



TERMS OF REFERENCE (ToR)

Conduct of Baseline Study for Strengthening Technical and Vocational Education and Training project in South Sudan

I. CONSULTANCY INFORMATION

Project title: Strengthening Technical and Vocational Education and Training in South Sudan

Duration of Consultancy: 30 Days

Duty Station: Juba with travel to the project sites (field).

Type of Consultancy: Consulting firm (**Preferably local firm**)

II. BACKGROUND AND PROJECT DESCRIPTION.

South Sudan faces many challenges that threaten its sustainable and peaceful development including but not limited to ongoing conflict (that began in 2013 and temporarily halted with a peace agreement, but re-erupted again in 2016), political instability, over-reliance on aid and oil production, high levels of poverty, lack of infrastructure and public health systems, underdeveloped non-oil industries, 70% of the population living in rural areas, and more. In addition, a great portion of South Sudan's population are pastoralist communities (estimates of 60-70% of South Sudan's entire population) with nomadic and highly mobile livelihoods that center on raising and tending to cattle (MoGEI, 2017). Since March 2020, COVID 19 pandemic has bought another crisis over the existing crisis affecting livelihood of people, health challenges and continuity of education including TVET for children and youth.

The revitalized peace process has given hope to offer new opportunities for South Sudan's women, men and children as the Transitional Government of National Unity is established in 2020 and the Transitional National Legislative Assembly is reconstituted in May 2021, called R-TNLA. Since the agreement, the overall levels of political violence remain lower since the signing of the Revitalized Agreement on the Resolution of the Conflict in South Sudan (R-ARCSS) on 12 September 2018. However, slow and selective implementation of the R-ARCSS has contributed to uncertainty around the peace process (Security Council Report, March 2021). The multitude of local inter-communal conflicts have not been addressed yet and it continues to increase in frequency and scale in 2020 and 2021 resulting in hundreds of deaths and forcing displacement of thousands of people. Likewise, humanitarian access deteriorated, and the number of aid workers killed tripled from three in 2019 to nine in 2020. The human rights, humanitarian, food security, and economic conditions in the country remain dire, with enormous detrimental effect on civilians with highest impact on women and children. The cumulative effects of years of conflict, violence and destroyed livelihoods have left more than 8 million people (above two thirds of the population) in dire need of humanitarian assistance and protection (South Sudan HRP 2021). There is a direct link of inter-

communal conflict and climate change in South Sudan as often the conflict is related to natural resources i.e. access to land and water for pastoralists due to raising temperature and drought that resulting decreased rainfall and limited grazing lands for their animals.

Despite an urgent need to support youth with needs-based education, TVET is not considered as a life-saving intervention and thus it has not been included in humanitarian programme. Consequently, often youth are forced to join armed forces or engage in criminal activities due to lack of alternatives. It is estimated that at least 19,000 South Sudanese children have become armed actors with the various functions (UNICEF 2013).

There is an estimated number of 4 million displaced individuals and refugees in South Sudan due to the conflict (UN-OCHA and UNHCR, 2017). The involvement and focus on ex-combatants/demobilized youth are also needed to address South Sudan's challenges.

In addition, climate change is a pressing challenge globally, and south Sudan is not exceptional, this has affected the implementation of SDGs as a whole. For example, due to the rapid climatic change in South Sudan, Floods have been experienced throughout the year, resulting into migration, displacement, and conflict. This is more prevalent with the pastoralist communities, resulting into widespread disease outbreaks, particularly in Bhar Al Ghazal and Upper Nile region that lead long term migration in Equatoria region in search of better pasture and safety of their livestock. Consequently, cattle herders could not return to their origin place and chosen to stay in Equatoria that keeps clear tension between them and host farming communities.

There is a global call to manage temperature to rise below 2 degrees Celsius and achieving a transformational change by accelerating the shift to green growth, low-carbon and climate-resilient development. As climate change disruption implies new skills needs, climate change responsive livelihood i.e. farming and livestock caring and changes in occupations, as well as human population's increased mobility, this therefore calls for need to change to the TVET system in South Sudan to improve its responsiveness and relevance through a cross-sectoral approach to skills development, involving effective partnerships across concerned line ministries and sectoral and institutional agents of change, both at central and local levels.

