Terms of Reference

Consultancy for a baseline study of the "Empower a Child – Secure the Future: Protecting Children's Rights in the Face of Climate Change in Nyagatare and Kirehe"

1. Introduction and background

Kindernothilfe e.V. (KNH) is a Non-Governmental Organisation founded in 1959. KNH works with local non-governmental organisations and their networks in 30 countries in Africa, Asia, Latin America and Eastern Europe to realize and protect children's rights. In Germany KNH engages in awareness raising, education and advocacy relating to development policies and particularly to the implementation of the Child Rights Convention.

To this end KNH aims to support their local partner organization African Evangelistic Enterprise in Rwanda in implementing a project on the "Empower a Child – Secure the Future: Protecting Children's Rights in the Face of Climate Change **.** This project will receive funding from KNH and from the German Federal Ministry for Economic Cooperation and Development (BMZ).

African Evangelistic Enterprise Rwanda (AEE) is a local Non-Governmental Organization (NGO) registered in Rwanda in 1987. The organisation's mission is holistic, aiming for sustainable change in both knowledge and attitudes, with a vision for people to live in harmony, free of want and deprivation of any kind. The current focus is to ensure that children and youth in Rwanda attain their right to full developmental potential through access to responsive nurturing care; quality and inclusive education; protection from all forms of abuse; and access to decent and sustainable livelihood opportunities. However, what characterizes AEE is its commitment to highly participatory, grassroots level interventions that adhere to the principles of community change and empowerment of the most vulnerable local groups. The programs primarily aim at building relationships between those most at risk, their communities, and leaders, as well as enhancing skills and knowledge to enable sustainable livelihoods.

2. Brief description of the project

Empower a Child – Secure the Future project aims at contributing to a situation in which children and young people in Nyagatare and Kirehe grow up in safe and climate-resilient environments where their rights to protection, education, health and participation are realized

in Nyagatare and Kirehe district in three targeted sectors which are Karangazi, Katabagemu and Mahama.

Four expected outputs from the Empower a Child – Secure the Future project have been identified as:

- 1,516 teachers in primary and secondary schools, as well as 45 school heads in the districts of Kirehe and Nyagatare, will have the knowledge and skills to create climate-resilient learning environments that are safe and inclusive.
- 2,740 parents and 480 young people in the districts of Kirehe and Nyagatare, organised into voluntary committees, will have the knowledge, skills and resources to strengthen and implement children's rights and climate resilience in their communities.
- Community structures (NWC, NYC, NCC, IZU and FP) in the districts of Kirehe and Nyagatare have the knowledge and tools to support households during climate shocks, strengthen community-based child protection systems and advocate for child-friendly climate adaptation and mitigation measures.
- Decision-makers at district level in Kirehe and Nyagatare have strengthened capacities in planning, coordination and monitoring to implement child-centered climate adaptation and mitigation measures and reduce the impacts of climate change on children and young people, whilst national stakeholders have a clear understanding of local implementation gaps and support measures to address them.

Empower a Child – Secure the Future project will work with different stakeholders within the communities in the targeted areas to address identified issues using the approach of establishing environmental clubs at both school and community which will be more effective in ensuring the communities take a lead in addressing climate related issues. The above expected outcomes will be realized through implementation of several activities such as capacitating school administrators and teachers, parents and young people in the community setting in the districts of Kirehe and Nyagatare to have the knowledge and skills to create climate-resilient learning environments that are safe and inclusive, supporting both School- and community based demonstration and infrastructure initiatives to mitigate climate challenges. The target group includes 1,516 primary/secondary school teachers and 45 school administrators, 2,740 parents and 480 young people from three sectors

3. Purpose of the baseline study

The purpose of the baseline study for the Empower a Child – Secure the Future project is to ascertain the qualitative and quantitative data that reflect the situation of identified indicators at the start of the project.

