**TERMS OF REFERENCE FOR A KAP SURVEY ON COMMUNITY AWARENESS & ABILITY TO SUPPORT SCHOOL ENROLMENT & ATTENDANCE THROUGH MONITORING OUT-OF-SCHOOLCHILDREN (OOSC) IN DUK COUNTY, JONGLEI STATE, SOUTH SUDAN**

**TITLE**

Terms of Reference for a KAP Survey on Community Awareness & Ability to Support School Enrolment & Attendance through Monitoring Out-of-schoolchildren (OOSC) in Duk County, Jonglei State, South Sudan.

**BACKGROUND & CONTEXT**

The Christian Mission for Development (CMD) is implementing the South Sudan Multi-Year Resilience Programme (SS MYRP) for Phase 2 in Duk County, Jonglei State. This Project is supported with generous seed funding by **Education Cannot Wait (ECW**) and **Global Partnership for Education (GPE)**; and managed in South Sudan by the SS MYRP Consortium made up of **Save the Children International (SCI),** **Norwegian Refugee Council (NRC)** and **Finn Church (FCA).** **SCI** is the lead agency, and the Consortium oversees implementation of the MYRP Project by INGOs and NNGOs across South Sudan. The Project seeks to support out-of-school children (OOSC) to go back to school again and stay on to complete their education.

**Education Cannot Wait (ECW)** is the first global multilateral fund dedicated to education in emergencies and protracted crises. It was launched by international humanitarian and development aid actors, along with public and private donors, to address the urgent education needs of 75 million children and youth in conflict and crisis settings. ECW’s investments are designed to usher in a more collaborative approach among actors, ensuring relief and development stakeholders join forces to achieve quality education outcomes. Additional information is available at [**www.EducationCannotWait.org**](http://www.EducationCannotWait.org)**.**

The overall objective of the MYRP Phase 2 is to reach at least 135,000 crisis-affected children and youth – including refugees, returnees, and host-community children – with holistic education supports that improve access to school, ensure quality learning, enhance inclusivity for girls and children with disabilities, and build resilience to future shocks.

**JUSTIFICATION**

The policy intention of Ministry of General Education and Instruction (MoGEI) and Education Cannot Wait (ECW) is that all children of school-going age in South Sudan, regardless of circumstance or setting should go to school and receive a good education to enable them to shape their own futures. Therefore, CMD as an Implementing Partner (IP) of ECW-funded MYRP Project in South Sudan, has committed over the last three years (2020-2022) to supporting out of schoolchildren’s (OOSC) need to overcome barriers to enrollment and school attendance. OOSC are actually children missing education or children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. **Children missing education are at significant risk of underachieving, being victims of harm, exploitation, or radicalization, and becoming NEET (not in education, employment, or training) later in life.**

Children constitute the future of any country; so, enhancing their access to education is a moral obligation of the state. Unfortunately, many children do not have such access since their parents either do not realize the value of education or cannot afford their education, or both. This KAP survey is intended to capture the knowledge, attitudes, and practices (KAP) of parents in relation to their children’s education with a view to improving operational models of community mobilization so that children who do not have access to formal schools can benefit from both current and future endeavors by stakeholders and partners in South Sudan.

Community includes men and women, boys and girls, and other stakeholders in child and family wellbeing, such as teachers, health workers, legal representatives, and religious and governmental leaders. Community can be defined as a network of people who share similar interests, values, goals, culture, religion, or history – as well as feelings of connection and caring among its members.

Community mobilization is “efforts made from both inside and outside the community to involve its members (groups of people, families, relatives, peers, neighbours or others who have a common interest) in all the discussions, decisions and actions that affect them and their future.” (IASC MHPSS Guidelines, Action Sheet 5.1, p. 611). Community participation is the process by which individuals, families or communities assume responsibility for their own welfare and develop the capacity to contribute to their development. Community participation refers to an active process whereby the beneficiaries influence the direction and execution of projects rather than merely receive a share of the benefits.

Therefore, CMD, with the support of **Education Cannot Wait (ECW)** and the **South Sudan MYRP Consortium**, has launched annually a campaign called “Back to Learning” (BTL) to get more children into schools across Duk County of Jonglei State. It is built upon and complements MoGEI’s flagship campaign in driving home the urgency of sending all children to school for every new school year. CMD’s strategy for BTL & awareness raising has focused on supporting relationship-based approaches, using adult learning theory and child development science. It has ensured that key messages are well-adapted to local cultures and context.

Our BTL Team has used as its main resource three approaches: performance, problem-solving and social support. **Performance** includes modelling or providing demonstrations, actual rehearsal, or practice of a targeted behavior in the BTL setting, providing feedback on performance, and/or identification of cues to action. **Problem Solving** includes identifying facilitators (local actors) and barriers of a targeted behavior (child marriage, child labour, etc.), as well as solutions to overcoming barriers (considering fewer household chores for girls during the school day, etc.). **Social Support** includes leveraging support from various members of the community (fathers, in particular) to bring about behavior change (allowing children to attend school); and includes motivating peers, family members or authority figures to encourage parents to engage in behavior change.

