



CALL FOR PROPOSALS

for evaluations of interventions designed to prevent violence against children in Tanzania & Uganda

The Evaluation Fund, in collaboration with the Global & African Partnerships to End Violence Against Children, is launching a Call for Proposals for evaluations of interventions aimed at preventing violence against children in Tanzania and Uganda.

Table of Contents

Section I. BACKGROUND	3
Section II. WHAT TYPE OF PROJECTS WILL WE SUPPORT?	5
Section III. WHO CAN APPLY?	8
Section IV. HOW TO APPLY	9
Section V. FUNDING MODALITIES	10
Section VI. SELECTION CRITERIA	10
Section VII. GRANT APPLICATION TIMELINE	12
Section VII. QUESTIONS AND FURTHER INFORMATION	12
Appendix 1: IMPLEMENTATION RESEARCH: A BRIEF INTRODUCTION	13

The Evaluation Fund, in collaboration with the Global & African Partnerships to End Violence Against Children, is launching a Call for Proposals for evaluations of programs designed to **prevent violence against children in Uganda and Tanzania.**

Section I. BACKGROUND

Background on the Evaluation Fund: Reducing Violence Against Children

The Evaluation Fund (the Fund) was established in 2011 to improve the evidence base on what works to prevent violence against children in low- and middle-income countries. The goal of the Fund is to direct funding and expertise to support high-quality evaluations, capacity development, knowledge transfer and advocacy.

The Fund focuses on **prevention** of violence against children (VAC). Ending VAC is both an ethical and socio-economic urgency. Besides the impact it has on children, their families and community, violence has far-reaching costs to society: around the world, it diverts billions of dollars from social spending, slows economic development, erodes human and social capital, and severely limits children from reaching their full potential.

The Fund focuses on **prevention strategies** that seek to prevent violence before it occurs because evidence shows that **VAC is preventable and prevention is, arguably, the most strategic investment for the future.** While improving, to date most work in the field of violence against children has not focused on comprehensive evidence generation activities. The field tends to prioritize programming efforts and advocates for policy change but leaves the evidence generation behind. Prevention strategies therefore must be accompanied by rigorous evaluation components that can a) assess impact, b) determine how to improve the intervention, and c) estimate its potential for scale-up.

Background on the field of VAC

Since the initiation of the Fund, the field of violence against children has evolved significantly, with growing international interest in the prevention of violence against children that has resulted in a number of positive developments. These include a specific violence against children eradication target (16.2) in the Sustainable Development Goals; the development and adoption of the INSPIRE Strategies by WHO and nine international agencies; and the establishment of a Global Partnership to End Violence Against Children.

This global focus on ending violence against children is galvanizing a momentum that is building towards improved evidence-based programming in the field. Increasingly, governments, civil society, development

agencies and philanthropic organisations are supporting efforts to raise awareness around the problem, identify effective interventions, and translate that evidence into action at scale.

Background on the Partnership of this Call for Proposals

It is against this backdrop that the Evaluation Fund is launching this Call for Proposals in partnership with two entities that are at the forefront of these efforts in East Africa: the Global Partnership to End Violence Against Children and the African Partnership to End Violence Against Children (hosted by the African Child Policy Forum). By launching this call together, we express our commitment to strengthen and align regional and international efforts to end violence against children.

In particular, both entities engage in reducing VAC through:

The Global Partnership to End Violence against Children is a public-private partnership of organizations and institutions from across sectors and among diverse stakeholders— Governments, the UN, CSOs/NGOs, academics, the private sector and children and youth— working together to focus on ending violence against children. Its strategic goals include building political will, resource mobilization and equipping practitioners to ensure that policy and practice in Path-finding countries¹ serves to protect children’s well-being. A core component of the Partnerships activities around country engagement is to create access to the solutions, expertise and resources that stakeholders need to prepare, implement, finance and monitor their national plans of action to end violence. GPEVAC supports improved, data, evidence and solutions; promoting robust evaluations is at the center of this support. The Partnership, through its Lead on Data, Evidence & Learning, maintains a strong relationship with the Fund, as an advocate of rigorous and quality evaluations.

