

TERMS OF REFERENCE FOR INDIVIDUAL CONTRACTORS AND CONSULTANTS

Title of Assignment	<i>UNJPGE III Knowledge, Attitude and Practice (KAP) Study</i>	
Requesting Section	Education and Adolescents	
Location	Place of assignment: Lilongwe with travel to Mangochi, Dedza, Salima and Kasungu Districts	
	<input checked="" type="checkbox"/> Home Based <input type="checkbox"/> Office Based:	
Contract Duration	2 months 20days	
Number of working days	40 days	
Planned Start and End Date	From: 23 August 2021	To: 11 November 2021

BACKGROUND

The government of Malawi has committed to ensuring that girls and boys realize their rights to quality, inclusive and equitable education, and acquire life skills so that they become more productive and innovative, and attain their full potential. Despite this, realization of the right to education is a challenge. Children in Malawi, particularly girls and the most vulnerable, face multiple barriers that prevent them access to an inclusive quality education and alternative learning pathways; these include poor quality schooling, poor food and nutrition, inadequate protection against sexual and physical violence, harmful social and traditional practices and violations of sexual and reproductive rights. To support government address these barriers and promote sustainable solutions to improving access to quality education, the United Nations (UN) in Malawi has secured funding through the Royal Norwegian Embassy and is supporting government to implement a four-year multi-sectoral Joint Programme on Girls Education (UNJPGE III) that addresses education, nutrition, safety, and integrated sexual and reproductive health concerns in a holistic manner and also focusing on other aspects such as life skills, gender equality and community engagement. Beyond the school, the programme also focuses on the out of school adolescent girls and boys and ensure they are not left behind through supporting delivery of alternative learning pathways and promoting access to essential services. UNJPGE III is implemented in four targeted districts of Dedza, Mangochi, Salima and Kasungu, and three United Nations agencies (WFP, UNICEF and UNFPA) are providing technical support. The programme goal is to address barriers to access to quality education for girls and boys and ensure achievement of inclusive and equitable access to education.

The UNJPGE III is a follow up of the UNJPGE I and II. JPGE had its first phase from 2014-2017 (JPGE I - *Improving access and quality of education for girls in Malawi*). The second phase (JPGE II was from 2018 to 2020- *Poverty Reduction through improved Quality Education and Basic life skills for in and Out of School Adolescent Girls in Malawi*). While the first phase focused on the building and piloting of a multi-sectoral model to improve girls' education, the second phase focused on expansion of the model and most importantly placed emphasis on strengthening the role of the government in coordination and implementation of the programme. Most of the interventions were implemented through the District councils and with the support and oversight of six participating ministries. The integrated and multi-sectoral approach of the programme in identifying and addressing barriers to education remains central to the programme even within the UNJPGE III. It looks to strengthen the integration of the results framework and promotes adoption of comprehensive outcomes, key interventions to avoid duplication and foster further synergies, and with a robust sustainability strategy.

The programme aligns with the Malawi Growth Development Strategy (MGDS III 2017-2022), and the goals in key sectoral policies and strategies, particularly the National Education Sector Investment Plan (NESIP). The programme directly contributes to the United Nations Sustainable Development Goals Cordination Framework (UNSDGCE 2019-2023) particularly Pillar 2, Population Management and Inclusive Human Development. The programme aims to facilitate and accelerate the implementation of the 2030 Agenda and the attainment of the Sustainable Development Goals, having a clear potential as an SDG accelerator, building on interlinkages among the goals. Specifically, the programme will contribute to SDG 4 (Quality Education), SDG 3 (Good Health and

Well-being), SDG 5 (Gender Equality), SDG2 (Zero Hunger) and SDG 17 (Partnerships for the Goals). It adopts a more gender transformative approach and focuses on girls as well as boys and most vulnerable and marginalized children both in and out of school. It will ensure that boys are actively engaged so they can be champions in promoting gender equality.

