against Children," in Ntoroko, Bundibugyo, and Kasese districts. This project builds on previous work and will use the GST Agile+ approach, incorporating elements of Skilful Parenting, social norms transformation, and advocacy for access to justice for children. The baseline assessment will employ mixed methods, including quantitative surveys, qualitative interviews, and focus group discussions, to establish a benchmark against which project progress and impact can be measured. The assessment will focus on key indicators related to social norms, VAC prevalence, school safety, parenting practices, access to justice, and community awareness of child protection mechanisms. This baseline data will be crucial for informing project implementation, monitoring progress, and evaluating effectiveness.

2.0 Project background

FAWE will start implementation of a 3-year project, "Community Action to end Violence Against Children," in Ntoroko, Bundibugyo, and Kasese districts. This will be delivered through a phased GST Agile + approach, consisting of the GST Agile model with value additions of a lightened Skillful Parenting model and social norms transformation through marketing and organized diffusion, and advocacy for access to justice for children. In the first phase, GST Agile + will be implemented in 30 new schools and school communities within the current three districts, while also implementing Handbook 4 (focused on sustainability) of the GST Agile model in the previously engaged 60 schools in order to learn how best to scale and sustain the intervention.

In the second phase, we shall onboard a further 30 new schools and school communities and implement sustainability incrementally to the now 60 new schools. In addition, we will develop a social norms marketing strategy that will be used to market positive norms through groups and members associated with GST Agile + in schools and communities. This will allow communities to take ownership of the interventions and positive norms through organized diffusion, which will help us to shift and amplify positive practices both vertically and horizontally. Outreaches and legal clinics in the communities will be conducted to increase awareness of child protection, reporting, tracking, referral and response (RTRR) pathways, provide a feedback mechanism, and expedite justice for survivors of VAC. Partnerships will also be built and leveraged on the national level to amplify advocacy for VAC interventions. Throughout the duration of this project, we will intentionally test and systematically document improvements in key outcomes that demonstrate impact, feasibility and scalability. Overall, we aim to further the progress gained in empowering schools and communities to end VAC by promoting equal access, and continuation of education for all learners.

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 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 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) of objective two in FAWE Uganda's strategic plan 2019-2026.

3.0 Purpose of the baseline survey

The primary purpose of the baseline assessment is to establish a starting point on the VAC indicators values or status in the 60 new target schools and communities. This data will serve as a benchmark against which the project's progress and success will be measured at the endline.

4.0 Specific Objectives of the baseline survey

Specific objectives include:

1. Establish baseline data on existing community and school-level knowledge, beliefs, attitudes, behaviors and practices on social norms related to child marriage, gender stereotyping, positive discipline, and the acceptability of violence.
2. Assess the current prevalence of various forms of VAC in target schools and communities, including physical, emotional, sexual, and economic violence. Assess existing reporting mechanisms and community responses to VAC.
3. Assess the GST Agile indicators around good relationships, good learning environment and good administration in the 60 new target schools. It will also assess gender mainstreaming practices within the targeted schools. Assess existing child protection policies, reporting

mechanisms, and teacher training on child protection issues and measures in place for meeting Good School minimum standards.

4. Establish baseline data on parenting practices in the 60 new communities, with a focus on the key modules of the Skillful Parenting model: Family Relations, Communication, Child Protection, Family Budgeting/Nutrition, and Roles of a Skillful Parent.
5. Assess the current legal and justice system responsiveness to VAC cases in the target districts. Document community awareness of legal frameworks, reporting pathways, and available support services for survivors.
6. Evaluate community knowledge and utilization of child protection mechanisms, including reporting channels, referral pathways, and available support services.

3.1 Scope

The baseline assessment will be conducted in the Rwenzori sub-region of Uganda, specifically within the districts of Kasese, Bundibugyo, and Ntoroko.:

The project will cover **60 New intervention** Target Schools and surrounding communities: The consultant will select a representative sample from the 60 target schools (12 government-aided and 6 private secondary schools, and 30 government-aided and 12 private primary schools) and their surrounding communities in the 20 newly selected sub-counties (Kasese and Bundibugyo) and 10 newly selected parishes (Ntoroko). The suggested sampling approach will ensure that data is accurately collected and reflects the overall target population.

The project team will identify **3 control schools** (1 in each district) in which no interventions will be implemented. These schools will be assessed on the same indicators and used as a learning point for the project as part of generating evidence.

The collected data will serve as a baseline to inform and guide project activities within these areas and used to set performance indicator targets on which outcomes will be measured.

