

Dardedze

Centre Dardedze

Jimba's Safety Programme Evaluation

Call for Proposals

July 2023

1. OVERVIEW

Centre Dardedze, supported by the Oak Foundation's Prevent Child Sexual Abuse Programme, is seeking expressions of interest from individuals and organisations to conduct an evaluation of Centre Dardedze's Jimba Safety Programme.

[Center Dardedze](#) is a Latvian non-profit organization based in Riga aiming to prevent all forms of violence against children, with a priority focus on prevention of child sexual abuse and exploitation.

The Jimba safety programme is a prevention programme developed by Center Dardedze. The programme aims to enable young children (ages 4-10) to recognise and appropriately deal with harmful behaviour, demonstrate self-respect and respect for others, increase their self-esteem and self-worth and model safe and respectful relationships. The Jimba Safety programme achieves this by creating an environment where children are safe from abuse, and adults are empowered to support them. The programme aims to give education professionals and parents the confidence, skills and knowledge to teach children about and role model safe relationships. This helps to protect children from abuse and teaches them to act respectfully to others.

The evaluation is being commissioned at a moment following a recent review of the Jimba safety programme design and in anticipation of scaling the programme internationally beyond its current operations in Latvia. The primary objective of the evaluation project will be to generate understanding about the programme's effects and to what extent and how different models of Jimba have created these. The secondary, but equally important objective, is to generate an evidence base that can be used to showcase the value, benefits and future priorities for maximising the impact of the programme. Also important will be the exploration of the contextual backdrop of Child Sexual Abuse emergent trends, and the opportunities, risks and other contextual factors that could support or hinder the effectiveness of Jimba's Safety Programme.

Centre Dardedze is looking for international evaluation partners to commission this evaluation project to complete.

2. BACKGROUND

Centre Dardedze was established in 2001 as a non-profit child support center to promote safe and respectful relationships and prevent any form of violence against children in any settings. By advocating for safe childhoods, we aim to enable children to grow into stronger, more independent and happier adults, and better future parents.

The special priority area of our work is prevention of child sexual abuse and exploitation. By educating, supporting, influencing and growing as an organization we hope to realise the impact of our work – a society where girls and boys grow up in a safe environment, free from sexual abuse and sexual violence.

[Oak Foundation](#) commits its resources to address issues of global, social and environmental concern, particularly those that have a major impact on the lives of the disadvantaged.

The Prevent Child Sexual Abuse Programme works to end child sexual abuse (CSA). We promote solutions and advance actions to strengthen prevention, and we strive to end impunity and create strong accountability for CSA where it occurs. Together we can shift the paradigm from silence and neglect to prevention, scaled response, visibility, and accountability. In addition to the overarching values of the Oak Foundation, our Programme is inspired and guided by our Trustee and by our effort to be evidence-informed in seeking change at scale to prevent CSA.

3. ABOUT [JIMBA'S SAFETY PROGRAMME](#)

Jimba Safety programme is a prevention programme for younger children (ages 4-10yrs) aiming to promote safe and respectful relationships and preventing any form of violence against children, especially child sexual abuse and exploitation.

The Jimba Safety programme helps to create an environment where children are safe from abuse, and adults are empowered to support them.

The programme uses the character of Jimba (a puppet and a mascot) to teach children about personal safety and safe relationships, featuring interactive learning and activities. It was developed in 2004 by Center Dardedze and now is being implemented through different models of delivery:

- 1) Visiting Jimba at Center Dardedze – a group of children from kindergarten up to 3rd grade together with their teacher participates in an interactive on site or on-line lesson (1 – 1.5hrs) about personal safety in any relationships;
- 2) Jimba travelling school – an offsite module of the programme, where a special “travelling exhibition” is taken to a distant area of the country from where teachers find it difficult to bring children to Center Dardedze. The programme’s team set up the exhibition in a local municipality facility and teachers bring children from kindergartens to 3rd grade to attend the programme, where they meet the Jimba mascot and learn about the safety in relationships, with a special focus on preventing child sexual abuse and exploitation;
- 3) Jimba Safety 11 step programme - is the the most far-reaching module of the programme delivery, as it is delivered in schools or kindergartens by trained members of staff called ‘agents’. Kindergarten or school becomes “subscribers” of the program annually and receive special support, training, annual conference, supervision as well as oversight by Center Dardedze staff.

