Concept Note with methodology

for

Conducting a Knowledge, Attitude, and Practice (KAP) Survey

on

Community Awareness of Civil Rights and School/Education Governance

**1. Introduction**

NIDA-Pakistan, appointed as the community engagement consultant for the KP-HCIP dated back 9th July 2024, will play a crucial role in fostering effective community involvement and accountability in education. Their primary responsibilities include designing and implementing strategic interventions tailored to enhance community engagement throughout the project. This involves close collaboration with the KP-HCIP Project Management Unit (PMU) to plan and execute community engagement activities within selected schools, ensuring alignment with the project's objectives.

As per initial information in the RFP, in many communities, there is a significant gap in awareness and understanding of civil rights and school/education governance. This gap hinders effective community participation in local governance, particularly in the realm of school governance and the roles and responsibilities of Parent-Teacher Committees (PTCs). To address this issue, it is essential to conduct a Knowledge, Attitude, and Practice (KAP) survey to assess the current level of community awareness and identify areas where interventions are needed.

This concept note outlines the methodology for conducting the KAP survey, with a focus on assessing the community’s knowledge, attitudes, and practices related to civil rights, school governance, the roles of PTCs, and state accountability. The survey will also include a profiling of the project communities to understand their socio-economic status, educational background, and other relevant demographic information.

**2. Objectives**

The primary objectives of the KAP survey are:

* To assess the level of knowledge among community members regarding civil rights, school/education governance, and state accountability.
* To understand the attitudes of community members towards their civil rights and their role in school governance.
* To identify current practices related to community participation in school governance, particularly the roles and responsibilities of PTCs.
* To profile the project communities in terms of socio-economic status, educational background, and other demographic factors.
* To identify gaps and areas for intervention to improve community awareness and participation in civil rights and school governance.

**3. Methodology**

**3.1 Survey Design**

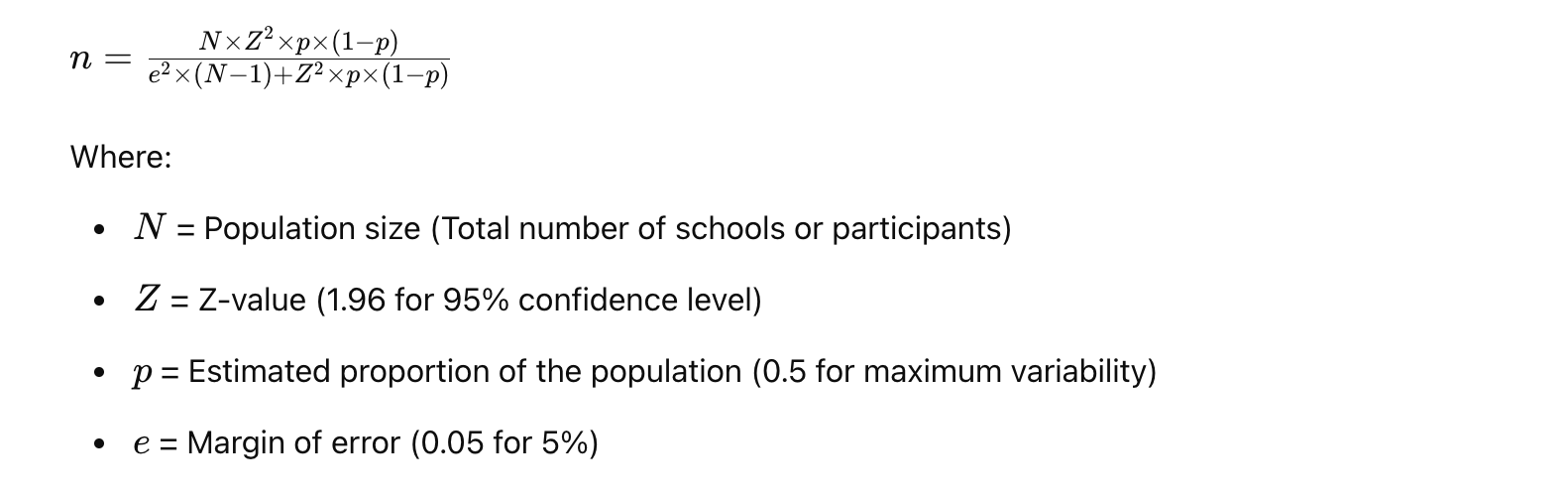
The KAP survey is designed to collect both qualitative and quantitative data. The survey will be structured into four main sections:

* **Demographic Profiling:** This section will collect data on the respondents' socio-economic status, education level, occupation, and other relevant demographic information.
* **Knowledge:** This section will assess the respondents' understanding of civil rights, school governance, and the roles of PTCs.
* **Attitudes:** This section will explore the respondents' perceptions and attitudes towards civil rights, school governance, and the effectiveness of PTCs.
* **Practices:** This section will investigate the current practices of community members in participating in school governance and other civic activities.