The assessment will encompass a comprehensive review of the current situation related to VAC within these targeted schools and communities. It will examine existing social norms, knowledge, beliefs, and practices, find out the prevalence of various forms of VAC in targeted schools, examine the current school VAC prevention approaches, assess the functionality of school-based VAC prevention and response systems and availability of management information system for VAC at operational level. The assessment will also investigate the level of community awareness and understanding of child rights, social protection mechanisms, and relevant legislation.

5.0 Evaluation Framework

Project Outcome	Assessment Indicators
<p>Long-term outcomes</p> <p>Outcome 1: Transformed negative social-cultural norms that promote VAC</p>	<ul style="list-style-type: none"> - % of parents and teachers who believe that those who matter to them approve of physical punishment of children as necessary for child-rearing. - % of children and girls who agree that teachers' administrators and parents are justified to physically punish - % of teachers who report that all teachers in their school don't beat, so they too don't beat. - % of parents who believe that child marriage is bad. - % of parents who report that all other parents in their community do not beat their children, so they too don't. - % of parents with school-going children who report that people who matter to them (e.g. religious leaders, clan leaders, peers) don't approve of child marriage
<p>Outcome 2: Reduced incidents of violence against children in school and at home.</p>	<ul style="list-style-type: none"> - % of children and girls reporting having experienced sexual violence in the last 10 months disaggregated by age, gender, and grade. (INSPIRE) - Percentage of female and male children and/or adolescents currently attending school who report being physically punished by a teacher and parent in the past 10 months, by sex and grade level (or age) (INSPIRE) - % of children and girls who stayed away from school during the past 10 months and past 10 months because they felt unsafe at, on their way to or from school disaggregated by gender, age and grade. (INSPIRE) - % of girls and boys aged 9-17 years who experienced any psychological aggression by caregivers in the past 10 months, by sex and age (INSPIRE) - % of parents using positive parenting skills (measured against the 5 Skillful Parenting modules). - % of parents reporting use of non-violent discipline of children.
<p>Outcome 3: Enhanced responsiveness of the legal and justice system in addressing Violence Against Children (VAC) in project areas</p>	<ul style="list-style-type: none"> - Proportion of VAC cases reported referred and addressed as a result of legal aid outreaches. - % of reported VAC cases that are investigated within a specified timeframe (e.g., within 30 days). - % of investigated VAC cases that result in appropriate legal action taken against perpetrators. - % of survivors of VAC who report receiving appropriate support services (e.g., psychosocial support, medical care).
<p>Outcome 4: Improved evidence-based Violence Against Children (VAC) programming through systematic learning from practice</p>	<ul style="list-style-type: none"> - Availability of M&E system that generates evidence on implementation and VAC reduction trends.
<p>Intermediate outcomes</p>	

1.1 Parents, reference groups and communities are actively engaged in implementing social and gender norms change activities	<ul style="list-style-type: none"> - % Parents, reference groups and communities who are engaged in transforming social and gender norms to prevent VAC in and around schools - Proportion of parents reporting the use of savings from VSLA to support the education needs of their children. - % of children who report that their parents are now able to provide basic needs for school.
1.2 Teacher protagonists and school management mobilized actions at school to prevent violence against children	<ul style="list-style-type: none"> - % of teacher protagonists and school management that mobilized actions (participated in activities) at school to prevent violence against children
1.3 Improved school learning environment.	<ul style="list-style-type: none"> - % of schools with indicators of a good school learning environment (schools with regulations)
	<ul style="list-style-type: none"> - % of teachers reporting change in their perception of what makes a good learning environment
	<ul style="list-style-type: none"> - % of students reporting change in their perception of what makes a good learning environment
1.4 Improved relationships between students and students	<ul style="list-style-type: none"> - % of students reporting are practicing constructive conflict resolution with fellow students.
	<ul style="list-style-type: none"> - % of students reporting that trust & cooperation between fellow students improved.
1.5 Improved relationships between teachers and students	<ul style="list-style-type: none"> - % of teachers using positive methods of disciplining children.
	<ul style="list-style-type: none"> - % of students that are confident to talk to their teachers and fellow students freely about VAC prevention.
1.6 Children and girls have agency to prevent and report cases of violence.	<ul style="list-style-type: none"> - % of children who demonstrate improved agency to prevent violence disaggregated by age, gender, and grade. - % of children who were taught in the classes in the past academic year and know how to prevent violence disaggregated by age, gender, and grade and type. (INSPIRE) - % of children who know some place they can go for help in case of sexual violence disaggregated by gender, age, and grade. (INSPIRE) - % of child violence cases reported to teachers by children in the last 3 months disaggregated by gender, age, and grade and type. (INSPIRE) - % of schools that meet the minimum standards for a safe school (have suggestion box, Life-skill activities for students, A sexual violence & bullying policy)
1.7 Communities effectively identified and reported cases of Violence against children.	<ul style="list-style-type: none"> - % of VAC cases identified and reported by community members
1.8 Evidence generated is used to make project adjustments/improvements	<ul style="list-style-type: none"> - VAC evidence is generated and used to make timely adjustments on implementation

The baseline assessment will establish an initial benchmark for the indicators outlined in the project's results framework, which will be evaluated throughout the project cycle. These indicators are derived

from the project's Theory of Change and Logical Framework, focusing on the key outcomes highlighted in the project proposal. The following table provides a summary of the key indicators that will be assessed during the baseline study (this list is not exhaustive).