Specifically, the baseline study shall:

- Establish the baseline values (quantitative and qualitative) for the outcome and output indicators presented in the impact matrix below, disaggregated by district, sector and age group, and, in Mahama, refugee/host community status, where relevant.
- Produce instruments for the collection of the baseline data (such as questionnaires, pre- and post-test templates, the child protection report card, interview and focus group discussion guides and observation sheets) that can be used consistently throughout the project life – from the baseline to regular monitoring and a possible final evaluation.

Below is an impact matrix for the project.

Overall goal (Impact)	Children and young people aged 6–30 in the districts of Kirehe and Nyagatare are growing up in safe and climate-resilient living environments where their rights to protection, education, health and participation are realised.
Project aim (Outcome)	Indicators
Schools, households, community structures (NWC, NYC, NCC, IZU, FP) and decision-makers in the districts of Kirehe and Nyagatare apply child-sensitive and climate-resilient practices that protect the well-being and rights of children and young people.	**1.** By 2029, NCC and NYC committees will develop and present a child-sensitive climate action plan to the District Technical Coordination Committee (including priority measures, monitoring indicators and advocacy messages) and take part in at least two joint planning and review meetings.
	2. By 2029, community structures in each target cell (including local authorities) will have drawn up a disaster/emergency plan setting out measures to protect children and young people and their families during climate shocks.
	3. By 2029, 80 per cent of children and young people in the target schools (sample) will report that they feel safe at school and at home and protected from climate risks (including through access to shade, clean water during droughts, resilient infrastructure, food and shelter; measured using child protection report cards).
	4. By 2029, every Parent Climate Resilience Club (PCRC) will have carried out at least one self-organised community campaign to prevent gender-based violence (GBV) linked to climate shocks.
Project outputs	Indicators
1: 1,516 teachers in primary and secondary schools, as well as 45 school heads in the districts of Kirehe and Nyagatare, will have the knowledge and skills to create climate-resilient learning	**1.1** By the end of the second quarter of 2027, 90 per cent of the trained school management teams, teachers and PTA members in the three target sectors of the Kirehe and Nyagatare districts will have increased their knowledge of climate-resilient school governance by at least 70 per cent, as measured by pre-tests, post-tests and follow-up tests.

environments that are safe and inclusive.	**1.2** By 2029, 80 per cent of young people in the 45 target schools in the districts of Kirehe and Nyagatare (based on a sample) will report that their school provides opportunities for them to contribute their views on climate-related issues.
2: 2,740 parents and 480 young people in the districts of Kirehe and Nyagatare, organised into voluntary committees, will have the knowledge, skills and resources to strengthen and implement children's rights and climate resilience in their communities.	**2.1** By the end of 2027, 70 per cent of PCRC members and 50 per cent of YCRC members will have increased their knowledge of positive parenting[1] , children's and young people's rights, child protection and the prevention of gender-based violence (GBV) under climate stress by 50 per cent (as measured by pre- and post-tests at PCRC and YCRC meetings).
	2.2 By the end of 2028, 70 per cent of PCRC and YCRC members will practise at least one climate-resilient behaviour, e.g. kitchen gardens, rainwater harvesting, improved cooking stoves, reduced firewood consumption or waste management (verified through FGDs).
	2.3 By the end of 2028, 60% of PCRC members and 60% of YCRC members will report having at least one additional source of income (FGDs).
3: Community structures (NWC, NYC, NCC, IZU and FP) in the districts of Kirehe and Nyagatare have the knowledge and tools to support households during climate shocks, strengthen community-based child protection systems and advocate for child-friendly climate adaptation and mitigation measures.	**3.1** By 2028, at least 80 per cent of the FP, IZU, NYC, NCC and NWC at sector, cell and village levels in the implementation areas will have increased their knowledge of how climate change jeopardises the rights and well-being of children and young people by at least 70 per cent (pre- and post-tests in training sessions and follow-up training).
	3.2 By 2029, in every village within the target sectors, at least 5 additional households (in addition to the household with the planned water tank installation) will have replicated the rainwater harvesting installation.
4: Decision-makers at district level in Kirehe and Nyagatare have strengthened capacities in planning, coordination and monitoring to implement child-centred climate adaptation and mitigation measures and reduce the impacts of climate change on children and young people, whilst national stakeholders have a clear understanding of local implementation gaps and support measures to address them.	**4.1** By the end of 2029, all three target sectors will have integrated child-centred measures for climate adaptation and climate protection/mitigation into their sectoral implementation, coordination and monitoring plans (evidence: extracts from the plans).
	4.2 By the end of 2029, the District Technical Coordination Committee will have submitted at least six reports to the district administration, highlighting case studies and issues/problems relating to climate-related violations of children's rights.
	4.3 By the end of 2028, at least two national stakeholders in the fields of child protection/children's rights and climate adaptation (e.g. MIGEPROF, MINEDUC, NCDA, REMA) will have signed a Memorandum of Understanding (MoU) with AEE to support measures that mitigate the impact of climate change on children's rights.

