**TERMS OF REFERENCE FOR A BASELINE ASSESSMENT ON PUBLIC PERCEPTION/CONFIDENCE ON EQUITABLE SERVICE DELIVERY OF SECONDARY EDUCATION & FUNCTIONAL ADULT LITERACY ON COMMUNITY PEACE, SECURITY & ENHANCEMENT OF YOUTH LIVELIHOODS IN JONGLEI STATE & GREATER PIBOR ADMINISTRATIVE AREA (GPAA).**

**BACKGROUND & CONTEXT**

In partnership with UNICEF, Christian Mission for Development (CMD) is implementing a secondary education project through facilitating and supporting 6 secondary schools in Bor & Akobo (Jonglei State) and Pibor (Greater Pibor Administrative Area) to provide access to safe, protective and quality learning for 2, 500 students aged 15-18 and help them experience curriculum continuity and settle into school life in a way that causes no concern to their families and communities. **Children and adolescents old enough to go to lower secondary school who are not enrolled; and learners at risk of dropping out of secondary school will now have the best chance of making a smooth and confident transition.**

With a joint population of over 600,000 persons, more than 60% of these women and children, majority of whom are internally displaced, Jonglei State and Greater Pibor Administrative Area (Jonglei/GPAA) remain highly fragile and unstable with recent peaks in humanitarian needs due localized insecurity as well as erratic weather patterns (SS NBS, 2021; OCHA, 2021; IOM DTM, 2021). According to 2020 Multi-Year Resilience Programme Baseline undertaken by Save the Children International, school life expectancy for both primary and secondary levels in South Sudan declined between 2011 and 2015, from 5.57 years to 3.58 years. Given current trends, UNICEF projects that only one in thirteen children is likely to complete primary school (SCI, 2020). Out of school children’s (OOSC) rates tend to increase as children reach the ages of twelve to seventeen, with girls being more likely than boys to drop out of primary school as they advance grades. One reason adolescents and youth stay away from schooling is the absence of any meaningful transition from primary to secondary school.

With many young people not enrolled in school, and girls experiencing far more disadvantages for social, economic and cultural reasons, graduates spending many frustrating years looking for gainful employment due to the dwindling quality of education including the mismatch between university curriculums and the technical skill sets required by the labour market; many of these young people experience tension in their relationships with others and become willing to do harm in an effort to meet their own needs. Prevalent conflicts in Jonglei and Greater Pibor Administrative Area (GPAA) have come to limit opportunities available to young people and created new risks that exacerbate the youth vulnerability as they see what is ahead of them in bleak terms.

UNICEF is jointly implementing this project with IOM, IOM covering the Functional Adult Literacy (FAL). During the April-May 2021 FAL listening survey key findings were highlighted women relying on informal income-generating activities, young people leaving villages and agricultural work to move to urban centers, women and young people who are inexperienced in money management, women precluded from participating in decision-making processes and structures due to a lack of literacy skills as well as patriarchal norms, girls and women vulnerable to GBV, including early marriage and early pregnancy, entrenched patriarchal conceptions of women and girls right to education and livelihood opportunities, Arabic speaking young people finding it harder to access employment opportunities because they cannot speak English, displacement, communal conflicts, and COVID-19 were highlighted as presenting further challenges.

Through the Multi-Partner Platform, UNICEF and its sisterly UN agencies (IOM, WFP, etc.) are working with local partners such as the Christian Mission for Development (CMD) to ensure the road to stabilization, recovery and resilience for secondary school students is neither unduly elongated nor somewhat chaotic but offers a path to a robust & structured continuity to post-secondary education. Secondary education equips students with critical thinking, enabling civic participation and social change. As students pursue their education, they are less likely to engage in or become a victim of crime and youth violence. In addition, secondary education reduces the risk of human trafficking by increasing economic opportunities and making children less vulnerable.

**INTRODUCTION**

A baseline assessment is required to provide benchmark for important outcome and output indicators where data is missing. Most importantly, the baseline will engage communities, local authorities and institutions to understand general perception and community confidence on provision of equitable services and whether such services contribute to resilience, stabilization and reconciliation.

Results from the baseline assessment will provide direction for the type of guidance required to facilitate the meaningful participation of youth in public education and livelihoods development; change the predominantly negative and false narrative that ‘youth’ is synonymous with trouble; build youth capacity and optimize their contributions to community peace and security; and, publicize the positive roles and contributions of youth to peace and security in South Sudan.