The African Partnership to End Violence Against Children is an Addis Ababa-based African umbrella coalition that brings together national, regional, and international organizations for collective action to end violence against children in the continent. Recognizing the need for stronger, more reliable evidence on how to effectively reduce violence against children in a variety of contexts across the continent, the African Partnership to End Violence against Children maintains a strong relationship with the Fund in order to work together in achieving this goal.

Scope of this Call for Proposals

Under this Call, selected organizations will evaluate interventions in **Tanzania** and **Uganda**. As Path-finding countries, both national governments have made public commitments to do more to end violence against children driving a nationally-owned process to develop a comprehensive, multi-sectoral action plan informed by evidence-based solutions.

This Call for Proposals, will support evaluation and implementation research projects focusing on **childhood violence prevention interventions** (in line with the INSPIRE Strategies and where relevant

¹ **Path-finding countries** include countries whose governments have made a public, formal commitment to ending VAC: <http://www.end-violence.org/pathfinding>

aligned to INSPIRE indicators²) that intend to contribute to improved policy momentum at the national and regional level, while simultaneously generating sound evidence and practice aligned with the SDGs, the Global Partnership and the African Partnership to End Violence Against Children.

In this framework, we hope to receive projects that will:

- Inform policy decisions at the national and/or regional level
- Generate evidence that will inform possible program adaptation and scale-up

Section II. WHAT TYPE OF PROJECTS WILL WE SUPPORT?

Introduction

The Call will specifically support research projects that evaluate **childhood violence prevention interventions** that are being implemented in **Tanzania** and/or **Uganda**.

Here, “**evaluation**” is used as a broad term, which could include testing a pilot intervention, measuring the impact and outcome of an intervention for potential scale-up, or analyzing components of the intervention (understanding what, why, how a given intervention might work in ‘real-world setting’) through implementation science³.

The proposals will be submitted jointly by an **research-practitioner team**, which should ideally be comprised of local and regional actors, both in terms of implementers as well as researchers (whether in Tanzania and Uganda specifically, or in Sub-Saharan Africa more generally).

Selected projects should support evaluations of interventions that are aligned with either the **National Plan of Action-Violence Against Women and Children in Tanzania** and the **national plan to eradicate violence against children in Uganda**, thereby contributing to evidence-building around VAC prevention priorities in these respective countries. Given the fact that these projects will contribute to advance the implementation of policy efforts to end childhood violence, interventions proposed should pay attention to the costs of the intervention (cost benefit).

Attention to Methodology

When assessing the proposals, attention will be paid to ensure that the most appropriate research methodology is identified by reference to the nature of the intervention (and its maturity), as well as research objectives and data availability. Different/mixed methods can be combined to complement each other and enhance the validity of the findings.

² *INSPIRE: Seven Strategies for Ending Violence Against Children* identifies several adaptable strategies that have been proven successful in reducing VAC: <https://apps.who.int/iris/bitstream/handle/10665/207717/9789241565356-eng.pdf;jsessionid=EF96D2A032A8F2B5333B9313131E736B?sequence=1>

³ See appendix 1.

The Fund will consider **implementation research** where appropriate with the intent to understand the factors that impact effective implementation of a program, and to understand what is required if the program is going to be scaled up.

The Evaluation Fund will also consider research that uses **recognized social research or evaluation methods** that help to assess the changes/impact that can be attributed to a specific intervention.

To this end, the Evaluation Fund is open to a wide range of evaluation methods varying from qualitative research to mixed methods, quasi-experimental methods (pre-post, simple difference, double difference, multivariate regression, regression discontinuity design, instrumental variables etc..) and experimental (randomized controlled trial).

Specific to implementation research

The implementation research must meaningfully contribute to understanding what factors impact the successful implementation of a program or intervention to prevent violence, and what that means for potential replicability and the costs of the intervention. It is therefore expected to guide policy makers and implementers to scale up interventions and/or adapt evidenced programs in different contexts.

