



## Terms of Reference for Consultancy to Conduct Feminist Research on Social Norms, Narratives, and Myths Related to Refugees, Host Communities, in relation to Education in Yumbe, Terego, and Obongi Districts – West Nile, Uganda

Title of the ToR	Consultancy to Conduct Feminist Research on Social Norms, Narratives, and Myths Related to Refugees, Host Communities, in relation to Education in Yumbe, Terego, and Obongi Districts – West Nile, Uganda
Title of the Project	Geared for Success (GFS)
Donor	Global Affairs Canada (GAC)
Time frame	45 Days upon signing of contract
Location of the consultancy	Yumbe, Terego and Obongi
Indicative budget available for study	TBD
Thematic areas	Gender and transformative Education

### 1. Introduction

Uganda is a host to one of the largest refugee populations in Africa with over 1.88 million refugees, with West Nile region, particularly Yumbe, Terego, and Obongi Districts, accommodating a significant portion of these population. The intersection of gender, displacement, social norms, and access to education is an area of increasing interest and concern.

Oxfam is committed to advancing gender equality and transforming harmful social norms through feminist, empowerment and participatory approaches. The feminist research approach is essential in unpacking the power dynamics, gender roles and social norms including decision-making abilities and narratives that shape the experiences of both refugees and host communities, especially regarding access to education. Myths, social norms, and dominant narratives often reinforce structural inequalities that disproportionately affect women, girls, and other marginalized groups.

This consultancy seeks to generate evidence through a feminist lens to inform programming, advocacy, and policy dialogue for more inclusive and gender-responsive interventions in the education sector within the districts of Yumbe, Obongi and Terego Districts.

### 2. Background about Oxfam in Uganda

Oxfam is a global movement for change that empowers people to create a secure future, just and free from poverty. We believe that everyone has a right to safety, security, a livelihood, and a say in decisions that affect them. In Uganda, our Vision is to see Uganda free of inequality and Injustice: A society where people, particularly women and young people, claim and exercise their rights and responsibilities and influence decisions that affect their lives.

Our work is guided by the [Country Strategic Framework](#) (CSF) (2021-2030), organized around four themes: Governance and Accountability, Resilient Livelihoods, Humanitarian preparedness and response and Gender Justice and Women's Rights. All the themes work towards influencing policy and practice, youth and women empowerment, inclusive participation in decision-making at various levels, and capacity strengthening of national and local actors.

### 3. Information about the Project:

Oxfam and War Child Canada (WCC) in collaboration with Refugee Led Organizations (RLOs) i.e. Community Empowerment for Creative Innovation (CECI), Youth Social Advocacy Team (YSAT), Refugee-led Organizations Network (RELON), Secured GAC funding to implement 'Geared for Success' (GFS), 5-year, gender-responsive initiative in South Sudan and Uganda, with a public engagement component in Canada. although GFS will directly reach people in Canada, the ultimate project participants are students/learners in Uganda and South Sudan. GFS' ultimate outcome is enhanced equitable and inclusive learning outcomes for 'refugee, internally displaced and host community children and youth, particularly girls and adolescent girls' (hereinafter referred to as ultimate project participants) in the districts of Yumbe, Terego and



Obongi in Uganda. GFS will achieve this by increasing access to education for ultimate beneficiaries, driven by local refugee-led organizations (RLOs) community-based organizations (hereinafter referred to collectively as CBOs).

Oxfam and WCC believe that empowering CBOs is the key to achieving our ultimate outcome. CBOs are on the front lines of providing essential education services for refugees and IDPs. However, their ability to have impact depends on having strong organizational and technical capacity, community support, financial resources, and access to duty-bearers. Unfortunately, resources from governments are overstretched, putting the needs of IDPs and refugees and their organizations secondary to those of host communities. Even when there are investments for IDPs/refugees and their organizations by governments or other donors, they tend to not be tailored to their needs. To ensure that CBOs are 'geared for success', this project will facilitate and provide technical and financial resources to improve their performance -with more female leadership and community support-, allowing them to enable access to education and to successfully advocate for the right to education for ultimate beneficiaries. GFS will also strengthen Canadians' (including Diaspora) contribution to education for refugees/IDPs and to the 'Together for Learning' Campaign and will advance the evidence base on the role of CBOs enhancing gender-responsive education for refugees and IDPs.

The project's design and Theory of Change is grounded in the following general assumptions, that will be continuously tested and evidenced throughout the project:

**Gender equality and women's empowerment:**

- Women's and girls' rights are fundamental human rights and essential to advancing gender justice, equality, non-discrimination, inclusion, and peaceful coexistence.
- Promoting feminist agency, meaning women's and girls' autonomy and meaningful decision-making power, is integral to achieving the project aims.
- Collaboration, participation and learning among all the key stakeholder groups identified are critical to successful outcomes and lasting change for gender equality and women's empowerment.