**ASSESSMENT OBJECTIVES**

The purpose of this baseline is bridging a gap between public opinions and policy makers in the provision of services. The assessment is expected to draw information on the triple nexus in terms of the contribution of secondary education and FAL to reconciliation, stabilization and resilience. It’s imperative for the assessment to investigate whether secondary education and FAL contributes to Peace, resilience and reconciliation and if yes in which way. To strengthen education to industry links for marginalized and unemployed youth in Jonglei State & Greater Pibor Administrative Area through an enabling environment for a strong skills eco-system and the role of peace education interventions in secondary and FAL settings and their efficacy in nurturing competences of inclusive and democratic citizenship, critical thinking, intercultural communication and human rights that serve the common good.

**The objectives are as follows:**

1. Identify the differential impact of education both at secondary and FAL levels on violent conflict and community peace and security in Jonglei & GPAA and vice versa.
2. Establish the link (s), if any, between gender relations, norms, roles and peace building and how to promote meaningful participation of youth in all aspects of peace building, peace processes and skills training in negotiation, mediation and communication.
3. Explore opportunities for enhancement of youth livelihoods and how meaningful livelihoods can contribute proactively to the reduction of inequalities, frustration, and violence in society, particularly among young people.
4. Document community perceptions on general service delivery and its contribution to facilitate reconciliation among communities towards a resilient and stable communities/youth
5. Provide evident to test the efficacy of the theory of change of the RSRTF project being implemented by IOM and UNICEF

**EXPECTED RESULTS**

The key outcome of this baseline assessment is a clear direction for the type of guidance required to facilitate the meaningful participation of youth in public education and livelihoods development; and build youth capacity and optimize their contributions to community peace and security, including the importance of women’s leadership, dealing with GBV and advocacy in Jonglei State and Greater Pibor Administrative Area. A further reach of the expected results includes the following:

1. A diagnostic view of the effects of secondary & FAL on community peace and security and in responding to significant societal change and crises in Jonglei State & Greater Pibor Administrative Area;
2. A gendered approach to involvement of local actors in peace building and conflict prevention through addressing unequal access and provision, exclusionary language use for instruction and other barriers that prevent girls from deriving the full benefits of education;
3. Identified resources (i.e., the abilities, social networks, and financial and physical assets) that help young people develop successful livelihoods; the program strategies that help youth acquire these resources; and the types of youth livelihood capacity-building activities that can help achieve education-specific program goals; and
4. Clear parameters for supporting education and community-institutional partnerships on the peace building agency of younger generations, their families and communities.

**ASSESSMENT SCOPE OF WORK**

The baseline assessment will employ a mix of qualitative and quantitative methods to gather data on key variables, ensure diverse perspectives to the baseline, and promote different stakeholder groups' participation. The scope of the baseline will include the following:

1. **All the three target Counties** (Bor South County, Akobo County, and Pibor County).
2. **All the 6 secondary schools currently supported through UNICEF (**Bor Secondary School, Malek Secondary School, Baidit Secondary School, Pariak Secondary School, Akobo Secondary School and Rio Jakor Secondary School).
3. **Reasonable sample size of FAL 17 learning centers (8 in GPAA and 9 in Bor South) some learners visited in their workplaces and homes**.
4. **RSRTF implementing and Strategic partners**
5. **State & non-state actors active in the areas of education, community peace & security, and youth livelihoods development,** including FAL (the identity and specifics of each actor will be confirmed before data collection, considering the key element of their support for education and youth support).
6. **National-level policies & programmes** (in addition to institutional, county, and sector level data collection, supplementary data will also be collected at the national level to understand the dynamics between education and community peace & security and youth livelihoods development with a hope for a virtuous cycle of opportunity and growth).

It is important that only those factors that can be consistently and reliably measured are included in the initial data collection process.

**ASSESSMENT DESIGN & DATA ANALYSIS**

A cross-sectional design will serve the purpose of collecting and analyzing data for this baseline as a status assessment seeking to obtain an overall ‘picture’ as it stands at the time of the assessment. The process of data analysis will take the form of line-by-line coding of raw data to extract facts and main notions so as to arrive at sub-categories and categories progressively (open coding); establishing relationships between categories as they emerge (axial coding); and singling out the core category and stating methodologically where and how it stands in relation to other categories.