In 2014, UNESCO, in partnership with DFID and GIZ, conducted a TVET Policy Review in south Sudan and identified the main challenges in the TVET sub-sector. (1) poor infrastructure and institutional capacity, (2) fragmentation and policy incoherence, (3) limited government funding for the TVET sector, (4) limited and inequitable access to TVET, (5) absence of a quality development framework, (6) low relevance and cooperation with labour market, and (7) lack of evidence base (data and statistics). In addition, South Sudan TVET sector also faces strong bottlenecks in national policy frameworks and coordination with for example the more visible ministries are two, that is the Ministry of Labour, (MoL) and the Ministry of General Education and Instruction (MoGEI),but in realty there are at least 24 different ministries involved in TVET in South Sudan.

This resulted into different Ministries operating in silos implementing separate skills development, following their own policies and objectives without being streamlined.

Like of many other countries, women and girls in South Sudan are acutely disadvantaged due to security, cultural and geographical barriers. They are even more vulnerable to benefit from existing services as equal to men and boys due to various factors including pre-existing inequalities, gender norms and perceptions defining who the man and woman is and what are their roles in the family and the community. According to the UN Women report , the COVID-19 restrictions on

movement placed a higher risk on women and girls to experience Gender Based Violence, Sexual Exploitation and Abuse, because women are confined in their homes or camps with abusers. The closure of schools has left many girls at greater risk of early marriage, domestic abuse, and a disproportionate burden of domestic work. The presence of girls in their homes, coupled with mounting economic challenges, has led to an increased likelihood of early or forced marriage, which can lead to a rise in the school drop-out rates among girls TVET is the proposed option for empowerment of women and adolescent girls giving a second chance to continue their learning and gain livelihood opportunity.

With many youth becoming restless and the risk of them joining national/inter-communal conflict, TVET can promote peace building, social cohesion, education and youth employment.

III. PROJECT SUMMARY.

The project aims to reduce unemployment and boost livelihood among young women and men from poorer families through strengthening gender responsive governance, quality and relevance of the TVET system in South Sudan, including strengthening environment and climate change awareness and adaptation capacity to reduce vulnerability and incident of internal communal conflict. The project focuses on changing perspective and notion of the community and the government through policy and programme interventions towards seeing women by minimizing gender-based division of labour, recognizing value of domestic work, and breaking through stereotype engagement of women in livelihood activities.

The first area of intervention is to strengthen TVET governance and equip key actors, keeping women at the center of the governance system with sustainable capacities and tools to develop evidence-based policies and the related legal framework, while mobilizing at the same time private sector involvement in TVET governance, including in key economic sectors affected by climate change.

The second component is to improve the quality of TVET provision by reinforcing national capacities and institutions in charge of TVET teachers training design and implementation as well those responsible for TVET curricula development, adopting a gender transformative, conflict prevention and greening lens.

The third component of the project intends to help TVET institutions develop labour market-responsive TVET, work-based learning and internship opportunities in conflict- affected remote locations through the provision of mobile TVET, micro-entrepreneurship skills programme and private-public partnerships at institution level, with a cross-sectoral focus on women empowerment, conflict prevention and climate change mitigation.

In General, the project intends to reach out to about 25,000 beneficiaries including 13,000 young people (50% girls and young women) and 2,000 teachers/ trainers/ key stakeholders as direct beneficiaries throughout the project period. Targeting women and girls affected by inter-communal conflict, loss of livelihood due to COVID 19 or other reasons, women and girls infected by HIV/AIDs, differently able- with blindness and deaf, and school dropout girls not able to continue education.

IV. PROJECT INTERVENTION LOCATIONS.

The project is being implemented in five states (but in 7 sites).

- Central-Equatoria/Eastern Equatoria States
- Lakes – Rumbek
- Western Bahr el Ghazal/Warrap States
- Jonglei State

- Western Equatoria State

V. PROJECT OUTCOMES:

Outcome of the project.

The project focuses on three main outcomes:

Outcome 1: National inclusive TVET governance structures and evidence-based policies foster youth employment in South Sudan.