4. General questions for the baseline

[1] Applies only to PCRC members.

Proposed Baseline Research Questions

1. To what extent do children and young people currently feel safe at home, at school and in their communities during prolonged droughts, floods, and other climate shocks, including access to shade, clean water during droughts, resilient school infrastructure, food and shelter? **(Outcome indicator 3)**
2. What is the current level of knowledge, skills and practices of teachers, school management teams and PTA members on climate-resilient school governance and child protection? **(Output indicator 1.1)**
3. To what extent do children and young people currently have opportunities at school to express their views on climate change and environmental protection? **(Output indicator 1.2)**
4. What is the current knowledge and practice of parents and young people (future PCRC and YCRC members) regarding positive parenting, children's and young people's rights, child protection and prevention of violence against children and of gender-based violence under climate stress**? (Output indicator 2.1)**
5. Are there currently any community campaigns or initiatives led by parents' groups to prevent gender-based violence linked to climate shocks in the target areas? **(Outcome indicator 4)**
6. What proportion of parents and young people in the target areas currently practise at least one climate-resilient behaviour (e.g. kitchen gardens, rainwater harvesting, improved cooking stoves, reduced firewood consumption, waste management)? **(Output indicator 2.2)**
7. What rainwater harvesting technologies and practices currently exist in target villages, and how many households per village currently collect and use rainwater for domestic purposes? **(Output indicator 3.2)**
8. What are the main livelihood and income sources of parents and young people in the target areas, and what proportion currently have more than one source of income? **(Output indicator 2.3)**
9. What is the current capacity of community structures—including NWC, NYC, NCC, IZU and FP—to understand and respond to the effects of climate change on children's rights and well-being? **(Output indicator 3.1)**
10. To what extent do target communities currently have disaster or emergency preparedness plans at cell level, and do existing plans specifically address the protection and needs of children, young people and vulnerable families during climate shocks? **(Outcome indicator 2)**
11. To what extent are community structures currently involved in identifying climate risks, planning responses and advocating for child-sensitive climate adaptation measures? In particular, do the NCC and NYC committees have a child-sensitive climate action plan, and do they take part in district planning and review meetings? **(Outcome indicator 1)**
12. To what extent are child-centred climate adaptation and mitigation measures currently integrated into sector and district implementation, coordination and monitoring plans**? (Output indicator 4.1)**

13. Do the district have a coordination mechanism that's currently collect, analyse and report information on climate-related violations of children's rights, and what systems exist for using this evidence in planning and decision-making? **(Output indicator 4.2)**

14. What factors facilitate or hinder the adoption of climate-resilient practices, including the replication of rainwater harvesting systems, among target households? (Output indicators 2.2 and 3.2)

5. Scope of the baseline study

The following outlines the scope of the baseline study.

- Data should be collected within the three sectors where the project will be implemented. That is Karangazi, Katabagemu and Mahama refugee camp whose population is part of the project's target group .
- The targets groups to be reached in the baseline study should include Schools administrators and community members primarily targeted by the project and other project beneficiaries including representatives from the National women Council, National Youth Council, National Children Council, Inshuti Z'Umuryango and Farmer Promoters, District and sector officials
- In addition, the baseline should reach children and young people in the 45 target schools (sample), teachers and PTA members, and the parents and young people who will form the PCRCs and YCRCs, as required to establish the baseline values of the indicators.

