Terms of Reference

Consultancy to document the processes i.e. Strategies, Achievements, Lessons learnt, Best practices, Challenges and opportunities in the walk towards the realization of ESA — CSE commitments in Namibia and Zambia for learning and sharing for possible replication.

Background

FAWE is a pan African Non-Government Organization founded in 1992 to promote girls and women’s education in sub Saharan Africa in line with Education For All Global Agenda. It is headquartered in Nairobi, Kenya with a network of 34 National Chapters in 33 countries. FAWE's mission is to work with like-minded partners in creating positive societal attitudes, policies and practices that promote equity for girls in terms of access, retention, performance and transition in education cycles, through influencing transformation of education systems in Africa. FAWE's goal is to enhance access and retention as well as improve the quality of education for all girls within the school system and for women in higher learning institutions including universities.

Overview and Scope

FAWE Regional Secretariat has been in partnership with David Lucile and Packard Foundation since 2010 in enhancing provision of right information about Adolescent Sexual Reproductive Health and Rights (ASRHR) considering schools as the entry points. The programme is phased in a lapse of three (3) years with the previous Phases I & II focusing on evidence building. Phase III which commences in June 2017 will focus purely on ASRHR advocacy in Kenya and Uganda with a bias to the realization of Eastern and Southern Africa Commitments to Comprehensive Sexuality Education (ESA-CSE)¹. According to UNESCO (2016) evaluation report, different countries are at varying levels of implementation, but apparently Namibia and Zambia have been exemplary. It is against this finding that FAWE would like Assess and document the processes, strategies, achievements, lessons learnt, best practices and challenges of Namibia and Zambia in their walk towards the realization of ESA — CSE commitments for learning and sharing for possible replication.

Objectives and Activities

The overall objective of the engagement is to generate knowledge for learning and sharing through; The assessment and documentation of the processes, strategies, achievements, lessons learnt, best practices and challenges of the ESA — CSE commitments in Namibia and Zambia. The consultant is expected to conduct comprehensive desk review and on need basis hold deliberations with institutions and/or organizations which have been central in ESA — CSE commitments in the named countries. Specifically, the consultant’s activities will be to;

1. Conduct review of relevant scholarly documents, National Health periodic reports, CSOs focusing on health especially CSE/ASRHR, among others to establish documented status of the subject under quest.

¹ ESA Commitment Final Affirmed December 2013.pdf
2. Map-out, organize and conduct visitations to key stakeholders and document experiences of the organizations that have been central in pushing for the CSE agenda in the respective countries.

3. Devise innovative methodologies to accurately gather the required information from far-flung institutions, organizations and/or individuals that might not be reached due to budgetary limitations.

4. Ensure high resolution photos for the report where appropriate.

5. Produce a comprehensive report outlining the models deployed, good practices and case studies identified as well as challenges and opportunities from the processes.

6. Develop a power point for the dissemination of the findings to a Ministerial round table discussion during FAWE’s General Assembly slated for August 23rd, 2017 in Lusaka Zambia.

Consultancy Services

As outlined above, FAWE is seeking services of a competent consultant/firm over a period of thirty (30) days i.e. 15 days per country spread over a period forty (40) days to support in the review and documentation of the processes of ESA Comprehensive Sexuality Education commitments using Namibia and Zambia as the focus countries of the study. The resulting document will be adopted in advancing the ASRH-CSE in Kenya and Uganda where Phase III will be implemented. The guidelines are as per the following analytical framework/Questions;