Outputs

Output 1.1. National and state level governance structures supported to govern and lead TVET.

Output 1.2. Improved private sector participation in TVET (governance).

Output 1.3. TVET management and information system (MIS) established and strengthened in a sustainable manner.

Outcome 2: National TVET institutions are better equipped to provide quality TVET programmes

Outputs.

Output 2.1. TVET instructor/teacher policy and greening TVET institutions guidelines implemented.

Output 2.2. TVET Teacher/Instructor's Training manual developed in line with the TVET Teacher policy.

Output 2.3. National stakeholders equipped with revised/developed TVET gender-transformative and green curricula and teaching/learning materials.

Output 2.4. Teacher training module developed on cross-cutting sectors to be integrated with the TVET teacher/instructor training package.

Output 2.5. Capacity building of trainers/ instructors/new teachers by providing Training of Trainers on TVET facilitation skills and 3-month basic teacher training.

Outcome 3: Young women and men in South Sudan have improved access to labour market responsive TVET opportunities.

Output 3.1. Innovative mobile TVET programmes developed that cater to specific needs of targeted population groups in disadvantaged areas.

Output 3.2. Increased access to market responsive TVET opportunities for young women and men.

To help measure the results during and at the end of the project of key interventions under the Project and provide data to (1) guide evidence-based recommendations for project implementation, inform adjustments and improvements. UNESCO seek to conduct a project baseline survey in select areas across the country with specific focus to where the project is being implemented. Towards this end, UNESCO seeks the services of a reputable consulting firm to conduct baseline survey for the strengthening TVET Project in South Sudan project through participatory and action research methodologies.

VI. SPECIFIC OBJECTIVES OF THE SURVEY/RESEARCH

The purpose of the baseline study is to help assess the current situation in relation to key project elements (TVET National and sub-national level governance structures, TVET policy development and implementation, TVET institutions functionality, youth and young men and women access to TVET training opportunities that labour market driven).

This engagement will establish baseline data for the Project's key indicators and help provide the basis for measuring project results. Specifically:

1. Assess the validity and feasibility of project indicators including determination of the all the baseline values and targets at outcome and output levels.
2. Review and validate the feasibility of the project Theory of Change, the results framework, and the implementation plan to guide the implementation of the project.
3. Check, review and validate the project risks and assumption respective project implementation environment in South Sudan.
4. Assess the governance structures and policy environment for TVET at national and sub-national level.
5. Assess the situation of the current existing TVET institutions, in terms of functionality, infrastructure and human resource capacities
6. Assess the TVET training needs for young men and women in comparison to the labour market
7. Access the current TVET enrollment in the government and private institutions
8. Assess the attitude, knowledge of young men and women towards TVET in South Sudan.

VII. SCOPE OF SERVICES

The Consulting firm will design and conduct the baseline survey, in close consultation with the Project team, the TVET Ad hoc-committee and with the implementing partners. Design the Research methodologies using a participatory and action research approaches, human rights based- approach, inclusion and informed by considerations based on the COVID-19 pandemic. The consulting firm is expected to utilize both quantitative and qualitative research methods, such as document reviews, surveys, key informant interviews and focus group discussions, and actively engagement women and youth as part of the research process.

Under the overall guidance of the Chief of Education in UNESCO, TVET Project Officer and the MEAL Officer the Consulting firm will carry out the following tasks:

- Closely coordinate with UNESCO Project team; National Ministry of General Education and Instruction-Directorate of TVET, State Ministries of Education, TVET center Administrators, the Implementing Organizations focal Points , in the research process
- Review of project documents and actors in the TVET sector in the country, public and private , involved in the project implementation locations/Areas;
- Preparation of inception report that includes a detailed baseline research design and methodology, including sample size, sampling plan, data collection tools (online tools/platforms may be utilized), and data analysis plan;
- Facilitate Training of field research team/data collectors and conduct of pre-testing/pilot-testing of the data collection tools and process, revision of these tools and procedures based on the results of the pilot-testing, and submission of fieldwork plan.