The three key outcome areas of the programme are; 1) *Increased access to quality and inclusive education by girls, boys and adolescents (especially the most vulnerable) delivered through integrated services in a safe and gender transformative school, that enhances learning outcomes;* 2) *Increased access to complementary alternative learning and life skills and integrated services by girls and boys out of school and;* 3) *Increased investment and support for education, life skills, health and nutrition of children and adolescents in and out-of-school by communities, parents and education stakeholders.*

Social behaviour change communication has been determined as a key strategy for achieving social behaviour related results across the key outcomes including improvements in knowledge, attitude and practice around access to inclusive quality and equitable education among different stakeholders; parents, learners (and learners with special needs), opinion leaders, teachers, mother groups and all other key influencers. The programme takes into consideration the changing environment due to COVID-19 pandemic and therefore will work to also mainstream preventive and response measures of the pandemic.

UNICEF, UNFPA and WFP seek to hire a consultant to conduct a Baseline KAP study that will be used to assess improvements in communities' knowledge, attitudes, and practices in regards to creating demand to access quality inclusive and equitable education including for alternative pathways and serve as a benchmark against which project outcomes will be measured during implementation and after project completion.

JUSTIFICATION

UNJPGE I and II demonstrated the importance of working with communities in improving access to education. Community members, especially parents/guardians, local leaders, cultural and religious leaders have been highlighted as key in influencing behaviour change. A strong community engagement, through the active participation in various structures for instance mother groups, school management committees, child protection and food committees contributed to promoting positive behaviour. An evaluation of the JPGE¹ demonstrated that JPGE did not manage to sufficiently engage parents, as a result they were not committed to their daughters' education. These noted gaps in parental support towards girls' education were observed and addressed through strengthening engagement with parent-focused school-based structures. UNJPGE III will continue to strengthen parents' engagement including through mainstreaming parent child communication to reaching out to guardians and adolescents. Parents are considered an integral part in influencing the direction their children take especially in education. Many of the issues affecting girls' education are rooted in mind-sets and cultural practices in the community and in UNJPGE III the assumption is that if communities will not adopt the program goals, the achievement of the program will be minimal. Broadly, the UNJPGE III has a strong element of community involvement to support breaking socio-cultural barriers, ensure value of education, sexual and reproductive health and rights, nutrition and gender equality as reflected across the programme outcomes and strengthen ownership and leadership. The role that social behaviour change communication plays has shifted from raising awareness as conceptualized in the UNJPGE I and II to facilitating engagement focused on promoting behavior change and sustainability bottom-up in UNJPGE III. UNJPGE III will reinforce efforts to engage with communities in ways that facilitate their direct involvement and coming up with local solutions to support access to education and other services, especially for the most vulnerable children including adolescent girls.

Broad indicators and targets for tracking Social Behavioural Change Communication (SBCC) results have been developed based on the reviews of the UNJPGE I and II. However, to be more accurate and to effectively measure results and effectiveness of the social behaviour change communication component of the programme

¹ United Nations, March 2019, Decentralised Evaluation: Evaluation of the Joint Programme for Girls Education (July 2014 -October 2017), pp ix

to change behaviours and practice, the baseline (reference value) for use in tracking implementation progress and considering the changing roles of the community (men and women) needs to be established. Further this has to take into account COVID-19 pandemic situation on implementation of SBCC programs.

The UN agencies within the UNJPGE III are therefore seeking services of a qualified consulting individual to design and conduct a Knowledge, Attitude and Practice study and, based on the results, guide on the specific indicators to be used in line with the key programme outcome and output areas.

PURPOSE OF THE ASSIGNMENT

The overall purpose of the KAP study is to generate baseline evidence that will inform tracking of progress and assessment of the SBCC component of the UNJPGE III including providing benchmark information and defining targets for measuring programme progress, achievements, effectiveness, quality of change, and impact with respect to programme objectives and expected outputs.

