

## **Baseline survey Terms of Reference:**

Building resilience through gender and conflict sensitive approaches to education, skills development, and sustainable livelihoods in South Sudan

Oxfam South Sudan

September 2021

## 1- Baseline Summary

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| <b>Project Name</b>                             | Building resilience through gender and conflict sensitive approaches to education, skills development, and sustainable livelihoods in South Sudan   |
| <b>Target Location</b>                          | Juba, Pibor and Rumbek  |
| <b>Project Goal</b>                             | To improve resilience through gender and conflict sensitive education and skill-based solutions for sustainable livelihoods among the target girls, boys, women and men.  |
| <b>Project out-comes</b>                        | <p><b>Outcome 1:</b><br/>Conflict-affected adolescents, youth, women and men have improved knowledge and skills through safe, quality and gender responsive/sensitive education and skills development.</p> <p><b>Outcome 2:</b><br/>Strengthened inclusive participation and gender responsive local leadership to ensure resilient education systems and sustainable livelihoods.</p> |
| <b>Key Partners</b>                             | <ul style="list-style-type: none"> <li>• National Education Coalition (NEC)</li> <li>• Serving and Learning Together (SALT)</li> <li>• Disabled Agency for Rehabilitation and Development (DARD)</li> <li>• Young Women Christian Association (YWCA)</li> </ul>   |
| <b>Project Lifespan</b>                         | 4 years: FY21 – FY25  |
| <b>Support Office</b>                           | Oxfam South Sudan   |
| <b>Baseline Purpose</b>                         | Overall purpose of the study is to provide baseline data, including the quantitative elements of the results framework and develop further the relevant qualitative elements.   |
| <b>Primary Methods</b>                          | <ul style="list-style-type: none"> <li>• Quantative survey from target beneficiaries</li> <li>• Qualitative interviews with key partners and stakeholders</li> <li>• Document review including relevant secondary data</li> </ul>   |
| <b>Baseline start</b>                           | 04 <sup>th</sup> October – 30 <sup>th</sup> November 2021   |
| <b>Anticipated Baseline Report Release Date</b> | Baseline report will be released 30 <sup>th</sup> November 2021   |
| <b>Baseline survey commissioning manager</b>    | Sida Program Manager  |

## 2- Project background

In June 2021, the Swedish International Development Cooperation Agency (Sida) approved an Oxfam proposal titled “**Building resilience through gender and conflict sensitive approaches to education, skills development and sustainable livelihoods in South Sudan**”. The project aims to improve resilience through gender and conflict sensitive education and skill-based solutions for sustainable livelihoods among the target girls, boys, women, and men. This will be done through

1. Ensuring that conflict-affected adolescents, youth, women and men have improved knowledge and skills through safe, quality and gender responsive education and skills development and
2. Strengthening inclusive participation and gender responsive local leadership to ensure resilient education systems and sustainable livelihoods. The project’s outcome, output and target groups benefiting from the project are presented under Annex I.

The project is going to be implemented in Juba, Rumbek and Pibor over a period of July 2021 to May 2025. The programme is funded through Sida and with a total budget of 10,428,419 USD.

Oxfam IBIS is the project’s Cooperation Partner and contract holder (management and financial). Oxfam South Sudan is the responsible Implementing Partner in coordination with local partners (including with others to be identified): The National Education Coalition (NEC), Serving and Learning Together (SALT) in Pibor, Disabled Association for Rehabilitation and Development (DARD) in Rumbek and Young Women Christian Association (YWCA) in Juba.

## 3- Purpose of the study

The purpose of the baseline is to clearly identify, articulate, and document the existing situation/ context of the people and communities that the project targets to work with from the onset. The products of the assessment will further provide the benchmarks on which any changes resulting from the interventions and achievements could be measured. The outcome will also inform any modifications in the result framework but also changes that may be made in the course of project implementation in order to realise optimum results.