6.0 Expected Deliverables

The consultant will be expected to submit the following deliverables according to the agreed-upon timeline:

- **Inception Report (10 pages maximum):** This report, due one week after contract signing, will detail the consultant's understanding of the ToR, proposed methodology, detailed work plan with a clear timeline, and draft data collection instruments (including questionnaires, interview guides, and focus group discussion guides). The inception report will be presented and discussed with FAWE Uganda before data collection begins.
- **Training Materials:** The consultant will develop training materials for data collectors, including a manual outlining data collection procedures, ethical considerations, and quality control measures. These materials are due one week before the training of data collectors.
- **Validated Data Collection Instruments:** Finalized and validated data collection instruments, incorporating feedback from FAWE Uganda, are due three days before data collection commences.
- **Cleaned Dataset:** The consultant will provide FAWE Uganda with a cleaned and coded dataset (both quantitative and qualitative) within one week of completing data collection. This dataset should be in a usable format (e.g., SPSS for quantitative data, transcribed and coded transcripts for qualitative data).
- **Draft Baseline Report (30 pages maximum, excluding annexes):** The draft report, due two weeks after the completion of data collection, will present the findings of the baseline assessment, including a detailed analysis of all indicators, key challenges and opportunities identified, and preliminary recommendations for project implementation. The draft report will be presented and discussed with FAWE Uganda and key stakeholders in a validation workshop.
- **Final Baseline Report (30 pages maximum, excluding annexes):** The final report, incorporating feedback from the validation workshop, is due one week after the workshop. The final report should include an executive summary (maximum 2 pages) highlighting key findings and recommendations. Annexes will include the detailed data collection instruments, data analysis plan, and a list of key informants.
- **Presentation of Findings:** The consultant will present the key findings and recommendations of the baseline assessment to FAWE Uganda and relevant stakeholders in a validation workshop and a separate dissemination meeting.

All deliverables should be submitted in electronic format (Word and Excel or SPSS) and in English.

7.0 Desired Qualifications and Experience

Consultant Competencies.

The consultant is expected to meet the following specifications:

- The 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.
- Track record in developing and conducting various types of evaluation including qualitative and quantitative data collection.
- Experience in managing and coordinating VAC evaluation/research exercises, delivering agreed outputs on time and on budget.
- Experience in data collection and analysis using participatory methodologies.
- Previous experience working with communities using participatory approaches.
- Excellent and demonstrated understanding of ethical issues in research, including child protection.
- Ability to work with communities in relevant local languages would be an advantage
- Strong quantitative data entry and analysis skills and previous experience using statistical analysis software.
- Demonstrable experience of producing high-quality, credible reports in English.
- Demonstrated expertise in evaluating social norms VAC interventions/programs.

8.0 Timeframe

The actual assignment is expected to start 27th January – 31st March 2025. See timelines for each evaluation activity.

Key Activities	Expected deadline
Call for bids of technical and financial proposals in non-editable formats	16 th December 2024
Submission of detailed technical and financial proposals from respective interested consultants	17 th January 2025
Review of the application and short-listing of the candidates	21 st January 2025
The signing of the contract	27 th January 2025
Consultant submits detailed data collection tools to be applied in the survey	31 st January 2025
FAWE reviews and approves tools to be used for baseline survey	5 th February 2025
Training of enumerators and pre-testing of the tools	10 th February 2025
Data collection	11 th – 21 st February 2025
Data analysis and report writing	24 th February – 6 th March 2025
Submission of the draft report	7 th March 2025
FAWE reviews the draft report and provides feedback	14 th March 2025

The consultant works on the comments and shares the final report	21 st March 2025
Final Report	31 st March 2025

9.0 Compliance

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

10. Evaluation criteria

Technical evaluation will be based on the following criteria.

1.	Professional experience of the staff that will be employed on the project proving demonstrated 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 objective of the assignment and a description of how the offeror proposes to undertake the assignment.
b)	A clear description of how the Consultants propose to undertake the assignment, including sampling method; data analysis plan, including Quality Assurance Plan
c)	Appropriateness of the study 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 baseline surveys and mapping studies at multi-country, 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.
----	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 to undertake 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: 17th January 2025.**