The consultancy is to design and conduct a knowledge, attitude and practice study around access to inclusive quality and equitable education including on alternative learning pathways, safe learning environment and social services provided at the school platform; school meals, sexual reproductive health services, adolescent nutrition and hygiene services as defined in the UNJPGE III programme outcomes. The consultancy will also support the preparation of the UNJPGE III evaluation.

SCOPE OF WORK/OBJECTIVES

The objective of conducting a KAP-baseline study is to capture the knowledge, perceptions and practice of learners including children with disabilities, parents/guardians, community and school-based structures.

Specific objectives include the following:

1. To assess the level of knowledge, attitudes, and practices regarding education for school-aged group 10-18 years including children with disabilities, among parents, guardians, learners, communities, local authorities and religious leaders and school-based structures including Parent Teacher Associations, Mothers' Groups, food committees and child protection committees
2. To identify the determining factors of parental attitudes and practices related to education of school aged group 10-18 years including children with disabilities
3. To assess the current practice of parents/guardians and school structures in protecting learners and creating demand for additional social services delivered at school level, especially for girls, and from any risks in and around school activities (school meals, nutrition education and weekly iron and Folic Acid supplementation, Menstrual Hygiene and Management, Safe schools and Reproductive Health)
4. To assess the attitudes and practices among parents, guardians, learners, communities, local authorities and religious leaders and school-based structures regarding violence against children
5. To examine the current involvement of parents/guardians in decision-making and their capacity in promoting education
6. To provide recommendation for social behaviour change communication interventions for successful removing the barriers identified

Study Assumption

The major assumption regarding the interrelationship between KAP are as follows:

1. Positive practices regarding children's education are largely the function of positive attitudes
2. Positive attitudes regarding children's education are the functions of awareness of contemporary child rights issues, value of education, awareness of opportunities and access such opportunities

3. Awareness and value factors are largely the functions of parents' ability to communicate apart from their literacy, social economic status, and culture.
4. For positive practices, either the determinants can be altered or relevant programmes can be introduced to minimize the effects of such determinants. impact of poverty is minimized.

The KAP study will focus but not limited to

- Education (primary, inclusive, alternative pathways- benefits and value)
- Readmission
- Safe learning
- Access and provision of social services; nutrition, health/SRH, HPV vaccination, and sanitation and hygiene, safe learning including knowledge of access points and perceptions of the services offered
- Attitude and perceptions on issues affecting education ie dropouts, teenage pregnancies, early marriage and absenteeism
- Child rights, inclusive education and Gender equality values and dimension
- Boys/male involvement
- Community participation and capacity strengthening
- Integration and coordination of SBCC approaches and systems

Methodology and Technical Approach

The technical proposal submitted by the consultant organization should include the organization's proposed methodology for conducting the surveys, noting how each various stakeholder group (parents, teachers, community leaders, etc.) will be interviewed/addressed. The consultant organization is expected to prepare a detailed work plan with a tentative timeframe, which will be agreed with UNICEF and the UNJPG III M&E Task Team, which is comprised of staff members from all three participating UN Agencies.

The methodology should cover the following items (non-exhaustive list):

Sample definition: representative sample of all groups to be included in the survey, taking into consideration that the target population would include adolescents 14 years and above (population 14+ years).

Data collection and analysis

- Given the purpose of the KAP survey, separate questionnaires need to be developed to collect data from all relevant groups - adolescent boys and girls, teachers, parents and other stateholders.
- Options on conducting the data collection, taking into considerations limitations imposed by the current situation stemming from the spread of COVID-19;
- Quantitative and qualitative analysis of the collected data

Ethical considerations

The consulting organization is required to clearly identify any potential ethical issue, as well as the processes for ethical review and oversight of the data collection process in their proposal. UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis can be found at: <https://www.unicef.org/media/54796/file> . The procedure should be consistently applied throughout the research process. The procedure contains the minimum standards and required procedures for research, evaluation and data collection and analysis undertaken or commissioned by UNICEF (including activities undertaken by individual and institutional contractors, and partners).