### 3.1 Specific objectives of Tasks are as follows:

Assess the current situation of the project areas, in terms of access to alternative education opportunities, enrolment in accelerated learning programs, scale of numeracy and literacy skills among learners, skill-based solutions for sustainable livelihoods, inclusive participation and gender responsive local leadership, capacities of local education authorities on inclusive school management and CMDRR, positive gender behaviours, status of teachers professional development initiatives as well as agricultural productive capacities and resilience of the local farming communities. Thus, study shall:

- 3.1.1 Systematically assess the extent to which conflict -affected adolescents, youths, women and men access knowledge and skills through safe, quality and gender responsive/ sensitive education and skills development.
- 3.1.2 Examine the extent to which the local leadership is participatorily inclusive, gender responsive and enhances resilient education systems and sustainable livelihoods.
- 3.1.3 For each of the thematic areas assessed provide concrete recommendations

- i) with clear criteria for improving the existing situation to realise better and sustainable out-puts and out-comes
- ii) identify simple but reliable methods which should be used in each thematic area and to implement the recommended actions by the community, local institutions and the project
- iii) identify ways of disseminating results of findings and recommendations to local authorities, institutions and communities for awareness and support for implementation.
- iv) map out similar/ relevant initiatives implemented by other actors working in the same areas and recommend ways of building synergies with this project.

#### **4- Scope of the Baseline survey**

The result framework of the project includes mainly quantitative indicators (see Annex II). The baseline study will also focus on developing some key qualitative indicators for the project.

#### **5- Baseline survey Methodology**

In the assessment, Oxfam South Sudan expects the consultant firm to employ both quantitative and qualitative methods for collection of data/information, using appropriate Participatory tools and Techniques which may include but not limited to in-depth interview, Key informant interview, Focus group discussions, etc. Appropriate scientific methodologies should be employed in the sampling techniques and further data analysis.

- Comprehensive desk review of all relevant documents i.e. project proposal, literature from related on-going projects (e.g DANIDA – TOC 3, saving lives and/ or others), related Government policy documents including strategies for development of the thematic areas of the project.
- The consultant firm will interact with staff of Oxfam IBIS, Oxfam South Sudan, DARD, SALT, NEC and relevant government institutions and other stakeholders on a sample basis.
- The consultant(s) will fully engage a sample of target project primary stakeholders (i.e schools SMCs, PTAs, Out-of-school adolescents, youth and women involved in agriculture and technical/ vocational skills trainings, girls in primary schools, ALP teachers, national policy makers, farmer groups (vegetables and goat rearing), officials from agriculture and education line ministries, extension agents, animal health workers, savings groups and safeguarding focal points. (see annex II for more specific target groups)
- The baseline information shall be collected from three (03) project areas (Juba, Rumbek and Pibor) and the sample population of this survey will be determined by the consultant firm.

#### **6- Procedure**

It is expected that the consultant or firm will:

- Expand and further define the method of the study in consultation with Oxfam and as part of the inception phase.
- Consult the various partners that are to deliver the Project in the context of working with Government Ministries, local partner organizations, etc.

- Whenever relevant, disaggregate data by sex (male, female), age (children, adolescent, young people), conflict profile (IDPs, refugees, returnees, host communities), and disability
- Whenever possible and relevant, work with researchers which are resident in the locations (Pibor, Juba, Rumbek) in order to conduct the interviews with key informants
- Have the ability to work in English
- Process, analyse and present the data in a user-friendly format
- Produce a report that will be widely shared with partners and stakeholders as an important tool for mapping and guiding the implementation of the project.

## 7- Expected deliverables and payment schedule

The following are key deliverables of the baseline survey exercise.

