



27th Mar 2025

TERMS OF REFERENCE FOR BASELINE STUDY ON GENDER-RESPONSIVE AND INCLUSIVE EDUCATION IN SOUTH SUDAN: TEACHER COACHING, MENTORING AND NETWORKING

1. Background

The gender-responsive and inclusive education in South Sudan: teacher coaching, mentoring and networking is a 24-month project (Dec 2024- Nov 2026). This research project will generate and mobilize evidence to adapt, contextualize, and scale the impact of a **Teacher Coaching, Mentoring, and Networking (TCMN)** model. This innovative model is a teacher continuous professional development approach and supports enhancement in teacher effectiveness, especially in driving improvements in gender-responsive and inclusive pedagogy. It comprises four main components: 1) **teacher coaching and mentoring meetings**, held regularly in-person and led by a coach/mentor (e.g. a State Supervisor or a resource teacher); 2) **online networking groups** via Whatsapp; 3) **school-based communities of practice**; and, 4) **lesson observation and feedback**. The model has proven promising based on successful application in crisis-affected context in Kenya.

The project will investigate if and how the TCMN approach can be deployed at scale to equip teachers working in South Sudan to inclusively support children returning to school after sometimes long absences and ensure at-risk learners, especially girls, remain enrolled. The research will investigate the TCMN model, identifying enabling and inhibiting factors, key opportunities, risks, and practical steps to enable a successful uptake of the model more broadly within South Sudan in a way that aligns with national teacher professional development priorities and programming (e.g. implementing through County Education Centres).

This research project is supported by the Global Partnership for Education (GPE), Knowledge and Innovation Exchange (KIX) a joint endeavor with the International Development Research Centre, Canada. It is implemented by consortium led by the **University of Juba (UoJ)**, in collaboration with **World University Service of Canada (WUSC)**, with financial support from the Global Partnership for Education (GPE) and International Development Research Centre (IDRC).

UoJ is a leading educational centre of excellence that is committed to national economic empowerment and social transformation. It is the best ranked university in South Sudan, the main coordinator of teacher training in the country and a recognised research institute. UoJ's School of Education boasts some of the country's leading experts in teacher education, with strong links to policy makers at all Government levels. WUSC is a Canadian non-profit organization working to create a better world for all young people. Working in over 25 countries across Africa, Asia, and the Americas, WUSC brings together a diverse network of students, volunteers, schools, governments, and businesses to foster youth-centred solutions for education, economic opportunities, and empowerment to overcome inequality and exclusion, particularly for women and people affected by displacement. WUSC has a portfolio of girls' education in crisis contexts programming, including the Adolescent Girls' Education in Crisis Contexts Initiative (AGENCI) in South Sudan.

UoJ and WUSC share goals to enhance teacher effectiveness and inclusiveness in South Sudan through sustainable and scalable solutions for teacher professional development. WUSC has adapted this innovative Teacher Coaching, Mentoring and Networking (TCMN) model which has been employed in Kenya. The proposed project will generate and mobilize evidence to adapt, contextualize, and scale the impact of this innovation in alignment with South Sudan's national teacher professional development priorities and programming. UoJ and WUSC have strong reputations and relationships across the education sector in South Sudan. This bolsters the consortium's technical expertise and experience, and will be a key enabler of a participatory, multi-stakeholder approach embedding stakeholder dialogue, knowledge exchange, and co-design.

2. Purpose and Objectives of the Project

The main goal of this research project is to generate evidence to adapt and scale the impact of the TCMN model to better equip teachers working in South Sudan to support children, especially girls, returning to school and ensure at-risk learners, especially girls, remain enrolled. Specifically, the project aims to:

1. Knowledge Production: Generate evidence on how to scale the impact of a promising innovative approach to enhance teacher professional development and mentorship.
2. Capacity Strengthening: Strengthen the capacities of relevant stakeholders at national, state, county, and school levels to apply knowledge, skills, and innovation to improve teacher professional development and mentorship.
3. Knowledge Mobilization: Mobilize evidence developed to improve policy and practice in the education system in South Sudan.

The project baseline study data is structured to serve as a benchmark for monitoring and evaluating the project's progress towards achieving its outcomes. It also aims to offer pertinent recommendations for revising the project's decision making in order:

- To provide a better understanding of the implementation contexts by generating knowledge on the factors that affect the effectiveness and scalability of the TCMN model
- To help establish baselines for project indicators in the project monitoring, evaluation, research and learning (MEL) plan, suggesting necessary revisions as needed.
- To support the validation of the assumptions in the project's Theory of Change (ToC).
- To provide recommendations for the development, updating and implementation of the project's monitoring, evaluation, research and learning (MERL) plan.

This evaluation is part of a process of feedback and learning as it is intending to inform tool development and research design for the study.

The evaluation will also set standards that would be used to measure any changes in approach to the effectiveness and scalability of the TCMN model.

3. Scope of the Baseline Study

The external evaluator will be responsible for the design of the baseline, data collection of both quantitative and qualitative data, analysis and report writing.