As noted above, considering the specific circumstances imposed by the COVID-19 pandemic, the methodology of the survey must take into account the Government measures introduced to prevent/contain virus transmission and valid at the time of conducting the data collection. This may potentially mean that the data collection will have to be conducted remotely via phone or online. As part of the technical proposal, agencies are required to propose details of their technical approach to achieve the major deliverables.

The consultant will work closely with UNICEF , UNFPA and WFP in the design of the study that will target Dedza, Salima, Mangochi and Kasungu districts with participants distributed across these four UNJPG III intervention

districts based on the population size and distribution by gender (men, women, boys and girls). UNICEF as the contracting agency will have administrative oversight on the contract while UNFPA and WFP will provide technical inputs as part of the reference group.

The consultant will be responsible for the development and presenting the study methodology which includes sampling techniques, sample selection, instruments and procedures of data collection and analysis including training of enumerators on appropriate data collection techniques. Study participants will be recruited with assistance from the UN Agencies and district councils. At the end of the assignment, the consultant shall provide a comprehensive final report on:

- i) community and learners knowledge, attitudes, and practice regarding girls education with a focus on their roles and responsibilities to supporting access to quality inclusive and equitable education; primary education, alternative pathways, hygiene, safety, gender roles at household, community and school level in general and during COVID-19 in specific, disability and nutrition and
- ii) challenges, negative social norms, and expectations as well as opportunities.

The Expected Activities & Major Deliverables:

Under the direct supervision of the three UN Agencies led by UNICEF, the consultant will be responsible for undertaking the following activities:

1) Develop, present and submit an inception report including i) literature and desk review, ii) an outline of study design, iii) sampling methodology, and iv) action plan with an agreed timeline to be used in the study approval from the three UN agencies through UNICEF

2) Survey questionnaires developed and approved: the final questionnaires will be submitted to UNJPG E III M&E Task Team for review, feedback, and approval prior to initiating data collection.

4) Survey questionnaire pre-test and necessary changes incorporated and approved. Agency to propose details as part of technical proposal.

5) Data collection carried out and Progress report. Consultant to propose details, including preparatory work for data collection (i.e. training of field researchers) as part of technical proposal. Consultant is also expected to prepare and present a progress report that shows the preliminary findings of the study. This could be done in the form of a PowerPoint + presentation to the three UN Agencies.

6) Final report including statistical tables and graphs submitted in SPSS, Excel, and Word format. A comprehensive report with results and recommendation, including the following:

- A detailed study results outlining information on the community, parents and learners knowledge, attitudes and practice regarding girls education with a focus on their roles and responsibilities to supporting access to quality inclusive and equitable education; primary education, alternative pathways, hygiene, safety, gender roles at household, community and school level in general and during COVID-19 in specific, disability and nutrition and ii) challenges, negative social norms and expectations as well as opportunities.

- Current challenges and negative social norms and expectations.

- Recommendations to address and mitigate identified challenges and negative social norms including those coming from the stakeholders themselves.

- Opportunities to overcome challenges and negative social norms.

- Annexes on the used tools (questionnaires, FGD guide, and KII guide, etc....).

- Annex for the FGDs attendance sheets and list of interviewed key informants

All analysis and conclusions should be disaggregated by locality, gender, and age group.

Agency to submit final report in English.

Raw data should be submitted to UNICEF on completion of the assignment.

7) Summary of key findings as follows:

- a) a short PowerPoint deck summarizing key findings;
- b) a factsheet that summarizes key findings

8) UNJPGE III Evaluation TORs: The consultant will support the development of the ToR for the upcoming UNJPGE III Evaluation

REPORTING REQUIREMENTS

To whom will the consultant/ individual contractor report (supervisory and any other reporting/communication lines):

The consultant will work under the overall supervision of the UNICEF Communication for Development Specialist responsible for Primary and the Chief of Education at critical junctures and on navigating and strategic issues on a need basis.