- What is the actual status of Comprehensive Sexuality Education in the named country?
- If the country is considered as successful in the implementation of the CSE, what is the understanding of success? How is success quantified?
- Which partners spearheaded ESA — CSE realization in the countries under consideration?
- Did the country adopt multi-stakeholders approach? Which are the key elements (stakeholders and areas of focus) not to be ignored for effective success? If yes, how was the selection process? How have the stakeholders’ been involved in CSE programme implementation?
- How is the programme ownership structure like? How has the externalities like retrogressive cultural practices, lack of political good will, CSE information harmonization been handled? What monitoring/tracking and reporting mechanism exist at the country level and how effective are they? What sustainability structures are in place?
- How well are responsibilities delineated and implemented in a complementary fashion? How well are the coordination functions being fulfilled? Are the management and implementation capacities adequate?
- What rifts/challenges exist and/or encountered in efforts to roll out Comprehensive Sexuality Education and how have they been managed over time?
- To what degree do partners change their policies or practices to promote CSE ideologies (e.g. new services, greater responsiveness, resource re-allocation, improved quality etc.)? Are there sufficient resources (financial, time, people) for the programme? How are the resource gaps managed?
- What strategies (advocacy model) was adopted to ensure that CSE reaches where it is in the named countries? What good/best practices and lessons, challenges and key achievements emanated from the intervention process?
- What is the level of implementation at school level and what is the implementation strategy?
Expected key results

The expected overall result is the production of a Good Practice document that will serve as a reference for future programming. More specifically the deliverables will include but not limited to;

1. Comprehensive report on good practices from the two (2) countries.
2. Fifteen (15) case studies for each NC to show evidence of good practice.
3. Analytical report of the good practices.
4. Summary on the good practices under the ASRH and rights project
5. Power point presentation on the findings

Reporting Framework

The following analytical framework is suggested for the final report:

1. Title page (1 page)
2. Table of Contents (1 page)
3. Executive Summary (2 pages)
4. Acronyms and abbreviations (1 page)
5. Background and Programme Description (1-2 pages)
6. Purpose of assessment (1 page)
7. Assessment Methodology (1 page)
8. Findings, Analysis, Conclusions, and Recommendations (≤ 20 pages) This section's content should be organized around the TOR questions, and include the findings, conclusions and recommendations for each of the subject areas to be evaluated
9. Challenges, lessons learned, good practices, case studies and opportunities (1-4 pages)
10. Annexes: including the terms of reference, assessment work plan, charts, photos, field visits, Interviewees, documents reviewed, and any other relevant documents (no limit).

Qualification and Experience

- Master’s degree in Social Sciences, Public health, Development Studies, Education; preferably with a bias in youth development and advocacy.
- Ability and experience in leading similar assessments/evaluations, working with multiple stakeholders and writing focused evaluation reports.
- Experience in reviewing education/health related models/interventions coupled with good writing and editorial skills.
- Computer skills MS Office suite.
- Ability to work under extreme pressure and on occasions in a highly stressful environment.
- Demonstrated evidence in working with ministries of education or health on sensitive matters
- Works collaboratively with colleagues and solicits input by genuine value to other people’s ideas and expertise;
- Demonstrated/proven interest in working with youth and evidence for Adolescent Sexual Reproductive Health and Rights engagements

Management, Coordination and Time lines

The duration of the engagement will be 30 working days (15 per country) spread over 40 days beginning 26th June, 2017 or upon signing of the contract whichever is earlier. The assignment will
start off with discussions to understand the assignment and scope of work, the logistical arrangements, followed by the field visits and thereafter remote discussions with the team driving the process from FAWE. The consultants will work closely with the Senior Programme Coordinating Officer (SPCO), M&E Officer and M&E Assistant as well as the Country based (Namibia and Zambia) Programme Manager throughout the process in laying out the logistical modalities and strategies for the assessment and documentation process.

Application and Submission Guidelines

Applications will be received from Competent individuals/consulting firms expected to enclose the following:

- Application letter and a copy of Curriculum Vitae (CV) — not exceeding five (5) pages
- Technical proposal with a very clear write up on the interpretation of the TOR and proposed methodology for the study with a detailed and clear work plan and timelines
- Financial/budgetary proposal.

All interested persons/firms should address their interests to; The Human Resources and Administration Officer (HRAD) P.O Box 21394-00505 Nairobi Kenya with all the supporting documents on or before 23rd June, 2017. Only electronic submissions to Lanzala@fawe.org, with MMuhwezi@fawe.org and MNguss@fawe.org in copy will be considered.