Therefore, CMD would like to enlist the services of Community Mobilization Specialist (s) to **conduct a KAP survey to identify knowledge strengths, cultural beliefs, or behavioral patterns that may have facilitated understanding and action in favour of children’s school enrolment and attendance, as well as those which may have posed problems or created barriers for universal access to education.** The KAP survey should also assess communication processes and sources that are key to defining effective activities and messages in support of school enrolment & attendance in Duk County, Jonglei State.

**INTRODUCTION**

The Christian Mission for Development (CMD) has developed and deployed a joint strategy with 25 PTAs/SMCs/BoGs in supporting out-of-schoolchildren (OOSC) to re-enroll in the target schools of Duk County, Jonglei State. **OOSC are actually children missing education or children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school**. Children missing education are at significant risk of underachieving, being victims of harm, exploitation, or radicalization, and becoming NEET (not in education, employment, or training) later in life.

The UNESCO Institute for Statistics (UNESCO-UIS, 2015a) defined out-of-school children as “children of primary or lower secondary school age who are not enrolled in primary or secondary education,” (p.21) including “a small number of children in pre-primary education and in nonformal education (NFE)” (p.21). **Out-of-school children are also categorized into those who have never been to school, despite having the appropriate age to enroll, or those who dropped out for various reasons.**

Parents (PTAs/SMCs/BoGs), schools and local authorities (CED) are critical to ensuring that all children of compulsory school age are going to school and staying in school safely and receiving suitable education. **Local authorities should focus their resources effectively in intervening early to help enroll more children and prevent poor outcomes for their school attendance. CMD stands ready to work together with Duk Community to realize this goal for our country’s next generation. We are working in partnership with NRC to deliver on this promise in Duk County.**

This KAP survey is hence meant to identify areas of strength, innovative approaches, emerging/persistent needs, problems, and barriers in programme delivery, as well as solutions for improving quality and accessibility of services beyond the confines of the MYRP Project in its Phase II.

**STUDY OBJECTIVES**

The purpose of this KAP survey is to assess the knowledge, attitudes and practices of families and communities in Duk County of Jonglei State toward the promotion of children’s enrollment and school attendance through collective action, cooperation and appealing to a sense of community and ownership of education.

The specific objectives are as follows:

1. Measure the extent and effectiveness of community mobilization to support children’s school enrollment and attendance in 25 schools of Duk and provide new tangents of the situation’s reality, if any.
2. Identify the knowledge, attitudes, and practices of specific community mobilization themes and pertinent delivery strategies & activities in Duk County.
3. Suggest a future intervention strategy that reflects specific local circumstances and the cultural factors that influence community agency in the delivery of community support for children’s education and protection in schools of Duk County and that of Jonglei State.

**EXPECTED RESULTS**

The expected outcome of the survey is a statement of what knowledge has directly affected both attitudes and practices of families and communities in Duk County in relation to improved coverage and enforcement of compliance and awareness raising; and with that, what has been an effective or ineffective school strategy for attendance and supporting and promoting the protection, mental health, and wellbeing of children at school and beyond. In addition to identifying the determining factors of parental attitudes and practices related to child education in the target communities, the survey should point out how future endeavors can best inspire dialogue and heighten community concern and action for universal access to education in Duk County and Jonglei State.

**SCOPE**

The KAP survey should review and assess the fundamental information on children’s right to education and the benefits of enrollment and school attendance in relation to their future and that of their families and communities. This should include key messages to highlight education and protection of children as a collective responsibility and a practical call to action.

The core target audience are the direct beneficiaries of the MYRP, OOSC. It is also aimed indirectly at parents, families, opinion leaders and local officials in Duk County. It equally covers adolescent girls and boys, particularly young mothers, and those with disabilities, who are negatively affected by social codes, pressured to leave school early (or not to enroll in secondary education at all), relegated to the domestic sphere and caregiving obligations or engaged in early marriage.

**STUDY DESIGN & DATA ANALYSIS**

A KAP survey is designed specifically to gather information about general practices and beliefs. In most KAP surveys, data are collected orally by an interviewer using a structured, standardized questionnaire. These data then can be analyzed quantitatively or qualitatively depending on the objectives and design of the study.

The consultant should adopt a cross-sectional survey design to evaluate 100 OOSC and 100 SMC/BoG members and teachers’ knowledge, attitudes, and practices; and his/her types of data collection should either be household or individual surveys.

PTAs/SMCs/BoGs represent a basic unit of a decentralized governance model with active involvement of parents in the school’s functioning. The idea is that the parents are the main stakeholders in the education process and hence they should be the change leaders who initiate the reversal of inefficiencies and inequalities in the system through constructive, collective engagement.

The preparation of the KAP questionnaire involves framing the questions, creating options for answers, planning the scoring, and validating the instrument. The “questions” can be in the form of actual questions or in the form of statements. The findings from the data should ideally be presented using descriptive statistics, such as a table or histogram for each section (knowledge, attitudes, and practices).