The JPGE III M&E team comprised of staff from UNICEF, UNFPA, and UNICEF and including the government JPGE focal point will form the technical reference group for the baseline. They will provide technical support to the consultant.

What type of reporting will be expected from the consultant/ individual contractor and in what format/style will the submissions of reports/outputs be done:

The consultant will be expected to submit the reports, in Arial 10 font style based on the agreed baseline report templates.

How will consultant/ individual contractor consult and deliver work and when will reporting be done:

The consultant will consult via electronic means and also physical meetings where necessary while observing COVID 19 guidelines. The report will be submitted electronically to the UNICEF staff member supervising the consultancy.

EXPECTED DELIVERABLES

In alignment with the scope of work as described above, the consultant will be expected to perform the following activities and deliverables as per the schedule and estimated dates below. It is envisaged that the entire consultancy will be a total of 40 working days spread from 23 August 2021 to 11 November 2021 with work days overlapping from month to month. Note that UNICEF weekends are not included as work days and there will be no double payment for the same days should the consultant work on two different activities at the same time.

Task/Milestone	Deliverable/Outcome (e.g. Inception, progress, final reports, training material, workshop, etc.)	Estimated # of days	Planned Completion date
Develop Inception report with detailed implementation plan, timeline, milestones,	Inception Report	5 days after signing the contract	31 st August 2021

methodology, and data collection tools			
Under take field based Data collection , data transcription and analysis	Progress report detailing completion of Data collection & presentation of preliminary findings to the three UN Agencies	18 days	24 th September, 2021
Drafting of the KAP survey report <ul style="list-style-type: none"> Drafting of the KAP survey report 	Draft KAP survey report	6 days	6 th October 2021
<ul style="list-style-type: none"> Stakeholder validation workshop for KAP survey findings 	Validation workshop action points/report	1 day	7 th October 2021
Finalisation of the KAP survey report, incorporating comments from stakeholder validation workshop	Final Report - A comprehensive report with results and recommendation, including Annexes: A detailed study results outlining information on community knowledge, attitude and practice the public attitudes and perception regarding women's participation, with a focus on girls education including gender roles and access to social services delivered at school level including hygiene, protection, and nutrition and regarding the roles and responsibilities of community stakeholders in supporting girls education and the community's aspirations regarding improving girls education and in the above-mentioned thematic areas. Current challenges and negative social norms and expectations. Recommendations to address and mitigate identified challenges and negative social norms including those coming from the stakeholders themselves. Opportunities to overcome challenges and negative social norms. Annexes on the tools used for data collection	6 days	18 th October 2021
Summary of key findings	<ol style="list-style-type: none"> Brief PowerPoint deck summarizing key findings A factsheet highlighting key findings 	2 days	21 st October 2021
Draft UNJPGE III Evaluation TORs	UNJPGE III Evaluation TORs	2 days	26 th October 2021

However, as the actual starting date may impact the dates estimated in the TOR, a detailed workplan with exact timeframes and actual delivery dates will be jointly agreed upon between the consultant/ individual contractor and the supervisor upon contract signature.

PERFORMANCE INDICATORS FOR EVALUATION OF RESULTS

The performance of work will be evaluated based on the following indicators:

- Completion of tasks specified in TOR
- Compliance with the established deadlines for submission of deliverables
- Quality of work
- Demonstration of high standards in cooperation and communication with UNICEF and counterparts

PAYMENT SCHEDULE

All payments, without exception, will be made upon certification from the supervisor of the contract, of the satisfactory and quality completion of deliverables and upon receipt of the respective and approved invoice.