6. Methodology

The methodology for carrying out the baseline study should ensure a participatory approach and also embody mutually reinforcing quantitative and qualitative methods. The consultants will be expected to propose a sampling frame that is sufficiently comprehensive.

The consultants are expected to propose a mix of data collection tools and data analysis methods that they deem sufficient to achieve the objective of the assignment.

The consultants are also expected to indicate a range of sources for the data to be collected and should be comprehensive enough to achieve the objectives of the baseline study. This could include other similar studies that have been conducted or data from relevant institutions relating to targeted areas.

In addition, the consultants are expected to propose a methodological framework and demonstrate how the framework and the tools relate to cover all the baseline study questions.

The consultants should indicate how the stakeholders in the project will be involved in the process of data collection.

All data collection tools shall be designed for repeated use by AEE staff in routine monitoring and in a possible evaluation; suitable for digital data collection where possibleand accompanied by brief guidance on their application

7. Expected Deliverables

The consultant shall provide the following deliverables:

Items	Description
1. Inception report	Inception Report with data collection tools and an baseline matrix with questions and data collection methods to be used for each Indicator question. The inception report to be discussed and approved by AEE and KNH. It should be submitted in word and pdf format, DinA4
3. Preliminary findings	Report upon completion of field work in word and pdf format, DinA4.
4. Clean dataset	Quantitative dataset and relevant qualitative data/documentation
5. Draft baseline report	Comprehensive report presenting findings against project indicators
6. Validation presentation	PowerPoint presentation of key findings and recommendations
7. Final baseline report	Revised report incorporating feedback from AEE/KNH
8. Baseline indicator matrix	Indicator baseline value, source, methodology and disaggregation

8. Safeguarding Risk Assessment

Given that the consultancy will potentially involve direct engagement with children and other vulnerable groups, safeguarding shall be treated as a **core requirement of the assignment**.

Risk	Potential impact	Risk level	Mitigation measures
Direct interaction with children	Potential safeguarding concerns or inappropriate conduct	High	Consultant and enumerators must comply with AEE/KNH safeguarding requirements and sign relevant commitments
Disclosure of abuse or protection concerns	Emotional distress or failure to respond appropriately	High	Establish referral pathways and procedures before data collection
Informed consent/assent not properly obtained	Ethical violation and potential harm	High	Obtain informed consent from responsible adults and assent from children, as applicable
Breach of confidentiality	Stigma, discrimination or other harm	High	Anonymise data and restrict access to identifiable information
Sensitive questions	Emotional distress among respondents	Medium	Use child-sensitive tools and trained data collectors; allow respondents to decline questions

Travel/field movement	Accidents or other field safety risks	Medium	Field safety plan, appropriate transport arrangements and communication procedures
Gender-related risks	Discomfort or reduced participation	Medium	Use gender-sensitive approaches and appropriate composition of data-collection teams
Disability-related exclusion	Underrepresentation of persons with disabilities	Medium	Ensure accessible data collection and reasonable accommodation
Data security	Loss or unauthorised access to sensitive information	Medium/ High	Password protection, secure storage and controlled access
Researcher/enumerator misconduct	Harm to participants/reputation of project	High	Screening, orientation, code of conduct and safeguarding briefing

Safeguarding requirements

The consultant shall:

- comply with AEE and KNH child safeguarding policies and procedures;
- ensure that all personnel involved in the assignment understand and comply with safeguarding standards;
- obtain all required consent and assent;
- avoid photographing or recording children without appropriate authorization;
- maintain strict confidentiality;
- immediately report safeguarding concerns through established reporting channels; and
- ensure that participation in the study does not expose respondents to avoidable harm.

9. Consultant Qualifications and Experience

AEE Rwanda seeks an **independent consultant or qualified consulting firm** with demonstrated experience in baseline studies, monitoring and evaluation, research and/or child-rights and climate-resilience programming.