- Development of an inception report highlighting details of the deliverables and methodologies, detailed tools, and instruments (First of all the inception report will be approved by Oxfam before allowing any baseline activities. The agreement with the consulting company can be cancelled if the inception report is not approved). This would include all practical operational tools that would be deployed in the survey, the enumerators to be engaged in the survey and the work plan including survey and report deliveries.
- Enumerators Training and Survey Questionnaire Testing - the consultant will be responsible to train the enumerators agreed as per inception report and test the data collection tools.
- Survey Execution - According to the agreed sample size and area, beneficiary /community, and stakeholder coverage. If possible, the data collection should be conducted with the support of GPS to map the respondents for future reference.
- Final draft Baseline survey Report -

The timeline for delivery and payment instalment will be as follows:

1. 25% upon submission of an inception report, two weeks (10 working days) after signing of the contract. This report will outline in detail the key scope of the work and detailed study methodology; a work plan/schedule of tasks designating a team member with the lead responsibility for each task and deliverable (output); sources of data; and a data reporting plan.
2. A draft report will be presented to Oxfam by the research team during a stakeholder workshop at a date to be agreed. The evaluation team will facilitate the workshop, which will be aimed at discussing preliminary findings and conclusions of the study.
3. 75% upon submission of a final baseline report due on 26<sup>th</sup> November 2021, which should present the findings, recommendations and lessons learnt.

## 8- Duration of the consultancy

It is expected that the evaluation will start on **04<sup>th</sup> October 2021** for an estimated duration of 2 months. This will include desk reviews, data compilation and report writing.

## **9- Roles and responsibilities**

### **The consultant should:**

- Agree with Oxfam team (management, technical leads and MEAL team) on the methodology of the baseline survey.
- Lead on the baseline survey process and outputs
- Draft, pilot and finalize different data collection tools
- Collect and analysis data
- Submit the draft baseline survey report to Oxfam
- Submit the final baseline survey report after incorporating comments and inputs from Oxfam and partners.
- Cover all the costs related to the data collection, analysis and report write up (except costs that are mentioned below and covered by Oxfam)

### **Oxfam will:**

- Provide all key background documents on the project (Project Appraisal Document, special studies conducted by the project, background information on the project area, reports from participatory M&E studies, etc.).
- Will cover the cost of in country flight cost and local travel for data collection
- Facilitate the data collection in the field location and Juba through organizing meetings with the interviewees
- Will cover the cost of translators and enumerators related to the data collection

## **10- Budget**

Submit a financial proposal that indicates all-inclusive costs for conducting the survey except for commitments listed above.

The consulting firm shall bear all costs associated with the preparation and submission of the proposal. The consultant shall submit ONE (01) copy of technical and ONE (01) copy of financial proposal in electronic form or in a single envelope. The technical and financial proposals should be clearly marked and should include the name and detailed contact of the consultant/ firm

All costs should be quoted in USD and will remain valid up to sixty days (60) from the day of proposal submission.

## **11- Confidentiality and data protection**

All the out-puts – baseline reports, data base, etc, produced under this assignment will not be disseminated in part or whole without express authority from Oxfam South Sudan. Thus, the consultant firm shall not produce these materials in any form (electronic, hard copies, etc) to a third party without written permission from Oxfam South Sudan.

## **12- Person specification and team composition**

- Be familiar with the resilience building and education program in South Sudan and specifically in the response areas.
- Previous experience in conducting baseline studies; in quantitative and qualitative research methods and social science research
- Background in international development or displaced populations/ humanitarian work in South Sudan
- Knowledge of Juba, Pibor and Rumbek contexts in South Sudan
- Experience of working in multicultural contexts
- Excellent interpersonal skills
- Excellent planning and prioritization skills
- Proven ability to adapt the research plan to challenges and opportunities emerging during the research.
- Proven ability to multitask and work under tight deadlines

## **13- Research management**

The commissioning manager is Sida Programme Manager from the Oxfam South Sudan Country Team. The consultancy will also be coordinated with Yasmine Wahba (Senior Humanitarian Advisor, Oxfam IBIS) and other relevant Oxfam IBIS colleagues who will constitute part of the review committee which will be responsible for overseeing the work of the consultancy firm and ensuring the effective implementation of the baseline. Interaction with the review committee will be at specific points such the inception, draft and final report reports.