**ASSESSMENT AREA**

This baseline assessment will cover the Counties of Jonglei State, namely Bor South and Akobo Counties. In Greater Pibor Administrative Area (GPAA), Pibor County will be singled out (If all three FAL learning centers are covered in Pibor Town, that sample size is enough for FAL).

**ASSESSMENT LITERATURE REVIEW**

The consultant should outline the areas of literature that he/she wishes to review for this assessment. He/she should review existing literature on the empirical evidence on the correlation of secondary & FAL with community peace & security, and enhancement of youth livelihoods. Of a particular note will be the literature on the state of affairs in this regard in South Sudan.

**ASSESSMENT TIMEFRAME & TEAM RESOURCE MANAGEMENT**

The timeframe for this assessment is 40 days. This timespan will cater for development of assessment tools, data collection and analysis and report write-up. In terms of team resource management, during the assessment, 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 | - TBC | TBC | Signed contract |
| Desk review & data tools, inception report | 5 days | TBC | Inception report with tools |
| Data collection & stakeholder consultations | 20 days | TBC | Collected data |
| Analysis & reporting | 12 days | TBC | Draft report |
| Finalization of report | 3 days | TBC | Final report |
| **Total number of days** | **40 days** |  |  |

**ASSESSMENT DELIVERABLES**

1. **An inception report detailing the design and planned execution of the baseline study**

**Under this deliverable, the consultant will:**

1. Review the existing relevant programme documents, including the programme document and log frame.
2. In consultation with UNICEF, IOM & CMD, design the baseline study methodology, sampling plan, data collection tools (survey questionnaires, key informant Interview guides, focus group discussion guides, observation guides, etc.) as necessary. **The assessment design and sampling plan must be in line with the Gender Equality and Social inclusion principles.**
3. Develop a practical work plan for the execution of the baseline assessment as per the agreed timelines.
4. Suggest a report structure for the baseline report.
5. Submit a concise inception report within the agreed timelines, detailing the baseline assessment design and work plan before starting any data collection.
6. **Execution of the baseline assessment plan as per the agreed work plan and timelines**

**Under this deliverable, the consultant will:**

* 1. Oversee the baseline assessment’s successful execution, ensuring the completion of data collection within the agreed timelines.
  2. Assume overall leadership in the baseline data collection exercise.
  3. Ensure the effective and efficient deployment of any support staff and quality assurance of all the deliverables.
  4. Ensure diligence in the handling, management, and storage of all baseline data.

1. **Analysis of data and write-up of the baseline report**
2. The consultant will diligently analyze all the quantitative and qualitative data disaggregating it as required.
3. Organize the data and analyze it according to the baseline assessment's objectives and disaggregated as specified in the indicators.
4. Draft a comprehensive and concise baseline report for inputs by UNICEF, IOM & CMD.
5. Make a presentation on the findings during a validation workshop to a reference group of participants and provide a concise PowerPoint presentation.
6. Submit a final report reflecting the inputs from stakeholders. The report should be no more than 30 pages long (excluding the annexes).

**ASSESSMENT 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 consultant’s view of the limitations and delimitations for this baseline assessment.

**ASSESSMENT ETHICAL CONSIDERATIONS**

The consultant 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.

**QUALIFICATIONS/REQUIREMENTS**

Any interested national or international education consultant (s) with expertise in baseline assessment in the area of education and community peace & security, and youth livelihoods development should meet the following requirements to qualify:

1. Expression of interest (EoI) outlining how the consultant meets the selection criteria and his/her 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 UNICEF, IOM and CMD emphasis on gender-sensitivity, the consultant is expected to have in consideration the gender perspective.
8. Child safeguarding policy: As UNICEF, IOM and CMD works with vulnerable children, the engaged expert will have to follow UNICEF, IOM and CMD Child Safeguarding Policy that will become part of the contract.

**APPLICATION PROCESS**

Please respond with your Expression of Interest to [education@cmd.org](mailto:education@cmd.org), and [tchol@cmd.org](mailto:tchol@cmd.org) by close of business on **November 15th 2021 at 5:00pm South Sudan Local Time**. Contract: Contractual obligations will be defined through a standard consultancy agreement, outlining deliverables, timelines, payments, and stating that the intellectual property will belong to CMD.