The intention of Center Dardedze is that every kindergarten in Latvia ‘subscribes’ and implements Jimba Safety 11 Step programme as a part of their curriculum. A subscription programme operating model was started in order to scale up the programme nationally in 2021. In 2023 already 122 kindergartens/schools from 22 municipalities in Latvia (there are 43 municipalities in total) have subscribed to the programme and are implementing it on a daily bases in their work with children and parents.

This model of programme requires engagement of municipal education boards, principals of kindergartens or schools, as well as parents along with the 11 lesson scenarios that are being delivered to children about their personal safety in relationship, special focus being on preventing child sexual abuse and exploitation.

The theory of change for the programme states, that the intended impact of the programmes is that:

- Children behave with respect and self-respect; they operate safe touch, have good boundaries and talk to a trusted adult with any concerns;
- Children with previous harmful sexual behaviour act with respect, self-respect, implementing good boundaries online and offline, and meet their needs in pro-social ways;
- Parents and teachers have raised awareness of child sexual abuse including risks; more alert to warning signs and intervene to prevent abuse.

The programme was revised and re-designed between 2018-2020, after an evaluation completed by prof.Aivita Putnina from University of Latvia. The new version of the program is being delivered by “agents” since 2021. All modules of the programme annually reach up to 13 000 children in Latvia.

Center Dardedze is currently working on developing a delivery module for international scale up of the programme in other countries.

You can learn more about [The Story of Jimba Safety Program here:](#)



More information about the programme, it's delivery models and the previous programme evaluation is available on request.

4. PURPOSE AND OBJECTIVES OF THE EVALUATION

Centre Dardedze is seeking a research or evaluation service provider to conduct an external evaluation of the Jimba's Safety Programme. The main aims of the evaluation are:

1. To learn from the implementation of the Jimba's Safety Programme as to iterate, adapt and improve programme design and delivery for local and international contexts
2. To evaluate the effectiveness (and sustainability as appropriate) of the Jimba's Safety programme; exploring the outcomes being achieved, and for whom across three programme delivery models
3. To identify emergent trends, opportunities, risks and other contextual factors that could support or hinder the effectiveness of Jimba's Safety Programme

Centre Dardedze aim to take an evidence based approach to their work, and in doing so would like the evaluation to produce meaningful learning to support improving the programme whilst also providing information to showcase programme effectiveness to supporters and funders.

The evaluation should particularly focus on the following objectives:

- To assess the effectiveness of the Jimba programme; what changes and benefits have been realised, and for whom across programme stakeholders and beneficiaries
- To understand how the key ingredients and delivery approaches act as mechanisms of change to create outcomes
- To ensure the programme has a strong theoretical basis, identifying opportunities for improvement looking across the whole programme theory of change
- To generate evidence for the programme in relation to the Latvian and International context for work in the prevention of Child Sexual Abuse

With these requirements, Center Dardedze will work closely with the evaluation partner to ensure there is a strong alignment through an inception phase, and beyond this through the delivery of the research and reporting.

5. METHOD AND APPROACH

Centre Dardedze would like the evaluation partner to deliver a theory based process and outcomes evaluation in response to the evaluation aims and objectives. The project should also create opportunities for programme delivery focussed formative evaluation and learning. The opportunity to build creative approaches/methods into the project would be very welcome.

