

## Review of JGI's Peer Education Program in Western Uganda

### I. Background

In 2008, JGI launched the *Peer Education* Program in areas where chimpanzees are present in Western Uganda. The goal of the program was to increase girls' access to education and improve their educational experience and thereby positively impact the girls' socio-economic prospects while also benefitting their communities and the environment. The program trains girl peer educators on the topics of menstrual hygiene management, reproductive health, and HIV/AIDS prevention.

Studies show that when a girl in the developing world receives seven years of education, she marries four years later and has 2.2 fewer children on average.<sup>1</sup> Women who are educated about family planning methods tend to have fewer children and more time in between births, which not only improves their health and the health of their children, but also their socio-economic prospects.<sup>2</sup> With a growing population there is a higher demand for natural resources and clearing of land for cultivation, leading to loss of chimpanzee habitat. Slowing the population growth is not only more sustainable for individuals, families and communities, it is critical to saving chimpanzee habitat and other vulnerable ecosystems. Additionally, more educated girls are also more likely to access healthcare services, like vaccinations, for their children. With increasing human-chimpanzee interactions due to chimpanzee habitat encroachment, healthier children helps reduce the risk of human disease transmission to chimpanzees, another serious threat to chimpanzees.

Since the program's inception in 2008, close to 700 peer educators in 60 schools in Masindi, Hoima, Kabarole, Bushenyi, Kasese and Moyo have been trained on inter-related issues facing young women in Africa: reproductive health and rights, including the HIV/AIDS epidemic, female empowerment, and school dropout rates. These girls then mentored and provided modesty kits (sanitary napkins and personal items like undergarments) to 4,700 girls and young women, enabling the mentees to continue their education uninterrupted and improve their prospects for a better future and alternative livelihood options. Also a result of this outreach, over 600 girls who had dropped out of school resumed classes.

In light of our success with keeping girls in school and "pulling back" those who had left school, JGI would like to scale the program within Uganda and across the chimpanzee range and also add a community/parental component that fosters and values girls' education.

### II. Program Assessment Goal and Objectives

As a pre-requisite to potential scaling and expansion, JGI would like to retain a consultant or organisation to conduct an assessment of the program and develop a set of recommendations to inform the next phase of the program's implementation. More specifically, the objectives of the review are to:

- 1) Assess the program's goal and objectives, focusing on relevance, efficiency and effectiveness, using qualitative and quantitative data as available;

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<sup>1</sup> [http://www.cgdev.org/sites/default/files/15154\\_file\\_GC\\_2009\\_Final\\_web\\_0.pdf](http://www.cgdev.org/sites/default/files/15154_file_GC_2009_Final_web_0.pdf)

<sup>2</sup> [http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547667-1135281504040>Returns\\_Investment\\_Edu.pdf](http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547667-1135281504040>Returns_Investment_Edu.pdf)

- 2) Identify program implementation challenges and develop recommendations around current best practices in peer to peer education programming and strategies to strengthen the program's sustainability;
- 3) Identify qualitative and quantitative data that can be gathered by JGI staff and develop indicators and a monitoring and evaluation framework to assess future program performance and impact and improve accountability;
- 4) Identify and document opportunities and methodologies to scale the program;
- 5) Identify areas for continued advocacy and intervention at the district and national level in support of girls' education.

JGI expects that the assessment methodology will be empowering for project stakeholders by allowing space for collaborative and constructive planning and dialogue. The assessment should also identify capacity-building needs and serve as an organizational learning tool whereby the assessment process and outputs are accessible (understandable), practical, pragmatic and realistic.

JGI's education work is rooted in the belief that young people have the right to be actively involved in decision-making processes that affect their lives, their sexual and reproductive health, education outcomes and well-being. This belief should be reflected in the review methodology and effort should be made to meaningfully engage young people throughout the exercise.

### **III. Consultant Primary Duties, Responsibilities and Deliverables**

- i. Develop a work plan in consultation with JGI-Uganda staff
- ii. Produce an inception report that includes:
  - Review methodology
  - Sampling approach
  - Data collection tools
  - Plan for data collection and analysis
  - Key research questions and approach
  - Timeline
- iii. Coordinate data collection process
- iv. Analyze data and develop a review report
- v. Present a draft report for review and feedback within the agreed time frame
- vi. Produce a final report that includes:
  - a. Key findings
  - b. Recommendations
  - c. A monitoring and evaluation framework

### **IV. Consultant Qualifications**

The consultant(s) must have or be able to demonstrate:

- Master's level education (or equivalent professional experience) in public health, education or a related field in the social sciences
- Extensive knowledge and experience with female education and/or public health programs in Uganda
- Sound understanding of the components of youth-friendly sexual and reproductive health issues
- Experience developing and implementing survey methodologies, applying participatory evaluation methodologies in cross-cultural settings, and monitoring and evaluating similar youth-focused programs

- Excellent interviewing skills, especially with young people, and experience working with different models of youth participation is desirable
- Sensitivity to different cultural and religious contexts
- Capacity to analyze qualitative and quantitative data in a systematic way
- Ability to present complex information in a concise, clear and accessible manner
- Excellent writing, analytic and communication skills

## V. Consultant Selection Process

Interested parties will be invited to submit an Expression of Interest (not to exceed five pages) that includes:

- A brief overview of the relevant experience and expertise
- A brief summary of a proposed approach to undertake the review
- Brief Consultant(s) CV(s)

A shortlist of applicants will be invited to submit a full budget and proposal that addresses in greater detail the activities proposed that will achieve the objectives and requirements outlined under Sections II, III and IV above.

## VI. Indicative Assessment Timeline

Date	Milestone
1700 (Uganda) – 6th October 2017	Deadline for submission of Expression of Interest
11 <sup>th</sup> October 2017	Shortlisted consultants invited to submit a full proposal
25 <sup>th</sup> October 2017	Full proposals due to JGI Uganda
31 <sup>st</sup> October 2017	Final consultant selected
November / December 2017	Assessment conducted
22 <sup>nd</sup> December 2017	Draft Report Submitted to JGI Uganda
17 <sup>th</sup> January 2017	Final Report submitted to JGI Uganda

## VII. Contact Details

All submissions should be sent as MS Word files to [info@janegoodallug.org](mailto:info@janegoodallug.org)