The consultant/team should demonstrate:

Minimum qualifications

- Advanced university degree in **Social Sciences, Development Studies, Monitoring and Evaluation, Statistics, Economics, Environmental Studies, Climate Change, Education, Child Protection or a related field**.
- At least **5 years of relevant experience** conducting baseline surveys, evaluations or similar research assignments.
- Demonstrated knowledge on **Environmental Studies and Climate Change**
- Demonstrated experience in **mixed-methods research**.
- Strong quantitative and qualitative data-analysis skills.

- Experience developing and managing surveys involving children, young people and/or vulnerable communities.
- Knowledge of **child safeguarding and ethical research principles**.
- Knowledge of Rwanda's development, education, child protection and climate-change context.
- Excellent report-writing and communication skills.
- Fluency in English and **Kinyarwanda**.

Experience working with NGOs, international development organisations or donor-funded projects will be an added advantage.

10. Time frame

The entire period for this consultancy is expected to begin second week of November 2026 until the third week of November 2026 for around 12 working days.

Inception Report: Within one week of contract signature

Field Work: Two weeks

Draft Report: Two weeks after completion of field work

Validation Workshop: Within one week of submission of draft report

Final Report: One week after receipt of comments

11. Reporting and Management Arrangements

Roles and Responsibilities of AEE-Rwanda

- Provide the Terms of Reference for the assignment and relevant Empower a child-secure the Future documents.
- Guide the consultants to the targeted sectors to carry out the baseline study and other data collection.
- Mobilize the target stakeholders for the survey for a participatory approach.
- Obtain all necessary permission from authorities to conduct the baseline study.
- Communicate to the consultants the codes of ethics or values and principles to be followed by the consultants in executing the assignment.
- Effect the necessary payments to the consultants.

Roles and Responsibilities of Consultancy firm

- Complete all the deliverables in accordance to the agreed timelines in the inception report.
- Provide weekly updates to the AEE focal person for the assignment.
- Respect and adhere to the modalities for conducting the assignment as stipulated in the inception report.
- Respect the AEE values and principles in community engagement.

- Seek technical clarification where required;
- Present preliminary findings to AEE and relevant stakeholders;
- Incorporate consolidated feedback into the final report; and

KNH may participate in the review and validation of key deliverables where appropriate.

12. Mode of payment

The payment will be done in the following stages.

A. 30% on the signing of the engagement contract.
B. 30%on submission of the first draft report.
C. 40% on approval of the final report.

13. Confidentiality and Ownership of Data

All information collected during the assignment shall be treated as confidential.

The consultant shall not:

- disclose confidential information to third parties without written authorisation;
- use the data for purposes outside the assignment; or
- publish findings without prior written approval from AEE/KNH.

All datasets, tools, reports, analysis and other materials produced under this consultancy shall become the property of **AEE Rwanda and KNH**, subject to the terms of the consultancy agreement.

14. Proposals and contract

Further information about the project partner and the project overview can be received by contacting:

Theogene Nkuranga at tnkuranga@aeerwanda.ngo.

Where necessary, the project partner will support the consultant's research and will be available for discussions and capacity assessment.

The contract will be made with AEE Rwanda.

National consultants or agencies interested in conducting this assignment are requested to submit their proposals including the following:

- A **technical proposal:**
  - Letter of Interest presenting
    - the understanding of the ToR,
    - the proposed methodology with several target groups,

        - the proposed schedule for data collection, analysis, and report writing.
        - and references on similar assignments already conducted.
    - Updated CVs of key persons involved in the study.
    - One sample of a similar study conducted.
- A **detailed financial proposal** with a breakdown of costs for professional fees travel, per diems, taxes, and other related costs. The financial proposal must be set up in EUR (with the conversion rate used). Other currencies are not acceptable.

The applicant is asked to send the letter of interest, CVs, the technical and financial proposal, and sample(s) of similar studies(s) in one pdf file to the following e-mails: aeeprocurement@aeerwanda.ngo; tnkuranga@aeerwanda.ngo

The title of the e-mail should include the name of the applicant and the words "Feasibility study - Inclusive Early Childhood Care and Education".

Deadline for sending the proposal: 11th NOVEMBER 2026, by 10 am Rwandan time.