**Triple nexus approach:**

The triple nexus approach is necessary to achieve durable education solutions and advance gender equality, particularly for displaced populations, in this context of severe gender inequality, human rights violations, protracted conflict and violence, weak governance, high socio-economic vulnerability and natural disasters.

**Advocacy:**

Gender equality and human rights-related programming, advocacy and influencing are more effective if these efforts are rights and evidence-based – i.e., directly informed by academic and/or feminist research, practitioners' experience, previous relevant programming and the lived experience and voices of women and their organizations.

**4. Purpose and Objectives:**

**a. Overall objective of the research.**

The purpose of this feminist research is to conduct a comprehensive analysis of the social norms, narratives, and myths that influence educational access, participation, and outcomes for refugee and host community children in Yumbe, Terego, and Obongi districts. The study will employ a feminist lens to examine how patriarchal structures, gender stereotypes, and discriminatory practices intersect with displacement dynamics to create barriers to inclusive education.

**b. Specific objectives of the Research:**

- To Identify and analyze social norms, narratives, and myths that influence access to and participation in education for refugees and host communities, with a focus on gender dynamics.
- To assess how these norms and narratives impact different groups (e.g., women, girls, boys, men, persons with disabilities, and other marginalized groups).
- To document the lived experiences and perspectives of both refugee and host community members regarding education in particular women and girls.
- To propose feminist, community-led, and context-specific recommendations for transforming harmful norms and promoting inclusive education practices.



- To generate evidence that supports the development of strategic advocacy messages and policy recommendations for advancing **Gender Responsive Education** and transforming discriminatory norms and practices.
- Provide actionable recommendations for gender-responsive educational policies and programs that challenge harmful norms and promote equitable access.
- Examine the intersectionality of gender with other factors such as age, disability, ethnicity, and refugee status in shaping educational opportunities.

#### 5. Scope of Work:

##### Technical scope

##### **Research Framework and Methodology**

- Design and apply a feminist, intersectional research framework tailored to the Ugandan refugee context, particularly in Yumbe, Obongi and Terego Districts.
- Employ participatory and inclusive qualitative research methods such as key informant interviews, focus group discussions, life histories, storytelling, and community-led inquiry tools.
- Analyze data through a feminist, intersectional lens that recognizes power dynamics, age, gender, refugee status, and other intersecting identities.

##### **Literature Review and Contextual Analysis**

- Conduct a comprehensive literature review on the intersections of social norms, gender, education, in refugees and host communities in Uganda particularly Yumbe, Obongi and Terego Districts.
- Emphasize the specific regional context of the West Nile (Yumbe, Terego and Obongi), considering both refugee and host community experiences.

##### **Stakeholder and Community Engagement.**

Engage a diverse range of stakeholders including:

- Refugee-led organizations and community-based groups
- Women's groups and youth networks
- Community leaders, traditional and religious authorities
- Parents, teachers, and educators
- Government actors and NGOs/INGOs
- Facilitate inclusive consultations that center the voices of marginalized populations, especially adolescent girls and children with disabilities.

##### **Thematic Research Areas**

- Examine social norms, expectations, and narratives that shape access to and participation in gender-responsive education.
- Document myths and misconceptions around refugee children's right to and capability in education.
- Investigate attitudes toward girls' education, with an emphasis on secondary education and technical skills training.
- Explore the role of traditional and religious leaders in influencing education-related social norms.
- Assess the influence of intergenerational transmission of beliefs on educational aspirations and gender roles.
- Analyze the structure and role of social networks and informal support systems in either facilitating or constraining educational access for refugee and host community children.



### Knowledge Production and Policy Influence

- Produce a comprehensive research report synthesizing key findings, contextual analysis, and thematic insights.
- Develop a concise and actionable policy brief aimed at policymakers, humanitarian actors, and education stakeholders.
- Highlight community-informed recommendations to address harmful norms and promote gender-responsive education in displacement settings.

### Geographical Scope:

The study will be conducted across Yumbe, Terego, and Obongi districts in West Nile region, with fieldwork in both urban centers and rural communities. Specific sites will include refugee settlements (Bidibidi, Imvepi, Palorinya) and host community villages with mixed populations.

### Time Scope:

The assessment will examine current social dynamics while also exploring how norms and narratives have evolved since the major refugee influxes began in 2013. Historical context will be considered to understand pre-existing social structures and how displacement has altered community dynamics.

## 6. Methodology

The expected design of the study Cross-sectional study with ethnographic elements, utilizing a concurrent transformative mixed-methods design that prioritizes marginalized voices while generating both Qualitative and Quantitative approaches in generating primary and secondary data for analysis.