## **14- Expression of Interest**

Interested consultants may submit a cover letter and CV together with a brief proposal not exceeding 5 pages detailing the proposed methodology and approach for the assignment and a detailed estimated budget (including staff charges, travel, equipment, hardware, software, surveys, technical meetings, report preparation, and other related activities) to the following email: [jubaquotations@oxfam.org.uk](mailto:jubaquotations@oxfam.org.uk)

Closing date for applications: **20<sup>th</sup> September 2021**

## **Annex 1. Recommended outline of the baseline survey report**

### **1. Cover page**

- Title
- Project title /affiliate identification code
- Date that the report was finalized
- Oxfam and Sida logo (unless not appropriate)

### **2. Table of contents**

### **3. Glossary**

### **4. List of abbreviations.**

### **5. Executive summary that can be used as a stand-alone document (usually not more than 3–4 pages)**

### **6. Introduction, stating objectives of the baseline survey**

### **7. The intervention and context**

### **8. Methodology, including an indication of any perceived limitations of the evaluation**

### **9. Presentation of the findings and their analysis**

### **10. Conclusions**

### **11. Learning and Recommendations**

### **12. Appendices:**

- Terms of reference
- Summary table with list of indicators and baseline values
- A list of interviewees (name, function and working environment) and places visited.
- List of documents and bibliography used.
- Link to Methodological
  - ✓ instruments such as questionnaires and interview guides



**Annex II: Logframe and target groups**

| Intervention Logic   | Objectively verifiable indicators  | Means of Verification  | Key assumptions  |
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| <p><b>Impact:</b></p> <p>Improved resilience through provision of gender and conflict sensitive education and skill-based solutions for sustainable livelihoods among the targeted girls, boys, women and men.</p> | <ul style="list-style-type: none"> <li>• % of households disaggregated by sex of head of household that demonstrate reduction in Copings Strategy Index score.</li> <li>• % of targeted HHs who perceived that their ability of recovering from shocks has improved.</li> <li>• % of learners (in all targeted learning centres) who perceived that their resilience and ability to complete education/skills development and continue livelihoods has improved</li> </ul>   | <p>Baseline, mid-term and Final evaluation report</p> <p>End of project report</p>   | <p>The relative peace and stability situation continue</p> <ul style="list-style-type: none"> <li>- The community will participate and take ownership.</li> <li>-The local authorities will cooperate and support the project</li> <li>-The communal conflicts at local level does not.</li> </ul> |
| <p><b>Outcome 1:</b></p> <p>Conflict-affected adolescents, youth, women and men have improved knowledge and skills through safe, quality and gender responsive/sensitive education and skills development.</p>     | <ul style="list-style-type: none"> <li>• % of participants who have gained the required knowledge and skills in the supported education programs (disaggregated by sex and age)</li> <li>• % of participants (community groups, PTA members, teachers, education authorities) who have positive attitude towards girl child education.</li> <li>• % of targeted boys, girls and youth continuing to the next level of education</li> <li>• % of targeted youth, women and men improved their livelihood options through employment or setting up business schemes.</li> </ul>  | <p>Baseline and end line survey report</p> <p>End of year assessments/test and end of course certification introduced by learning centers.</p> <p>Project quarterly progress report</p> <p>End of project report</p> <p>Conflict Analysis</p> <p>Enrolment data</p> <p>Examination results</p> | <ul style="list-style-type: none"> <li>-The markets remain functional</li> <li>- There will be no unexpected natural disasters (flood, drought etc.)</li> <li>-The civic space will be relatively unrestricted.</li> <li>-The funding stream remain uninterrupted (continuous)</li> </ul>          |
| <p><b>Outcome 2:</b></p> <p>Strengthened inclusive participation and gender responsive local leadership to ensure resilient education systems and sustainable livelihoods.</p>                                     | <ul style="list-style-type: none"> <li>• % of girls, boys, women and men who perceive their local leadership (local chiefs, local authorities) is responsive to education and livelihood challenges.</li> <li>• % of targeted local leadership structures (e.g. education authorities, SMCs, PTAs etc.) with improved capacities for inclusive decision making and management</li> <li>• % of targeted teachers that apply methods and practices that improve the quality of education.</li> <li>• % of targeted households with acceptable food consumption score (FCS)</li> <li>• % of women having access to and control over their earning and productive resources</li> </ul> | <p>Baseline and end line survey report</p> <p>Project quarterly progress report</p> <p>End of project report</p> <p>Classroom monitoring</p>   |  |
| <p><b>Output 1.1</b></p> <p>Improved enrolment and completion of ALPs cycles by learners</p>   | <ul style="list-style-type: none"> <li>• # of adolescents and youth (disaggregated by sex) enrolled to ALP</li> <li>• # of adolescents and youth who passed to the next level of alternative education or transferred to equivalent level of public education</li> <li>• # of school clubs organized to support retention</li> </ul>   | <p>Enrolment data, School register, end of year score cards/tests</p>  |  |

