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TERMS OF REFERENCE FOR THE IMPACT EVALUATION OF THE GENDER RESPONSIVE PEDAGOGY MODEL

1.0 Introduction

The Forum for African Women Educationalists (FAWE) is a Pan-African non-governmental organization, advancing the access of quality education for girls and women in Africa. FAWE strives for an equitable and inclusive society where all African girls and women thrive by promoting gender transformative policies, practices, and attitudes within the education systems.

For the past Decade, FAWE has implemented programs that aim to empower girls through education as well as strengthening gender-responsive practices in African education systems. Through various partnerships, FAWE has supported initiatives on teacher capacity strengthening, review of continental frameworks to assess Gender Responsive Pedagogy (GRP) integration, conducted research aimed at generating evidence that aimed to assess the impact of the model in mainstream schools across the continent.

Through the Echidna IV grant (2025–2028), FAWE seeks to deepen systemic change by strengthening gender-transformative approaches within education systems. As part of this effort, FAWE plans to conduct an impact evaluation of its Gender Responsive Pedagogy (GRP) model in ten African countries. This is to generate evidence on the effectiveness and impact of GRP in transforming classroom practices and improving learning environments for girls and boys. The findings will inform the review and scale-up of the GRP model in other African countries.

About the Gender Responsive Pedagogy Model

The Gender Responsive Pedagogy (GRP) model is a FAWE's flagship education intervention designed to promote inclusive and gender-sensitive teaching and learning processes. The model was developed in response to research that revealed the existence of gender biases in teaching practices, classroom interactions, and learning materials, which often limited girls' participation and performance in schools.

Introduced in 2005, the GRP model aims to equip teachers, school leaders, and education stakeholders with the knowledge, attitudes, and skills needed to address the different learning needs of girls and boys. The model focuses on transforming classroom environments to ensure that all learners participate equally and benefit from quality education. It emphasizes gender-responsive lesson planning, equitable teacher–learner interactions, inclusive classroom management, gender-sensitive language, and the use of teaching and learning materials that challenge gender stereotypes.

The model also strengthens the role of school leadership and education institutions in creating gender-sensitive learning environments. Through these approaches, GRP aims to enhance girls' confidence, participation, retention, and academic performance, while promoting equitable learning opportunities for all learners. FAWE therefore seeks to undertake this evaluation to generate robust evidence that will inform the strengthening, review, and scaling of the model.

3.0 Impact Evaluation of the GRP Model

3.1 Purpose of the Evaluation: The purpose of the evaluation is to assess the impact of the Gender Responsive Pedagogy model in transforming teaching practices, improving gender-inclusive learning environments, and influencing education systems across Africa. The evaluation will generate credible evidence on the effectiveness, sustainability, and scalability of the model. The insights will inform FAWE's efforts to strengthen the model and integrate broader gender transformative education approaches, that address deeper structural and cultural barriers affecting girls' education. The findings will further inform development of key knowledge products, including policy briefs, peer reviews publications, and learning agenda to support advocacy for the integration of gender transformative approaches within schools and education systems. Additionally, the evaluation will inform the scaling of the GRP model across FAWE's Chapters.

3.2 Broad Objective: To assess the impact, effectiveness, sustainability, and scalability of the FAWE Gender Responsive Pedagogy (GRP) model in transforming classroom practices and education systems across selected African countries.

3.3 Specific Objectives

The evaluation will pursue the following specific objectives:

- 3.3.1 To assess the impact of the GRP model on teaching practices and classroom dynamics, particularly its influence on gender-inclusive teaching and learning processes.
- 3.3.2 To evaluate the effectiveness and sustainability of the GRP model in improving girls' participation, retention, and performance in schools.
- 3.3.3 To examine the institutional and policy influence of the GRP model, including its integration into teacher training programs and national education systems.
- 3.3.4 To identify best practices, lessons learned, and contextual adaptations necessary for strengthening and scaling the GRP model across Africa.

Evaluation Methodology and Approaches

4.1 Evaluation Criteria and Key Questions: The evaluation will apply DAC-OECD and FAWE evaluation criteria to measure: Relevance, Effectiveness, Efficiency, Impact, Sustainability, Scalability, Stakeholder participation, Accountability, and learning. The consultant is expected to generate Key evaluation questions guided by the above-mentioned criteria. The final evaluation questions will be agreed upon between FAWE RS staff and the consultant.

4.2 Evaluation Methodology and Approaches: The evaluation firm should consider effective methodological approaches and designs that respond to the evaluation objectives and scope of this assignment. It is expected that the consultant will make recommendations on the samples and sampling techniques for the evaluation, which adhere to the laws of Statistical Regularity and Inertia of large numbers. All findings should be scientific, evidenced, and critically evaluated for validity and reliability. The data collection and analysis methods must be comprehensive and explained in the reports.