#	Item	% of Payment	Due
1	Upon satisfactory submission and approval of inception report.	20%	31 st August 2021
2	Upon Submission of satisfactory progress report detailing completion of data collection and presentation of preliminary findings to the three UN agencies	30%	24 th September 2021
3	Upon Submission of satisfactory KAP survey report and presentation to stakeholder validation meeting	25%	7 th October 2021
4	Upon Submission of satisfactory final version of the KAP survey report; PPT of key findings, factsheet and Evaluation TORs	25%	21 st October 2021

DESIRED COMPETENCIES, TECHNICAL BACKGROUND AND EXPERIENCE

Academic qualification:

- A master's degree in development and social studies, Education, communication for development, human rights, and gender or any related field

Work experience:

- A minimum of 10 years of professional technical experience in conducting studies/ surveys particularly community perception survey.
- Proven record of previous publications/reports related to community perception survey. Education, Gender and community participation knowledge is an asset.
- Good experience in socio-cultural, geopolitical and economic country context, as well gender equality principles is a strong asset.

Technical skills and knowledge:

- Excellent communication and writing skills in English and interpersonal skills
- Fluency in local languages is an asset

- Ability to work independently and accurately
- Ability to work effectively in teams and in a multicultural environment
- High sense of integrity and results oriented
- Computer skills, including internet navigation, and various office applications

Competencies:

Competencies
Builds and maintains partnerships
Demonstrates self-awareness and ethical awareness
Drive to achieve results for impact
Innovates and embraces change
Manages ambiguity and complexity
Thinks and acts strategically
Works collaboratively with others

Languages: All deliverables and report should be in English.

ADMINISTRATIVE ISSUES

UNICEF will regularly communicate with the consultant and provide feedback and guidance and necessary support so to achieve objectives of the work, as well as remain aware of any upcoming issues related to the performance and quality of work.

As per policy on consultants and individual contractors, the individual will be expected to complete a list of mandatory training, including policies on Prohibiting and Combatting Fraud and Corruption; Prohibition of discrimination, harassment, sexual harassment and abuse of authority and other relevant policies for their information and acknowledgment upon acceptance of the offer. Prior to the issuance of the official contract, the consultant is requested to complete the applicable mandatory trainings.

The assignment will be carried out remotely. The consultant is expected to provide her/his own computer. The consultant will undertake field trips within the country with his own transport and will be reimbursed based on actual expenditures.

CONDITIONS

- The consultancy will be on a short-term arrangement basis over a period of 2 months 20 days; however, the consultant will only work for 40 days during this contract period.
- The candidate selected will be governed by and subject to UNICEF's General Terms and Conditions for individual contracts.
- No contract may commence unless the contract is signed by both UNICEF and the consultant.
- The consultant will be based in Malawi and will work remotely.

- The consultant will be paid an all-inclusive fee (stationary, communication and other miscellaneous expenses) as per the stipulated deliverable and payment schedule. The consultant is not entitled to payment for overtime, weekends, or public holidays.
- Travel expenses for official in-country trips, including living costs, will be covered in accordance with UNICEF's rules and tariffs, by the consultant and reimbursed against actuals, unless otherwise agreed.
- No travel should take place without an email travel authorization from section prior to the commencement of the journey from the duty station.
- Standard UNICEF procedures will apply for invoicing and all other financial management requirements set out in the contract.
- Standard penalty clauses will also apply for late and poor-quality deliverables. The supervisor of the contract will provide the consultant with the criteria for the evaluation of the quality of each deliverable.
- Additional details of UNICEF rules, regulations and conditions will be attached to the contract.
- Consultants will not have supervisory responsibilities or authority on UNICEF budget.
- Individuals engaged under a consultancy or individual contract will not be considered "staff members" under the Staff Regulations and Rules of the United Nations and UNICEF's policies and procedures, and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.
- The assignment is an off-site support.

HOW TO APPLY

Interested consultants should provide the following:

1. Curriculum Vitae
2. Brief technical proposal (no longer than five pages) demonstrating the consultant's understanding of the assignment and approach/methodology to the assignment
3. Financial proposal including a breakdown of their all-inclusive fees (including professional fees, travel, living cost, visa, and other costs). Complete the attached form.



Financial
Proposal.xlsx

4. References details