Specific to evaluation research

The evaluation must meaningfully contribute to build a strong evidence base about the effectiveness of violence prevention interventions in its specific context and is expected to have a meaningful impact on policy and practice. Where possible, the evaluation should include considerations about the cost and or cost-effectiveness of the intervention.

The evaluation proposed will be rigorous in terms of research methodology in order to ensure the credibility of findings and will be **conducted by external independent institutions, organizations or individuals** with recognized evaluation expertise. In the case of implementation research, involvement of the implementing organizations or institutions in the research process, as partners, will be considered.

Things to consider in your proposal

Evaluations proposed should ensure a focus on understanding under what conditions a specific intervention aligns with the **INSPIRE Strategies**, how it works, and what is its impact while attending to context (and therefore adaptation to a particular setting).

“Intervention” is intended as a set of structured activities aimed at achieving specific objectives based on a logic model linking activities to outcomes through a clear, causal pathway. General situation analysis or generic research studies and/or baseline surveys on violence against children issues will not be considered.

Interventions can be at different stages of implementation (not yet started, on-going or recently concluded) and **can vary in terms of scale, scope and nature**. For example evaluations can be:

- Large-scale, matured interventions designed to prevent violence against children;
- Innovative interventions that are promising practices for VAC prevention;
- Interventions addressing other structural or institutional factors, for example, but having childhood violence prevention as indirect result.

The application must reflect a strong partnership between researcher(s) and practitioners at the front lines of implementation. The partnership between researchers and practitioners is a key element for the credibility and success of the research project, assessed in terms of the relevance and up-take of the findings. Partnerships that include capacity building but which also bolster a specific research infrastructure (a national university, think tank or similar) to encourage local and national sustainability are of interest.

Practitioners will provide the specific intervention to be evaluated, as well as their programmatic experience, their established relationships with communities and local stakeholders, as well as the opportunity to translate the evidence into better programming. They should be actively involved into the design, data collection and analysis of the research and uphold all ethical principles of evaluation research.

Evaluators will contribute their research capacity and experience, including knowledge of appropriate evaluation methodologies and data analysis and will uphold all ethical principles of evaluation research; evaluators should also seek to transfer skills where possible and build capacity locally and among all relevant stakeholders to ensure sustainability of the project

The outcomes of such a partnership could include:

- a. **for practitioners:** a wider appreciation and understanding of the range of evaluation methodologies available and how these can be applied to answer different evaluation questions, as well as solid data on the program results that can be used to support replication, advocacy or revision of the program design for greater impact; and
- b. **for researchers/evaluators:** improved connections with practitioners, an appreciation of their expertise and experience, and the recognition of the demand for more relevant research from practitioners that fully embraces a contextually relevant analysis. It should also highlight the on-going importance of making findings of research accessible to implementers.

Evaluation and implementation research proposals should reflect on how different stakeholders will be involved, including program implementers, policy makers and researchers.

The intervention proposed for evaluation is ‘evaluable’. This means that the intervention is based on a sound logic model (clear, articulated theory of change); the objectives of the intervention are achievable, measurable and consistent with the planned activities; and the intervention is expected to be implemented in line with its planned design and has the capacity to provide the data required by the evaluation. In short, the evaluation of the intervention is therefore justified, feasible and likely to provide useful information.

The proposal should, where appropriate, integrate **child participation** in the research design.

Section III. WHO CAN APPLY?

Program implementing entities and research consultants or bodies must apply jointly. Local program teams based in Tanzania or Uganda (comprised of NGOs or CSOs) must apply in partnership with a local research team based preferably in Tanzania or Uganda. We will also consider applications from research teams based more largely in the Sub-Saharan region, which can include researchers in academia, as well as research institutes or consultancy firms. When a regional research organization based outside of Tanzania or Uganda applies in partnership with a local actor, particular attention will be paid to ensure that the local researchers and implementers in Uganda or Tanzania are engaged in a meaningful way.