4.3 Scope of the Evaluation

The evaluation will be conducted across seven African countries, Malawi, Mali, Tanzania, and Zambia while Rwanda, Ethiopia and Uganda will rely on secondary data. The evaluation will focus on examining the implementation of the GRP model within these countries and assessing its contribution to

improving gender-responsive teaching practices and learning environments.

4.3.1 Target Groups: The evaluation will engage a wide range of stakeholders involved in the implementation of the model. These include teachers who have received GRP training, school heads and administrators, curriculum developers, education policymakers, FAWE national chapters, and representatives from Ministries of Education. Students, parents, and community leaders will also be consulted to capture broader perspectives on how the model has influenced learning environments and gender dynamics within schools.

4.4 Expected Roles and Outputs

- 4.4.1 Submitting a technical and financial proposal in response to the Terms of Reference. The proposal should demonstrate a clear understanding of the assignment and objectives, outline the approaches/methodology for each objective, work plan with indicative timelines, and a summary of the budget.
- 4.4.2 Conducting a desk review and developing a background literature review to inform an inception report before field work. This should capture the approaches to the assignment, sampling technique, methodology, data collection tools, quality assurance measures, and a comprehensive work plan with timelines and roles for the evaluation team. This should include seeking ethical approval as appropriate in the 10 countries.
- 4.4.3 Carry out quality data collection and analysis as per the agreed evaluation inception report and develop a report that pays attention to the context of the 10 countries.
- 4.4.4 Submit the draft and final report of the exercise. This should be submitted to the program management team. It should include comprehensive findings, conclusions, and actionable recommendations, along with supporting materials such as raw and cleaned datasets, transcripts, photos, and any audio/video recordings.
- 4.4.5 Facilitate validation and dissemination processes, including stakeholder presentations, to share evaluation findings and integrate feedback.

4.5 Deliverables: The evaluation will be phased in with deliverables at intervals that will be discussed and agreed upon with the consulting firm. However, at the minimum:

- 4.5.1 Detailed Inception Report: Including evaluation approach, detailed methodology, sampling method/s, and calculation, workplan, and data collection tools.
- 4.5.2 Draft and final evaluation reports
- 4.5.3 PowerPoint Presentation summarizing key findings.
- 4.5.4 Policy brief to be used for advocacy on Gender Transformative Approaches.
- 4.5.5 Data collected (both raw and cleaned).
- 4.5.6 Validation and dissemination sessions of the evaluation of findings and policy briefs during the reflection workshop.

5. Safeguarding Measures and Ethical Standards

The consulting firm must adhere to the highest ethical and safeguarding standards during the evaluation process. The evaluation must respect the dignity, rights, and safety of all participants.

The evaluation must generate credible and reliable findings that contribute to organizational learning and accountability. In addition, the evaluation team shall be required to adhere to applicable standards and country-specific guidelines.

6.0 Required Qualifications and Competencies of the Consulting Firm.

For this assignment, the selected firm must demonstrate extensive experience and technical expertise in impact evaluation of programs and education interventions, system change, be able to access information, and be familiar with the context. The evaluation team should meet the following minimum qualifications and competencies:

1. Team leaders should possess at least a master's degree in social sciences, gender, education, research methods, statistics, or relevant field.
2. Extensive experience in conducting Impact evaluations, with a strong track record in designing and implementing mixed-methods studies, including data collection tool development and advanced data analysis.
3. A minimum of five years' experience conducting evaluations and documenting best practices in the fields of gender and education equality programs.
4. Strong understanding of education systems in Africa
5. Demonstrated expertise in quantitative and qualitative data analysis
6. Experience in multi-country evaluations
7. Strong report writing and analytical skills (both qualitative and Quantitative) with a proven ability to produce high-quality written reports and presentations in fluent English
8. Demonstrated commitment to research ethics and safeguarding standards, including child protection.

Management of the Evaluation

7.1 Supervision/Support to the Consultant: The Consultant will work closely with the FAWE's Project Management Team (PMT) and report to the Knowledge Management Team under the overall supervision of the Deputy Executive Director and Head of Programmes.

7.2 Time Frame/Duration: The evaluation will be conducted over a maximum of 20 working days, beginning **15th June 2026** and concluding on **10th July 2026**.

8.0 Submission of Proposal:

Interested consultants should submit their detailed implementation and budget proposals, including CV's of their proposed team, at least 3 soft copies of relevant past work, and References to FAWE Africa Executive Director, emailed to procurement@fawe.org received on or before **Monday, 8th June 2026 6:00 pm (EAT)** with the subject line "*IMPACT EVALUATION OF THE GRP MODEL*". Please send a PDF Version. Only email applications will be accepted. Incomplete and/or applications received after the deadline shall be disqualified.

Estimated Budget \$16,600