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| <p><b>Output 1.2</b><br/>Improved numeracy and literacy skills (incl. life and business skills) of youth and adults, with special focus on young and adult women</p>                                    | <ul style="list-style-type: none"> <li>• # youth and adults enrolled into numeracy and literacy skill courses.</li> <li>• # youth and adults who completed the literacy/numeracy training.</li> <li>• # of literacy participants that are active members of local civil society (e.g. PTAs/SMCs/VSGs)</li> </ul>  | <p>Enrolment data, School register, completion certificate.</p>          |  |
| <p><b>Output 1.3</b><br/>Girls of Primary 6 to 8 classes supported to retain in school.</p>   | <ul style="list-style-type: none"> <li>• # of girls of P 6 to 8 supported to retain in school.</li> <li>• # of school clubs organized to support retention</li> </ul>   | <p>Enrolment data<br/>School register</p>                                |  |
| <p><b>Output 1.4</b><br/>Improved skills development on selected sustainable livelihoods options (incl. life and business skills) for youth and adults, with special focus on young and adult women</p> | <ul style="list-style-type: none"> <li>• # of young women and men completed training course</li> <li>• # of young women and men employed or started business with support from seed money and/or small grant</li> <li>• # of young women and men continuing to undertake businesses/IGA 6 months after starting</li> <li>• # of skills development learners that are participants in livelihood activities and/or VSG</li> </ul>    | <p>Enrolment data, periodic progress reports</p>                         |  |
| <p><b>Output 1.5</b><br/>Improved wellbeing of learners</p>   | <ul style="list-style-type: none"> <li>• # of learners received psychosocial support</li> <li>• # of learners received training on withstanding shocks and stress (DRR)</li> </ul>  | <p>Training attendance list<br/>Training report</p>                      |  |
| <p><b>Output 1.6</b><br/>Established school gardens to improved nutrition and practical skills among learners</p>   | <ul style="list-style-type: none"> <li>• # of boys and girls trained on school gardening</li> <li>• # of school gardens established</li> </ul>  | <p>Training attendance list<br/>Training report</p>                      |  |
| <p><b>Output 2.1</b><br/>Improved capacity of local education authorities, school management and PTAs on inclusive school management and CMDRR</p>  | <ul style="list-style-type: none"> <li>• # of education authorities who have strengthened capacity to manage schools and develop community based DRR</li> <li>• # PTA members (men and women) with improved capacity on school management, DRR and engagement with local authorities.</li> <li>• # of participatory school development plans developed including DRR, conflict sensitivity, gender and girls' education.</li> </ul> | <p>Capacity assessment reports and periodic project progress reports</p> |  |
| <p><b>Output 2.2</b><br/>Promoting and mobilizing communities and local leadership on positive gender behaviors to improve women's position in the community.</p>                                       | <ul style="list-style-type: none"> <li>• # of women and men in targeted communities sensitized on discriminatory gender norms and positive masculinity through GALS methodology</li> <li>• # of women and youth groups and community-based structures mobilized as gender champions</li> <li>• # of local authorities, local chief and leaders sensitized on discriminatory gender norms and positive masculinity</li> </ul>        | <p>Training attendance list<br/>Training report</p>                      |  |
| <p><b>Output 2.3</b><br/>Improved capacity of local civil society to support and advocate for strengthening of resilient education systems.</p>   | <ul style="list-style-type: none"> <li>• # of local civil society organizations and community groups with improved capacity on DRR and gender and conflict sensitive education.</li> </ul>  | <p>Event or training reports and periodic project progress reports</p>   |  |