The method and approach need to be designed to accommodate the following:

1. Review and refine the theory of change to be used as a basis for evaluating the Jimba programme
2. Establishment of a baseline against agreed indicators of success, as set out in any updated ToC and existing M&E framework. This should lay the foundations for measuring change in the course of the programme
3. Research participants to include a mix of Municipality policy makers and funders, Kindergarten principals and teachers, parents and children, and programme delivery staff
4. Formative feedback about aspects of the programme design and delivery in relation to intended outcomes that can be shared with the programme team for learning and improvement throughout the project
5. Provide summative feedback on the extent to which Jimba's Safety Programme has been delivered as intended, achieved the agreed-upon outcomes, and the extent to which the programme started to realise impacts and contribute to the overarching programme goal (summative evaluation).
6. An opportunity to explore the existing literature and evidence base which might contextualise the issue of child sexual exploitation internationally to position findings and recommendations for learning to scale Jimba beyond the Latvian context
7. Assessment of programme effectiveness in relation to existing Latvian social policy set out in the new 2022 – 2027 Guidelines for Child, Youth & Family policy

Centrs Dardedze is open to a mixed methods approach that includes some qualitative and some quantitative data collection for the evaluation process. Emphasis should be placed on ensuring that evaluation participants are not overly burdened, that methods are appropriate for children & young people, that data collected are valid and reliable, and that research ethics are adhered to.

Please include an approach to designing the methodology during the inception phase, and general ideas about how you would approach the project in the proposal submission, including your rationale for adopting this approach. This should also be reflected in the budget breakdown.

The proposal should take the following activities into account, and expand on these, where relevant:

- Initial orientation with evaluation team, which will include a clarification and Theory of Change Workshop
- Desk review of relevant documentation including message briefs, formative research and existing reports on Centre Dardedze.
- Collaborative working and preparation of an inception phase summary paper which sets out
 - The evaluation team's understanding of the task

- b. The final evaluation design and proposed methodology
- c. A detailed timeline and work plan
- d. A proposed sampling framework for primary research strands
- e. A list of stakeholders to be consulted, and
- f. List of associated data collection and evaluation tools
- Research Ethics Submission (REC): once the final methodology is approved, the evaluation team should prepare the relevant instruments and complete a protocol for submission to a research ethics committee
- Fieldwork: this will depend on the methodology adopted
- Data analysis: this will depend on the methodology adopted
- Report/presentation preparation (for draft and summative reports)
- Communication of findings
- Project management and engagement with a Jimba evaluation steering group

The evaluation team will check-in and debrief on regular basis with the evaluation managers, particularly during the inception phase and once draft reports are prepared. Centre Dardedze will be establishing and leading an evaluation steering group, with representation from important programme stakeholders to steer the project, in addition to regular project check-in and de-brief meetings.

6. PROJECT OUTPUTS & PRESENTATION OF RESULTS

We would expect the final report to address each of the evaluation questions and include recommendations for policy and practice to inform the further development of the programmes.

The report is intended to be shared with a varied audience, and as such, the final products should position findings which speak to the following:

- Local and national policy makers
- Strategic delivery partners; municipality officials and Kindergarten principles
- Operational programme design & delivery staff
- Prospective Latvian and international funders, including Oak foundation and other funders and international stakeholder shaping the global stage of child sexual abuse prevention to promote learning and impact at scale
- Childcare specialists and programme supporters; including kindergarten teachers, psychologists, childcare professionals and parents & carers

Key outputs:

- Interim report
- Final report
- Executive summary
- Presentation of key findings to project steering group

We would hope to work collaboratively with the evaluation partner to find opportunities to share the products of the project with wider audiences; including at conferences and in journals.

Regular progress updates of progress against plan will be required, these can be a mix of meetings, telephone calls and email. The frequency of progress reporting will be agreed at the evaluation inception meeting, which will take place shortly after the selected evaluation provider is commissioned.

We would work with the evaluation partner to refine requirements of the report during the inception phase and ahead of moving into reporting and analysis phases of the project.

All report outputs should consider length for accessibility and promote key messages and learning to maximise usability of findings. Centre Dardedze will be open to exploring the most appropriate reporting formats to enable this. Presentation and written report formats for the final product will be required.