The Fund believes in the need to combine promising violence prevention interventions with a strong methodological approach for evaluation and implementation in order to ensure the quality of the findings and their utilization to improve programming and policy making and to impact children's lives. To this end, the **application must be based on a partnership between the organization(s) implementing the intervention to be evaluated and the organization(s) and/or individuals conducting the evaluation/research.** Evaluators must have a proven track record of evaluation or research experience and their organizational profile and/or CVs of relevant team members must be attached to the application form. Applications that are not based on such partnerships and do not clearly state the roles of the main applicant and its partners will not be considered.

Although the partnership is a requirement for the application, each application must have only **one main applicant**, i.e. the organization that will submit the application and thus will be the recipient of funds as well as be the main focal/contact person. Either the implementing organisation, or the research institute/university/individual evaluator is eligible as the main applicant. The Fund will privilege applications from local and regional actors.

Governments and intergovernmental organizations (e.g. the United Nations and their agencies) are not eligible as main applicants/recipients of funds, but they can be identified as partners. Such wider partnerships are encouraged. Interventions implemented by governments can be proposed for evaluation, provided that the main applicant falls within the two categories of eligible applicants listed above (non-governmental/non-profit organizations, research institutes/universities or, exceptionally, for-profit organizations). In the case of wider partnerships that include governments and/or intergovernmental agencies, it is anticipated that these partners contribute with technical assistance, co-funding or in-kind contributions to the process and/or interventions being evaluated.

Individuals are not eligible to apply. They can, however, be identified as external researchers or consultants by organizations that are eligible to apply.

Applicants will be subjected to a **process of due diligence** to verify that their activities are consistent with the mission and objectives of the Fund, that they are motivated to generate robust evidence on violence

prevention interventions, and that they have both the administrative and technical capacity to achieve the objective(s) stated in their research proposals.

Section IV. HOW TO APPLY

The application process will consist of two stages:

1. **Concept Note:** applicants will first submit the [Concept Note Application Form](#). In the concept note, applicants are expected to provide a **background statement** addressing their organization, capacities and interest; a **challenge statement** addressing why and how evaluation research or implementation research would benefit their organisation/program; a **methods statement** explaining what methods they would like to propose and why; a **partnership statement** indicating which partners both local, national and international they are proposing and the context they are trying to impact (and how the intervention/solution is positioned to make real change; a **budget statement** including estimated costs. The organizational profile and/or CV of the applicant researcher(s) must be attached.
2. **Full Evaluation Proposal:** only shortlisted applicants will be invited to submit a Full Research Proposal. In this second stage, applicants are expected to provide more details about the research design, the research team, the partnership (and level of engagement from different stakeholders), the timeline and work plan and a full research budget. Details about the plans to communicate and utilize the findings will be requested and more information about the strategic impact the program can have, how it fits in the larger ecosystem and how the program implementation might impact the system.

During both phases of the application process, applicants may be asked to provide clarification or to discuss aspects of their proposals, if necessary.

For the first stage of the application process (concept note submission), applications shall include the **Concept Note Application Form** fully completed and the **organizational profile and/or CV of the organization and/or individual(s) identified as evaluator(s)**.

The working language of the Fund is **English**. Therefore, both the Concept Note Application Form and the compulsory supporting document (organizational profile and/or CV of the evaluators), as well as any other communication related to the initiative, must be in English.

All applications must be **submitted online** at <https://nef-europe.optimytool.com/en/> You may find a PDF file of the questions if you would prefer to work offline, and then copy and paste your finalized answered into the online form.

Acknowledgment of receipt should be received by e-mail immediately following the submission of your application. If you do not receive a confirmation email, please get in touch with the Evaluation Fund Secretariat at contact@theevaluationfund.org.

Section V. FUNDING MODALITIES

The Fund anticipates awarding a number of grants, both large and small, for different evaluation and implementation research projects submitted under this call. The total funding available under this call for proposal is **\$ 720 000** for both Uganda and Tanzania (though this may not be equally split) and the size of grants awarded will only be determined once applications are received and judged for quality.