This study will employ a mixed-methods approach grounded in feminist research principles, emphasizing participatory methodologies that center the voices and experiences of women, girls, and marginalized community members. The research design will be intersectional, recognizing that individuals experience multiple, overlapping forms of oppression and privilege

The consultant is expected to articulate the research design and provide detail of study approaches that will be applied. The methods should be sensitive to the target population (unit of analysis), and robust enough to provide adequate responses to the stated research questions. Overall, the methodology section should cover details of research design and approaches, sampling, sample size determination, data collection methods/instruments, data analysis techniques, plan for dissemination of study findings and a statement on quality assurance and ethical considerations during the evaluation. Overall, the section the section should provide details of how the research will be conducted. The expected approach should be described in enough detail to enable any other evaluator interested in the same study to apply the same methodology.

The methodology will, be developed by the consultant, as well as all relevant tools presented in the inception report. The three strategic objectives mentioned in chapter 2 should, be assessed, including all research questions under each objective.

The research will apply a **feminist, participatory, and intersectional approaches** to understand how gendered social norms and narratives affect education among refugee and host communities. The research will center community voices, particularly those of women, girls, and marginalized groups, and will examine power dynamics in education access and experiences. The data collection should include the use of several approaches to gain a deeper understanding of the outcomes of the project, including:

- **Desk Review:** Review of literature and policies related to gender, education, and displacement in Uganda. This will provide a foundation for understanding the current context and inform the design of data collection tools and engagement strategies.
- **Stakeholder Consultations:** Engage with diverse stakeholders during primary data collection which will include Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), life history interviews, and participatory storytelling.



These methods will explore how different community members experience and understand gender roles, education, and displacement.

- **Gender Analysis:** Apply gender-sensitive analytical frameworks to assess the gendered dimensions of Education.
- **Data Collection:** FGDs and storytelling will involve women, men, girls, boys, and persons with disabilities. Tools like body mapping, norm ranking, and visual methods may be used to stimulate discussion and ensure inclusiveness, especially among youth and people with low literacy.
- **Validation workshops;** will be held in each district to reflect on initial findings with participants and key stakeholders. This will support community ownership, accuracy, and the co-creation of solutions to harmful norms affecting education.
- **Sampling:** Sampling will be **purposive and stratified** to ensure diversity by gender, age, refugee/host status, and disability. Approximately 9–12 FGDs, 15–20 KIs, and 6–9 life stories will be conducted, alongside three community validation workshops.
- **Data Analysis:** Data will be analysed using qualitative and quantitative methods, thematic and intersectional analysis, highlighting how multiple identities affect education outcomes. The team will reflect on power relations and their own positionality during interpretation to ensure ethical and balanced findings.
- The research will inform the development of advocacy messages and policy recommendations for Gender Responsive Education. Outputs will include a research report, policy brief, and advocacy tools co-developed with communities and stakeholders to ensure use and impact.

The selected consultant will prepare a detailed methodology and share with Oxfam team for review and approval through an inception report.

#### 7. Study outputs /Deliverables:

The consultant is, expected to lead, accomplish and submit the following deliverables within the agreed timeframe and budget:

- An inception report, which will serve as an agreement between parties on how the evaluation will be, conducted. The inception report should include work plan, methodology, tools, ethical considerations among others
- Summary of existing data and evidence relevant to the research
- Draft report.
- Final report, the report should consist of:
  - Standard cover sheet
  - Executive Summary (maximum 8 pages)
  - Introduction and Background
  - Literature Review and Conceptual Framework
  - Methodology and Limitations
  - Key Findings organized by research questions
  - Analysis and Discussion using intersectional feminist lens
  - Conclusions and Strategic Recommendations
  - Annexes (data collection tools, detailed tables, participant information)
  - Raw data in any of the following statistical packages (STATA, SPSS, Excel) and transcribed qualitative scripts.
  - Presentation: Present the research findings and recommendations, to Oxfam, key stakeholders and partners within 1 week of finalizing the report.
  - Incorporating feedback from validation, includes executive summary, methodology, findings, and recommendations
  - Policy Brief: Summary of findings and recommendations for policy and advocacy use

#### Annexes:

- ✓ Relevant maps and photographs of the Research areas where necessary
- ✓ Bibliography of consulted secondary sources
- ✓ Finalized data collection tools
- ✓ List of interviewees with accompanying informed consent forms.

#### 8. Qualification and experience.

The consultancy should have:



- Postgraduate or master's degree in Gender Studies, Social Sciences, Education, Development Studies, or related fields are required and post-graduate diploma in Monitoring, Evaluation, Accountability and Learning is an added advantage.
- Proven expertise in feminist research methodologies and intersectional analysis.
- Strong analytical skills and familiarity with qualitative and quantitative research methodologies.
- At least 5 years of experience in conducting qualitative research in similar contexts.
- Experience working in refugee-hosting areas, preferably in West Nile.
- Excellent communication and interpersonal skills, with the ability to engage effectively with diverse stakeholders.
- Knowledge of Uganda's refugee and education policy landscape including its cultural and gender dynamics.
- Strong report-writing skills.
- Neutral, non-judgmental facilitation skills that can foster constructive conversations around sensitive subjects amongst diverse stakeholders.
- Experience in using participatory and engaging workshop facilitation methodologies (strongly preferred).
- Strong English language skills required, other local languages an asset. Arabic is an added advantage.