7. DATA AVAILABLE FROM CENTRE DARDEDZE

Centre Dardedze has a monitoring framework for all of its work which is used to collect data on the Jimba programme. This framework was implemented in September 2022 and data is available from that point forward.

The monitoring framework includes the following elements, and a more detailed framework and logic model are available on request.

1. Engagement data
 - Number of agents
 - Number of municipalities and kindergartens
 - Number of young people taking part
 - Programme activity delivery dates

2. Feedback data

Feedback data is collected from Jimba agents and professionals engaged in running or supporting the delivery of Jimba programme models. Feedback data includes:

Feedback data: What people think about a service

	Programme Start	Programme End
All services	<ul style="list-style-type: none"> Motivation for engagement (e.g. learn new skills, refresh skills, certification) Goals for engagement (e.g. improve practice, learn about something specific) Knowledge on the topic (self – assessed) 	<ul style="list-style-type: none"> Goals met, not met, partially met Able to put learning and support into practice Quality of experience: <ul style="list-style-type: none"> Quality of content Quality of delivery Attitude to value: <ul style="list-style-type: none"> Learned something new Refreshed existing knowledge Improved awareness Improvement suggestions Recommend service to others
Service specific		<ul style="list-style-type: none"> Rating on specific elements of the programme (e.g. delivery environment) Experience of partnership working (e.g. counselling)

Feedback indicators

- % recommend to others (Net promoter score)
- % met or partially met goals for engagement

3. Outcomes

Outcomes data is collected from parents and agents/professionals. While the current evaluation framework sets out the ideal data that would be collected from children, this data is not being routinely collected as yet:

*Red boxes indicate areas to be tested through Dzimba evaluation

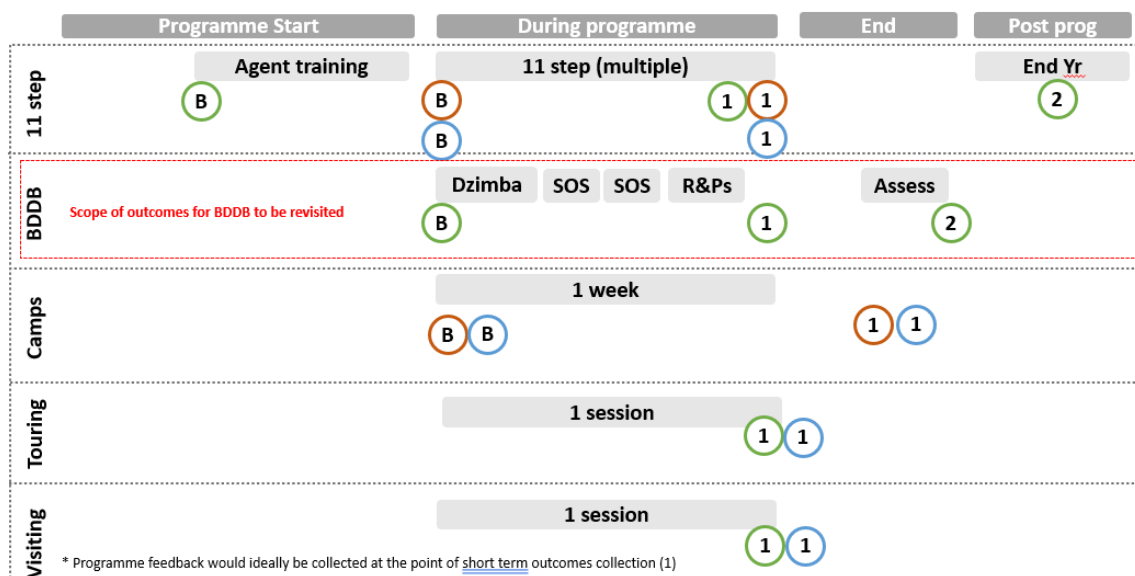
Outcomes data: Short, medium & long term changes (1/2)