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|  | <ul style="list-style-type: none"> <li>• # of campaigns or advocacy issues raised by civil society and community groups at local or national level.</li> <li>• # of round table meetings local civil society and government authorities/department of education</li> </ul>  |   |  |
| <p><b>Output 2.4</b><br/>Improved capacity of teachers through tailored teacher professional development, including strengthened resilience, gender and conflict sensitive education capacities.</p> | <ul style="list-style-type: none"> <li>• # of teachers who benefited from tailor made professional development (training, supervision, mentoring and peer reviews)</li> <li>• # of female teachers recruited and included in professional development</li> <li>• # of teachers (female and male) supported to attend teacher pre-service education</li> <li>• # of literacy facilitators benefited from improved facilitation skills on literacy and numeracy.</li> </ul>   | Training reports and periodic project progress reports, mentoring/monitoring reports, tailor made professional development manual adopted.  |  |
| <p><b>Output 2.5</b><br/>Improved agricultural production and livelihood through established and revitalized producer cooperatives, increased vegetable production and enhanced fish production</p>  | <ul style="list-style-type: none"> <li>• # of revitalize producer cooperatives</li> <li>• # of producer cooperative members (disaggregated by sex)</li> <li>• # training and demonstrations on comparison of agricultural practices to provide opportunity to compare for results between traditional methods and improved farming practices</li> <li>• # of people who report increase in vegetable production</li> <li>• # of people who report increase in income from vegetable production</li> <li>• # of people supported in fish production and preservation techniques</li> <li>• # of people who report increase income from fish production.</li> </ul> | Members register and periodic project progress reports<br>Training reports<br>Reports on comparison of traditional and improved farming practices<br><br>Field monitoring reports, beneficiary's database, case stories |  |
| <p><b>Output 2.6</b><br/>Strengthened extension services to farmers and farmers training to ensure usage and adoption of suitable agronomic practices</p>  | <ul style="list-style-type: none"> <li>• # of individual farmers/cooperative trained on agricultural production</li> <li>• # of individual farmers/cooperatives who have adopted the agronomic practices.</li> </ul>  | training reports and periodic project progress reports  |  |
| <p><b>Output 2.7</b><br/>Established and supported village savings groups (VSGs)</p>   | <ul style="list-style-type: none"> <li>• # of VSLAs/ village community bank groups formed and given support</li> <li>• # of VSLAs members disaggregated by sex and age</li> </ul>   | VSLA database and periodic project progress reports   |  |
| <p><b>Output 2.8</b><br/>Increased goat production and income for pastoralist communities in Pibor</p>   | <ul style="list-style-type: none"> <li>• # of people who received goat</li> <li>• # of people who report increase income from goat production</li> </ul>  | Field monitoring reports, beneficiary's database, case stories  |  |

More specifically the **target groups** are:

- 1,000 Out-of-school adolescents (or those who have dropped out) between 10 -25 years old – both girls and boys – for alternative education programs
- 2,300 Young and adults (min. 60% women) for functional literacy and numeracy training
- 1,200 Youth and women enrolled for agriculture and technical/vocational skills development, business and life skills training (included livelihood and VSG participants)
- 3,000 Girls supported in 25 primary schools with a focus on girls at risk of dropping out
- 15 school gardens established and benefitting all children in the schools
- 40 ALP Teachers and 40 teachers from public school; with special emphasis on female educators
- 30 Adult literacy facilitators
- 10 School Management Committees (SMC) and Parent Teacher Associations (PTA)
- 60 Officials at local and national level from education and agriculture departments/ministries
- National policy makers under influencing actions
- 100 Production/Farmers groups with up to 25-30 members each
- 3150 households benefiting from vegetable kits, fishing gears, agricultural seeds and tools distributions
- 950 households for goat rearing
- 55 Extension Agents and 38 Animal Health Workers
- 30 Village Savings groups with up to 25-30 members each
- 20 Safeguarding focal points trained
- 3 community-based Safeguarding feedback mechanisms established, one in each project location