#### 9. Ethical Considerations:

The consultant must adhere to ethical guidelines, ensuring informed consent, confidentiality, and respect for the privacy and safety of all participants. All research activities will be cleared through appropriate Regional, District and settlement level authorities.

#### 10. Timeline and estimated working days

The proposed evaluation time frame is 45 working days between July and August 2025. This will be done in accordance with the OXFAM evaluation criteria.

Activity	Number of days
Consultant to sign contract for the assignment	1
Review of documents and development of the inception report and research instruments	4
Presentation of Inception report and data collection tools	1
Training of research assistants and pre-testing of study instruments	2
Primary data collection (field work)	10
Data analysis and report writing	10
Submission of the draft study report to Oxfam in Uganda	1
Incorporating comments on draft report	3
Submission of the final project research report including policy brief and recommendations to Oxfam in Uganda	1
Presentation of research findings/ sharing feedback on report	5
Incorporating feedback from validation	5
Submission of the final report with policy brief	1

*\* Timetable depends on the weather; not all areas may be accessible in case of rain or insecurity.*

#### 11. Budget:

The consultant should provide a detailed budget proposal covering all expenses related to the research, including personnel, travel, data collection tools, and other relevant costs. Oxfam will provide professional resources fees to facilitate implementation of the assignment.

Statutory Deductions, the Consultant will be responsible for declaration of the income for income tax purposes (i.e. **6% from the gross payment**) payable to Uganda Revenue Authority in accordance with the income tax regulations of the Republic of Uganda.

#### 13. Evaluation and award of Consultancy

##### Proposal study Criteria

The technical proposal will be evaluated based on the Quality Cost-Based Selection (QCBS) Criteria:

- a. The individual general reliability as well as experience and capacity in the carrying out the assignment (30%).



- b. The approach in responding to the TOR and detailed work Oxfam in Uganda (45%).
- c. The qualifications and competencies of the proposed personnel for the assignment (25%). Proposals obtaining more than 70% of the technical points will be considered technically suitable and qualify for financial assessment.

**Payment:** The consultant will be paid 20% upon approval of the inception report and 80% upon submission and approval of final report and any agreed upon products of the study. The technical fees will be subjected to 6% withholding Tax.

#### 14. Supervision/management of the assignment

The study will be supervised by the Refugee Engagement and Participation Coordinator with support from the Area Manager and the MEAL contact person.

##### Oxfam Responsibilities:

- Provide background documents and project information
- Facilitate introductions to key stakeholders and communities
- Ensure safety and security protocols are in place
- Provide feedback on deliverables within agreed timeframes
- Support dissemination and utilization of findings

##### Consultant Responsibilities:

- Adhere to Oxfam's safeguarding policies and ethical guidelines
- Maintain the highest standards of research integrity
- Ensure timely delivery of all outputs
- Engage meaningfully with communities throughout the process
- Provide capacity building/training of local research assistants

#### 15. Submission of Technical and Financial Proposal:

Interested applicants/firms are invited to submit the following:

- A cover letter outlining relevant experience in similar work (1-2 pages)
- CV of the consultant(s) and/or information about the firm
- Technical Proposal on the understanding of the TOR which should include among others.
  - Detailed response to Terms of Reference
  - Proposed methodology and work plan
  - CVs of lead consultant and key team members
  - Examples of similar previous work
  - Three professional references
- Proof of relevant certifications or registrations
- List of proposed key activities, Level of Effort and timeframe
- Financial proposal which should include among others.
  - Detailed budget breakdown by activity and line item
  - Daily rates for all personnel
  - Travel and accommodation costs
  - Data collection and analysis costs
  - All applicable taxes and fees

The application package should also include:

- A list of three references that can attest to their expertise as it relates to this assignment and /or Copies of similar evaluation reports conducted by the applicant where possible and or a recommendation letter from an NGO's who the consultant has worked with before.
  - Confirmation of availability for assessment period and ability to travel to project location.
- Please ensure your submission email has the subject heading:

*"Geared for Success - Feminist Research on Social Norms, Narratives, and Myths Related to Refugees, Host Communities, in relation to Education in Yumbe, Terego, and Obongi Districts - West Nile, Uganda"* to [ugandalogistics@oxfam.org](mailto:ugandalogistics@oxfam.org) by 5:00pm , 18<sup>th</sup> July, 2025