The scope of the baseline study involves but is not limited to the following responsibilities:

- Inception report – design methodology and workplan, and contingency planning in case of emergencies.
- Lead and coordinate the team of enumerators and the study.
- Development of data collection tools
- Use of data collection tools and assure quality control
- Data analysis (meta-analysis) – incorporating findings from the baseline data collected in the two counties to initiate a final consolidated study report.
- Presentation at a workshop to validate baseline findings and incorporate suggestions
- Develop a brief publishable report of the main findings and case studies, and clear recommendations.
- Prepare a comprehensive report for the TCMN model scale-up with clear recommendations.

4. Approach and Methodology

The overarching methodological framework for this baseline is mixed-methods. However, the external evaluator is expected to define a more detailed methodological approach in the proposal that is consistent with the above prescribed parameters and also present it during the inception phase of this evaluation.

- The study should consciously apply qualitative and quantitative research methods that are GEI-sensitive, and engage as much as possible in participatory approaches;
- The geographic scope of the study will be aligned with the targeted areas, schools, and individuals targeted by the project as laid out in the project description;
- The data collection approaches and specific tools used to establish indicator baselines should be adapted to the local contexts, to assure the appropriateness and reliability of the data collected.

The external evaluator will be expected to review in country-specific data on existing Teachers' continuous professional development interventions.

5. Evaluation Questions

The external evaluator will review baseline status of the interventions in the two counties (Terekeka and Juba counties). The evaluation questions are presented in matrix below:

Evaluation Questions

Assessment Factors	Questions
Resource availability-Financial resources	<ul style="list-style-type: none"> • Are financial resources available? • Are there any challenges faced in executing the intervention?
Organizational capacity-Capacity strengthening: the ability of the implementing organization(s) to manage expanded operations, including human resources, infrastructure and logistical capabilities.	<ul style="list-style-type: none"> • Does the intervention include training and development programs for staff, and other personnel? • Is there availability of necessary infrastructure (physical and material resources that support educational activities) for the success of the intervention?
Stakeholder engagement (Focus on community engagement, partnerships with local governments, NGOs and other organizations)	<ul style="list-style-type: none"> • Does the project involve local communities (community leaders, learners and their families) in its implementation? • Does the intervention have networks with local governments and other organizations (such as schools, educational institutions and NGOs supporting education)?
Gender, equity and inclusion	<ul style="list-style-type: none"> • What is ratio of female teachers to male teachers in the schools • Are there female teachers who are in leadership positions in the schools? • What is the ratio of female learners to male pupils in the school? • Are there learners with disabilities and other facilities for inclusivity in the school.
Policy and regulatory environment	<ul style="list-style-type: none"> • Are there any national or local policies that support the intervention? • Is the objective of the intervention align with national priorities?
Monitoring and evaluation	Does the intervention have robust systems for tracking progress and outcomes?

6. Key Activities, Deliverables, Timelines

Deliverable	Timeline
Inception report with detailed methodological approach and data collection tools submitted electronically and presented to consortium	15 th April, 2025
Data collection in two counties	20 th April to 5 th May, 2025
Draft baseline report submitted to UoJ and WUSC	15 th May 2025
Validation workshop	22 nd May 2025

7. Minimum Requirements

The consultant must possess the following qualifications and experience:

- Holder of a Master degree in Education
- Must demonstrate a minimum of 10 years of experience in administering studies, collecting data and producing quality baseline/end line study reports, in education and for international non-profit organizations or multilateral agencies.
- Advanced experience in designing baseline and end line studies including proven experience in sound sampling, gender sensitive research methods, mixed methods approach (quantitative and qualitative), data collection tool development, enumerator training, etc.
- Proven facilitation skills and ability to recruit and manage enumerators for both the quantitative and qualitative components, in South Sudan in person.
- Demonstrated experience in quantitative and qualitative data analysis.
- Excellent knowledge and experience with education policies in South Sudan will be considered an asset.
- Excellent knowledge and experience with multi-sectoral approach to Gender Equality and Inclusion programs.
- Knowledge and experience in gender equality issues in the education sector is mandatory; specific experience in data collection on gender norms is desirable.
- Fluency in English is mandatory and other relevant languages an asset.
- Demonstrated capacity to respect and safeguard vulnerable populations.
- Capacity to set priorities, organize, plan, and production and delivery of high-quality work under tight timeframes.
- Female applicants are encouraged to apply

8. Structure of the Proposal and Submission Guidelines

The consortium is seeking the services of an external evaluator to conduct a baseline study of the project in the two counties of Terekeka and Juba in South Sudan. We invite applications from suitably qualified evaluators/researchers to submit proposals for the baseline evaluation.

Qualified and interested parties are asked to submit the following:

1. **Detailed technical proposal**
2. **Financial proposal (in US \$)**
3. **Curriculum Vitae including three referees**
4. **A sample copy of a previous report of similar work undertaken.**

All proposals should be submitted electronically to the following email address: yosawawa@hotmail.com and pokello@wusc.ca. Please submit both the Technical Proposal and Financial Proposal. For any further enquires please contact yosawawa@hotmail.com and

pokello@wusc.ca, and indicate “enquiry” as part of the email title. All inquiries will be attended to. **The deadline for submitting proposals is 4th April 2025 by 5:00 PM Juba Time.**