	Children	Teachers & Professionals	Parents & Carers
Short	Knowledge <ul style="list-style-type: none"> Understand good/bad relationships Understand deception & trust Understand good/bad touch Understand good/bad secrets Know their right to say no 	<ul style="list-style-type: none"> Increased awareness of child safety New knowledge acquired or refreshed Learning goals met Understand key concepts and practices of child safety Know the warning signs of sexual abuse 	<ul style="list-style-type: none"> Increased awareness of child safety New knowledge acquired Understand the key concepts and practices of child safety Know the warning signs of sexual abuse
Medium	Attitude <ul style="list-style-type: none"> Confident to speak to a trusted adult More likely to challenge abuse Have an adult they trust Believe they have a right to be safe Feel safe in relationships Recognise body boundary over-stepping 	<ul style="list-style-type: none"> Changed attitude to issues and risks Confident to speak to children about risk factors Confident to continue to educate children Confident to engage with parents on the topic Confident to respond to risk/intervene Committed to taking action in their practice Feel part of a supportive and inspiring agent network 	<ul style="list-style-type: none"> Changed attitude in perceived risk Confident to speak to children about risk factors Confident to continue to educate children Confident to respond to risk/intervene to prevent abuse
Long	Skills <ul style="list-style-type: none"> Identify and respond to risk factors Communicate about rights, safety and risk factors Develop social and emotional skills; <u>self esteem</u>, relationships with others, empathy, respecting & tolerating difference 	<ul style="list-style-type: none"> Skilled to educate children and other teachers about child safety Better able to embed prevention into their work and organisation Role model & reinforce messages to parents 	<ul style="list-style-type: none"> Parents communicate and reinforce key messages about child safety with their children Identify and respond to risk factors (identify risks in the family) Identify warning signs
IMPACT	Behaviour <ul style="list-style-type: none"> Intervene in abuse attempts Disclose risks or attempts to a safe adult Show respect to themselves and their peers 	<ul style="list-style-type: none"> Teachers are the safe person to report issues to Intervene in risk situations Consistently model children's rights to safety 	<ul style="list-style-type: none"> Parents intervene in risk situations or relationships Adjust parenting to reduce exposure to risk OR Report any instances of suspected abuse Reduced use of physical punishment
	Children behave with respect and self-respect; they operate safe touch, have good boundaries and talk to a trusted adult with any concerns	Children with previous harmful sexual behaviour act with respect, self-respect, implementing good boundaries online and offline, and meet their needs in pro-social ways	Parents and teachers have raised awareness of child sexual abuse including risks; more alert to warning signs and intervene to prevent abuse

Outcomes data is collected at different points across the Jimba programme models. For longer programme models, the data collection approach uses a distance travelled method.

Dzimba Outcomes data collection

Key:
 Agents/professionals, parents and children
 B – baseline outcomes, 1* – short term, 2 medium term,
 Grey number – TBC if data collection point is appropriate



8. SKILLS AND EXPERIENCE

The evaluation provider should demonstrate a record in delivering high-quality, well-written research outputs, while meeting budget and timetable requirements through good project management.

The evaluation provider should ensure:

- English speaking members of the team and Latvian speaking for research with programme stakeholders
- Team members must include those with post-graduate degrees in social science and research
- Both qualitative and quantitative research skills
- Proven experience in evaluations, including at least five years of working experience in designing, managing or carrying out evaluations
- Excellent analytical skills and the ability to translate evidence and knowledge into insights for the Centrs Dardedze team
- Expertise in conducting social research or evaluation of in-school programmes for young children or with young children
- Expertise engaging a range of key stakeholders in the evaluation process to ensure feedback on the evaluation design and uptake of findings
- Understanding of the complexities of working around issues of child protection, child sexual abuse prevention, especially in Eastern Europe, will be an advantage
- Positive and flexible attitude and willingness to work collaboratively with the evaluation commissioners to take joint decisions along the way

The need for cross lingual team members is an **essential requirement** for this project, to ensure the success of the research. Centre Dardedze is open to collaboration or contracting arrangements between organisations and/or individuals that can ensure this,

9. TIMEFRAMES & DELIVERABLES

The evaluation project is intended to run across two years, starting in January 2024. Centre Dardedze is open to the most appropriate timescales for running the project, and proposals should consider the following key dates and milestones.