**STUDY AREA & POPULATION**

This survey will cover about 5 schools in Padiet and 5 schools in Poktap, Duk County of Jonglei State, South Sudan. It should be designed for out-of-schoolchildren (OOSC) currently enrolled in these 10 schools and should develop a representative sample for valid interpretation of scores. The core target audience for the community mobilization component are the direct beneficiaries of the MYRP, OOSC, and their parents, families, and communities. It is also aimed to indirectly involve School Management Committees (SMCs), opinion leaders and local officials in Duk County. Considerations about the target population should include school type (primary); genders, ages, or grades of students; and student demographics, particularly in regard to IDPs, Refugees & Hosts, and students with disabilities.

**LITERATURE REVIEW**

The Community Mobilization Specialist (s) should outline the areas of literature that he/she wishes to review for this KAP survey. He/she should review existing literature on the empirical evidence on the correlation of community mobilization and participation with learner school enrollment, attendance, achievement, and wellbeing. Of a particular note will be the literature about South Sudan in this regard.

**STUDY TIMEFRAME & TEAM RESOURCE MANAGEMENT**

The timeframe for this study is 15 days. This timespan will cater for development of study tools, data collection and analysis and report write-up. In terms of team resource management, during the study, the consultant must be very tactical to avoid time wastage as this will increase the time spent in the field collecting data.

**Table No. 1: Suggested Work Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Duration** | **Start Date** | **Outputs** |
| Contract signing | - | - | Signed contract |
| Desk review & inception report | 2 days | - | Inception report with tools |
| Data collection & stakeholder consultations | 8 days | - | Collected data |
| Analysis & reporting | 3 days | - | Draft report |
| Finalization of report | 2 days | - | Final report |
| Total number of days | 1. days
 |  |  |

**DELIVERABLES**

1. **A Survey Design:**
2. Define the survey objectives : review existing information, determine the purpose of the survey ,identify the areas of enquiry, identify the survey population, create a sampling plan.
3. Develop the survey protocol : organize the contents of the survey protocol, define the key research questions, determine whether the survey needs ethical review, and create a workplan.
4. Design the survey questionnaire: develop the survey questionnaire, make a data analysis plan , pre-test and finalize the questionnaire.
5. **A Survey Report:**
6. Conduct the KAP survey: choose survey dates and timeline, recruit survey supervisors and interviewers, train supervisors and interviewers, ensure the quality of data collected.
7. Analyse the data: clean the data, implement a data analysis plan, interpret the findings.
8. Use the data: translate findings into action, write the survey report, disseminate findings, submit for use KAP survey data in programming.

**LIMITATIONS & DELIMITATIONS**

There are bound to be practical or theoretical limits placed on every single assessment just as much as there are areas the consultant may wish to exclude for some reasons. An important caveat to insert is the Community Mobilization Specialist (s)’s view of the limitations and delimitations for this assessment. One of the main shortcomings of KAP surveys is that it is difficult to ensure an accurate interpretation of data. Researchers should be very cautious regarding the interpretation of results.  The reliability of the data can be frequently impacted by underlying contextual and cultural factors.

**ETHICAL CONSIDERATIONS**

The Community Mobilization Specialist (s) will initiate and sustain respondent consent throughout the process and retain raw data with an eye on confidentiality and protection of personal information from corruption, compromise, or loss.

Most KAP surveys utilize household surveys.  It is thus important to consider the fact that social norms and pressures may bias reporting and that conducting household surveys may systematically exclude portions of the population. Therefore, it is necessary for all KAP surveys to include a validity analysis, so as to ensure the accuracy of the surveys and allow for comparison of the quality of different KAP surveys.

**QUALIFICATIONS/REQUIREMENTS:**

**Individual consultants are strongly encouraged to bid for this exercise.** Any interested Community Mobilization Specialist (s) should meet the following requirements to qualify:

1. Expression of interest (EoI) outlining how the Community Mobilization Specialist (s) meet (s) the selection criteria and their understanding of the ToR.
2. A summarized description of the scope of work and the intended methodology to be used as well as a tentative work plan including activities and time frames.
3. Names and contacts of three recent professional referees (previous clients) for whom similar work has been conducted.
4. An example of similar pieces of work completed recently.
5. Curriculum vitae (CV) outlining relevant qualifications and experience.
6. Itemized financial proposal.
7. Gender Integration: As per CMD’s emphasis on gender-sensitivity, the consultant is expected to have in consideration the gender perspective.
8. Child safeguarding policy: As CMD works with vulnerable children, the engaged expert will have to follow CMD Child Safeguarding Policy that will become part of the contract.

**APPLICATION**

Please respond with your Expression of Interest to education@cmd.org and copy info@cmd.org, pc@cmd.org and meal@cmd.org by close of business on **Tuesday 26th March 2024.** Contractual obligations will be defined through a standard consultancy agreement, outlining deliverables, timelines, payments, and stating that the resulting intellectual property will belong to CMD.

**Thank you!**