The Fund has the following indicative funding framework:

- For a pilot/exploratory study, proposals that request up to **\$110,000** (but might have other funding sources).
- For an impact study, proposals that request up to **\$ 220 000** (but might have other funding sources)

The amount of each grant will vary according to the type and scale of the intervention and the design/methodology proposed for the research project. A wide range of factors affecting costs will be taken into consideration when assessing the cost benefit of the proposed research project.

As highlighted above, it is important to stress that the **grant will cover ONLY the costs related to the research project⁴**. The costs associated with the implementation of the intervention to be evaluated must be covered through other funding sources and proof of consistent and durable funding for the intervention is required.

The **length of the grants** will vary according to the complexity of the intervention being evaluated and the type of evaluation proposed. Grants, however, shall end and generate results **no later than December 2021**

Section VI. SELECTION CRITERIA

Both an Academic Committee and Regional Advisory Committee will assess the proposals. The **selection criteria** will include particularly the following:

- **Potential for impact:** the proposed evaluation is relevant to the call and addresses a relevant knowledge gap. The findings of the proposed implementation/evaluation research project are expected to have an impact on violence prevention programmes and policy-making and should consider the potential for innovation, adaptation, scaling-up and/or replication.

⁴ Including staffing/consultants, training, data collection and analysis, knowledge uptake/advocacy efforts etc.

- **Quality and ‘evaluability’ of the intervention:** the intervention proposed for evaluation is based on a strong and clearly articulated ‘theory of change’ explaining how the planned activities are intended to be linked or contribute (directly or indirectly) to the violence prevention outcomes. The intervention also has the capacity to produce the data required for a solid evaluation/implementation research framework and as possible uses at least some of the relevant INSPIRE indicators. The evaluation/implementation research project therefore appears to be justified, feasible and likely to provide useful information.
- **Quality and rigour of the evaluation:** the proposed evaluation will apply systematic data collection tools and recognized evaluation methods in a rigorous manner, to produce solid and robust evidence that will be accepted and utilized by the scientific community, as well as by practitioners and policy makers. The evaluation methodology - quantitative, qualitative and/or mixed methods – is appropriate for the nature and maturity of the intervention and addresses issues of context that may influence outcomes.
- **Feasibility and capacity to deliver:** or the realistic feasibility of the proposed evaluation/implementation research and achievability of the objectives set in the proposal, as well as to the capacity of the proposed research team to complete the research with results of high quality. The proposed research team/principal investigator(s) have proven track record of relevant evaluation/implementation research skills and experience.
- **Partnership, opportunities for knowledge transfer and involvement of local researchers:** the partnership between practitioner(s) and researcher(s) is expected to be solid and to generate opportunities for mutually beneficial learning and knowledge transfer. When the proposal involves researcher(s) from the Sub-Saharan African region more largely, the proposal should clearly outline the meaningful involvement (and capacity development) of local researcher(s) based in Tanzania and Uganda.
- **Stakeholder engagement, communications, and advocacy strategy:** the proposed research is accompanied by a clear and well-thought plan on how to communicate and utilize the evaluation findings. Stakeholders, including children provided full ethical standards are accounted for, should play a key role in the research and its uptake are properly identified and planned to be involved throughout the process. The political, social and cultural context, as well as opportunities to influence the on-going debate on violence against children issues, have been properly analysed and taken into consideration.
- **Efficiency/cost-effectiveness of the evaluation:** the budget for the evaluation/implementation research is realistic and proportionate to the complexity of the proposed research, its length and expected outcomes, as well as to the budget for the implementation of the intervention to be evaluated. The proposed research represents a good value for money. Co-funding for the evaluation – both in terms of financial or in-kind contribution– is appreciated.

- **Research ethics:** the research is conducted in line with established ethical standards for research with children and adults and has robust child safeguarding procedures in place as integral part of the evaluation/implementation research. The evaluation/implementation research plan will be submitted to a research ethic board for review.