This is the timetable of programme activity that should be used to support you to design a timetable for the research fieldwork:

Date	Activity
Fall – Winter 2023	Municipality & Kindergarten ‘recruitment & engagement’
February 2024	Reporting event with ‘subscribers’
March 2024	Introduction workshop for new ‘subscribers’
March/April 2024	Jimba agent training (11 step prog)
Spring 2024	Travelling Jimba delivery 11 step programme delivery Visiting Jimba delivery
June 2024	Annual Jimba conference 2024
October 2024	Jimba agent training (11 step prog)
Fall 2024	Travelling Jimba delivery 11 step programme delivery Visiting Jimba delivery
December 2024	Jimba agent supervisions
January 2025	11 step programme delivery
Spring 2025	Travelling Jimba delivery
May 2025	11 step programme delivery
June 2025	Annual Jimba conference 2025

The evaluation should commence no later than January 2024 and accompany the project during the next 2 years. A project plan and dates for deliverables will be detailed in the inception report.

The deliverables should include the following, with provisional expectations around delivery dates to be included in the proposal submissions:

- Inception workshops/meeting
- Inception summary
- Protocol for research ethnics committee
- Literature review (to be confirmed in scope of work)
- Formative findings at key moments through the research, to include the Jimba annual conferences

- Interim report & presentation
- Final draft summative report
- Final summative report, executive summary and presentation
- Attendance at project governance meetings per quarter

Please note, the final written reports should be produced in both English and Latvian, and we would hope the project team can work together to ensure the consistency of translation of findings across both languages.

10. BUDGET

The budget available for this work is up to €220,000. This includes all fees, costs (including research incentives), taxes and expenses.

11. MANAGEMENT OF THE CONTRACT

The project will be managed by Centre Dardedze's evaluation lead Lucy Gleave with oversight from Agnese Sladzevska (Board member, head of the prevention department) and Guna Joma (Board member, head of the finances and development) at Center Dardedze.

The project will be governed by a project steering group who will be made up of representative stakeholders of the programme and Center Dardedze.

12. REQUIREMENTS FOR PROPOSAL

Please submit a proposal that includes the following:

Any tender should include a total cost, plus a specific breakdown of how the money will be spent. This should include staffing costs and expenses. Incentives and any travel expenses for research subjects taking part should be included in the costing. If you are interested in tendering for this work, please submit a full proposal including:

- staff details (previous experience etc.)
- cost breakdown (showing VAT separately)
- a proposed evaluation plan and methodology (to be refined in the inception phase)
- proposed timelines for project and deliverable milestones
- relevant experience of your organisation,
- experience of individual team members, including CVs of key participants in this evaluation

timeline with milestones

- List of three contactable referees

Proposals will be evaluated on the technical expertise of the team, the proposed plans and approaches and cost.

13. APPLICATION PROCESS

Centre Dardedze will be holding an open tendering process between July – October 2023 to appoint an evaluation partner.

The tender process will consist of two phases to enable full consideration of the requirements ahead of written proposal being received,

Phase 1: July – September:

Evaluation tender published, and discussions with interested parties arranged to explore requirements and arrangements for the research. It is intended this phase provides time to explore any additional details, and secure arrangements for collaborations where required.

Phase 2: September - October

Written proposals to be developed and submitted no later than 31st October.

Proposals will be assessed on the following criteria:

Criteria	Weighting
English/Latvian speaking team	30%
Track record of delivering evaluation projects of social programmes	20%
Experience of research with children & young people	20%
Value for money	20%
Understanding of the issue of child protection and child sexual abuse prevention	10%

Centre Dardedze may close proposal submissions early.

Interviews will be held w/c 6th November 2023.

Centre Dardedze is supported by Oak Foundation.