- Roll out data collection process, including survey administration and facilitation of key informant interviews and focus group discussions, quality assurance processes to be undertaken periodically during this stage.
- Conduct data analysis with clear analysis plan, procedures, including tabulation, transcription, visualization
- Production of draft report to be presented to the Project team for validation.
- Technically lead the finalization of report writing for the survey based on comments and inputs gathered from project team, which should include the following sections at the minimum: executive summary, introduction, project overview, research context and purpose, research framework/design and methodology, findings, case studies (specifically TVET), conclusions and recommendations.
- Submission of final research report and accompanying presentation material, and tools

VIII. EXPECTED OUTPUTS/DELIVERABLES

The Consulting firm is expected to deliver the following deliverables/outputs, with the corresponding due dates and review/approving.

Deliverables/Outputs	Estimated Duration to Complete	Target Due Dates
Inception report, which includes detailed research design and methodology	5 days	To be communicated
Research tools development and fieldwork (data collection)	10 days	To be communicated
Draft research report	7 days	To be communicated
Final research report	8 days	To be communicated

IX. GOVERNANCE AND ACCOUNTABILITY.

The Consulting firm will work under the overall guidance of UNESCO chief of Education, the TVET Project officer, and MEAL Officer.

UNESCO will monitor and coordinate with the Consultant/firm to ensure timely delivery of outputs.

The Firm/Consultant shall:

- Work closely with UNESCO project team throughout the research period.
- Allocate the proper and needed skilled personnel and resources to carry out the research/survey
- Appoint lead consultant which UNESCO will coordinate with throughout the survey
- Report regularly to UNESCO on the progress and results of the survey/research.

- Ensure timely implementation of activities and submission of deliverables, in accordance with the outputs and timelines specified in this TOR.

UNESCO,

Through the Project Team, and in consultation with the implementing partners shall:

- Closely coordinate and monitor service delivery of the Consultant/firm.
- Provide technical guidance/input where needed.

VIII. BASELINE SURVEY TEAM -PROFESSIONAL SKILLS AND QUALIFICATIONS

REQUIRED SKILLS AND EXPERIENCE FOR THE ASSIGNMENT.

Education:

- Master's Degree Education, Social Research, Quantitative economics, Monitoring and Evaluation, project management, international development, economics, or any related field.

Experience:

- A minimum of eight (10) years of work experience in one or more of the thematic areas of Education, TVET surveys, assessments, and policy development
- Proven experience in conducting quality surveys, research, and assessments in the field of education, labour markets, TVET, Food security and livelihoods, Agriculture.
- Proven experience in conducting research, assessments in humanitarian and development context in the sectors of education, labour markets
- Preferably, previous experience in conducting assessments and thorough knowledge on South Sudan context.
- Extensive experience in program Monitoring, Evaluation/research and mastery of techniques and methods of data collection, interviews, and quantitative and qualitative analysis.
- Experience in gender-sensitive programming is a must.
- Experience in climate -sensitive programming is a must.

Language and other knowledge and skills:

- Knowledge of the country context, development issues and challenges.
- Excellent proven oral and drafting skills in English, with excellent analysis and synthesis skills.
- English essential; Good command of at least one of the regional languages of South Sudan Juba Arabic, and other local languages in South Sudan will be considered an asset.

Application Requirements

Interested Firms in the assignment are expected to provide the following documentation:

- A technical proposal with detailed response to the ToR, with specific focus addressing the scope of work and methodology to be used.
- *At least one sample of previous (similar) Baseline, endline or research, assessment.*
- Initial work plan based on methodology outlined, and indication of availability.
- A detailed total budget proposal for the whole assignment
- Strong CV(s) including a minimum of 2 traceable, recent, and relevant references/
- Team composition with a lead consultant and, if applicable, a CV of each person to be involved in the assignment, including relevant experience.
- Legally registered firm with the government of South Sudan.

Submission of applications

Interested consulting firms that meet the key qualifications and have relevant experience in designing and delivering similar type of assignments must submit their technical and financial proposals to United Nations Education Scientific and Cultural Organization (UNESCO) by May 20, 2023, via e-mail to: proposals.juba-ed@unesco.org and j.recruitment@unesco.org

Please indicate in the subject of your email “TVET Baseline survey proposal”

For inquiry only contact: wj.godi@unesco.org