Section VII. GRANT APPLICATION TIMELINE

13 June 2019	Launch of the Call for Proposals
26 July 2019	Deadline for Concept Note application submission
6 September 2019	Shortlisted applicants invited to submit Full Evaluation Proposals
25 October 2019	Deadline for Full Evaluation Proposals' submission
25 November 2019	Announcement of successful grantees
December 2019	Projects start

The timeframe indicated is indicative. Applicants will be timely informed about possible variation in the timeline of the selection process.

An inception meeting for successful applicants will take place in Uganda and/or Tanzania before the start of their project. The details – including timing- of the meeting will be communicated in due time.

Section VII. QUESTIONS AND FURTHER INFORMATION

For any queries, please contact the Evaluation Fund Secretariat at contact@theevaluationfund.org.

Appendix 1

Implementation research: a brief introduction

By Chandre Gould⁵ (Chair of the East Africa Call academic committee)

If civil society organizations and institutions, researchers and government, wish to ensure that the programs and interventions designed to prevent violence are evidence-based – that is, actually do what they are intended to – the programs must have been rigorously tested, and shown to work. Implementing programs that don't work, or worse cause harm, are a waste of precious resources. Getting this right is not simple.

In many pathfinding countries researchers are developing a strong base of knowledge and evidence for primary violence-prevention programs that show evidence of effect, but not nearly enough is known about how to roll these out to many different communities, while also making sure that they remain effective. For example, we may not know if a program that's been tested in one setting and shown to, for example, improve children's cognitive and language development, or reduce parents' use of corporal punishment, will work in the same way when delivered in a different context. We also don't know if it will work with people who don't have contact with the program developers (and possibly don't even know them), or with staff who the developers and researchers have had no role in selecting or training.

Rigorous evaluations (such as through randomized-controlled trials - 'RCTs') give us a good starting point. They tell us what can work, but a different strategy is needed to make sure that these programs continue to work as they are intended in the real world, whether they are being implemented by government officials or non-governmental organization (NGO) practitioners.

There are many difficult questions to be answered: what level of skill and qualification do staff who deliver programs need? If lay staff (people who are not professionals) are to implement programs, how do we train them and ensure that they keep those skills they need? How do we support and supervise them well enough that they do not burn out or become overwhelmed and leave? How do we make sure these programs can be effective in difficult contexts where people may experience complex adversities resulting from poverty, ill health, poor mental health, repeated trauma, crime and violence? And how do we attract people to attend the programs, keep them coming and refer them to others when they have problems we can't solve.

Implementation research may offer us the tools we need to answer questions like these.

[What is implementation research?](#)

Public health literature defines implementation research as 'the study of methods to improve the uptake, implementation, and translation of research findings into routine and common practices'. ii

Implementation research thus offers a way to find out what works and doesn't, in practice. This knowledge can then be used to inform improvements in the delivery of programs and services that

⁵ Senior Research Fellow at the Institute for Security Studies, Pretoria, South Africa.

address the risk factors for violence, and inform the integration of tested programs in new areas and communities.

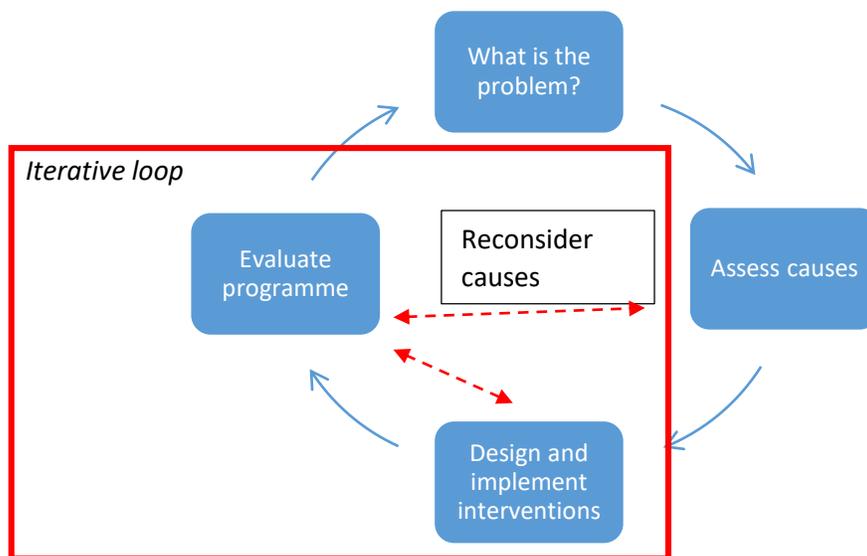
Ultimately, implementation research seeks to understand what, why, how, and if interventions work in real-world settings and feed that information back in a way that can be used by policymakers, donors and practitioners. This is important if programs with proven effectiveness are to be adapted to different and changing contexts and needs.

Implementation research emphasizes finding solutions to real-world problems, as opposed to controlling for conditions or removing their influence as causal effects. This is perhaps best articulated by Fixsen et al, 'As a field, we have discovered that all the paper in file cabinets plus all the manuals on the shelves do not equal real-world transformation of human service systems through innovative practice.'ⁱⁱⁱ

Where does implementation research fit and why is it important?

The model below, borrowed from the health sector, shows the process of addressing a problem, like violence against children, starts with understanding the problem and what causes it. The next step is finding solutions and testing whether they work. Once this has been done learning must be sustained and programs adapted to meet the needs of changing contexts. This must be done in a way that respects communities and children who benefit from the programs, and the people and organizations who deliver them. This is the role of implementation research.

Figure 1. Identifying the role of implementation research^{iv}



Pathfinding countries will already have acknowledged that violence against children is a problem, and are likely to have some data about the scale of the problem and the factors that contribute to the use of violence. Globally, and nationally there is increasing knowledge about what kinds of programs reduce the risk and contributory factors that lead to children experiencing violence. This is an excellent start.

What is needed is knowledge about the relevance, generalization, and applicability of interventions at scale, in complex situations, and in communities that experience multiple adversities. We also need to know how to create systems to monitor and evaluate programs that can inform changes and improvements over time (we need to know that the programs keep working, and when they do not). We need to find ways to communicate this information, and other operational information about what kind of skills implementing staff need, what kind of ongoing support they require, and what institutional, managerial and supervisory support they need.

We need to know how to provide effective training for implementing staff, and how best to recruit and retain good implementers. We also need to understand what kind of relationship is necessary between the people who design and develop programs and those who implement them. This information must inform further program development. These are just some of the questions that those engaging in implementation research might seek to answer.

i L Cluver, F Meinck, Y Shenderovich, CL Ward, RH Romero, A Redfern, C Lombard, J Doubt, J Steinert, R Catanho, C Wittesaele, S de Stone, N Salah, P Mpimpilashe, J Lachman, H Loening, F Gardner, D Blanc, M Nocuza and M Lechowicz, A parenting programme to prevent abuse of adolescents in South Africa: study protocol for a randomised controlled trial, *Trials*, 2016.

ii N Padian, C Holmes, S McCoy, R Lyerla, P Bouey and E Goosby, Implementation Science for the US President's Emergency Plan for AIDS Relief (PEPFAR), *Journal of Acquired Immune Deficiency Syndromes*, vol. 56, no. 3, pp. 99-203, 2011. D Peters, T Adam, O Alonge, I Agyepong and N Tran, Implementation research: what it is and how to do it, *British Medical Journal*, vol. 347, p. f6753, 2013.

iii D Peters, T Adam, O Alonge, I Agyepong and N Tran, Implementation research: what it is and how to do it, *British Medical Journal*, vol. 347, p. f6753, 2013.

iv L Green and R Glasgow, Evaluating the relevance, generalization, and applicability of research: issues in external validation and translation methodology, *Evaluations and the Health Profession*, vol. 29, p. 126, 2006.