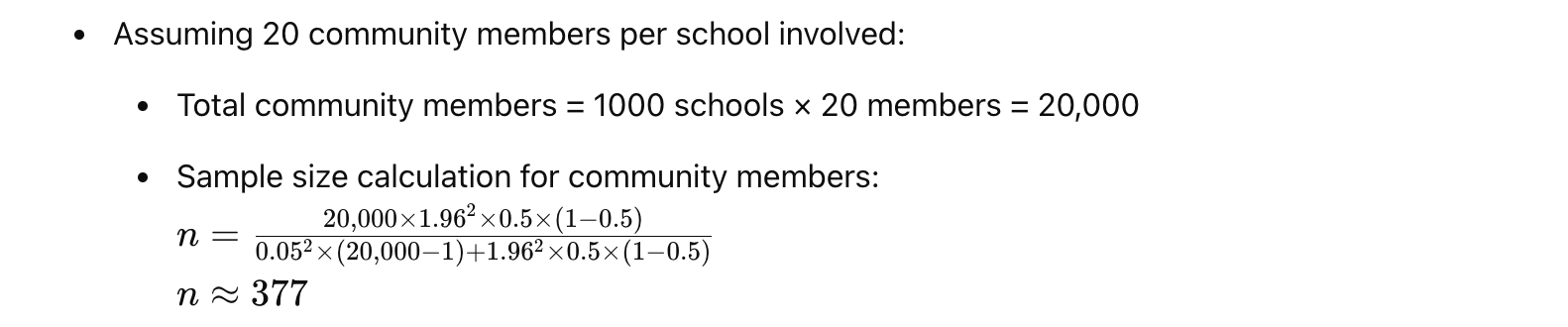
**3.2 Sampling Method**

The survey will be conducted in the project communities forming catchment population of the 1000 targeted schools. A stratified random sampling method will be used to ensure that the sample is representative of the entire community. The target sample size will be determined based on the total population of the communities, with an aim to achieve a confidence level of 95% and a margin of error of 5%.

**Sample Size Calculation**

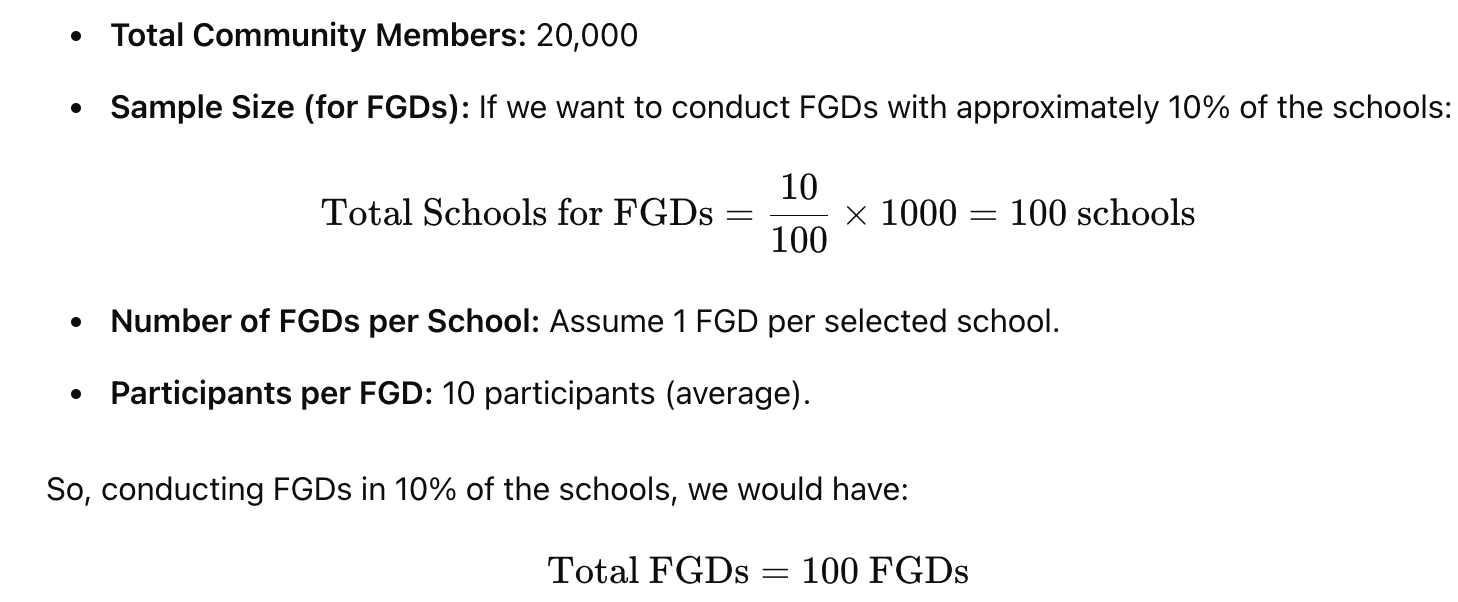
To ensure the survey is representative, a stratified random sampling method will be used. The sample size will be determined using the formula for a simple random sample:

For individual interviews:



For Focus Group Discussions (FGDs)

With Average Participants per FGD: 8-12 participants (assumed 10 for calculation)



1. Individual Interviews Sample Size: Approximately 377 community members.

2. Number of FGDs: Approximately 100 FGDs (10% of the school’s catchment population).

**3.3 Data Collection**

Data collection will be conducted using face-to-face interviews and focus groups discussions with structured and semi structured questionnaires.

3.3.1 Enumerator training

Enumerators and field officers in each district will be trained to administer the survey to ensure consistency and accuracy. The training program will cover the following key aspects:

**Understanding the Survey Objectives:**

* **Purpose and Scope:** Enumerators will get to know and well-versed in explaining the survey's goals, which include assessing community awareness of civil rights, school/education governance, and the roles and responsibilities of Parent-Teacher Committees (PTCs).
* **Importance of Data Quality:** Emphasize the significance of accurate data collection and how it impacts the overall success of the survey.

**b. Familiarization with the Questionnaire:**

* **Questionnaire Review:** Enumerators will thoroughly review and understand each question in the questionnaire, including its purpose and how it relates to the survey's objectives.
* **Mock Interviews:** during the training, they will practice sessions through role-play interviews, allowing them to become comfortable with the flow of questions and identifying potential challenges.
* **Probing Techniques:** enumerators will be trained on how to effectively probe for detailed responses without leading the respondents. They should be able to clarify questions and respond to queries from participants in a way that maintains the integrity of the data.

**c. Cultural Sensitivity and Ethical Considerations:**

* **Cultural Norms:** Although, NIDA will hire local enumerators who will be well acquainted with local cultural norms, but to emphasize and reinforce this knowledge, a session on awareness of the cultural norms and practices within the communities will be arranged to adopt do no harm policy and ensure respect for local culture.
* **Informed Consent:** Enumerators will understand the importance of obtaining informed consent from all participants, clearly explaining the purpose of the survey, how the data will be used, and ensuring confidentiality. This is explained in the beginning of the questionnaire.
* **Gender Sensitivity:** The enumerators training will provide specific session on gender-sensitive approaches, particularly when working with different genders in the project areas. Enumerators will be trained to handle gender-related issues delicately, ensuring female participants feel comfortable and safe.

**d. Field Protocols:**

* **Interview Etiquette:** Enumerators will be trained in professional conduct, including how to greet participants, introduce the survey, and maintain a neutral and non-judgmental demeanor throughout the interview.
* **Recording Responses:** Enumerators will be trained on the use of both the kobo tool and paper-based forms (in case of internet problem as plan B) on how to accurately record responses, whether using paper-based forms or digital devices. This will emphasize the importance of accuracy and avoiding assumptions or misinterpretations.
* **Handling Challenges:** during the training, a brainstorming session will be arranged to discuss potential challenges such as uncooperative respondents, language barriers, or sensitive topics, and provide strategies for addressing these issues effectively.

**e. Pre-Survey Piloting:**

* **Pilot Testing:** it is part of the process to conduct a pilot survey with a small group from the target population to test the questionnaire and the enumerators' preparedness. This will allows for adjustments to be made based on feedback and any issues encountered. The pre-testing report will be shared with KP HCIP team.

3.3.2. Quality Control Measures

To ensure the integrity and reliability of the data collected during the KAP survey, several quality control measures should be implemented:

**a. Supervision and Monitoring:**

* **Field Supervisors:** The field officers in each district will be assigned the role of field supervisors to oversee the enumerators during data collection. Supervisors will conduct spot checks, observe interviews, and provide immediate feedback to enumerators.
* **Daily Briefings:** On daily basis, the field supervisor will hold daily debriefing sessions with enumerators to discuss any challenges faced, review completed surveys for accuracy, and address any discrepancies.

**b. Data Validation:**

* **Real-Time Data Monitoring:** data will be collected through kobo, to ensure real-time data monitoring where the field supervisors and key experts will review data as it is being collected instantly. This allows for immediate correction of errors or inconsistencies. In order to overcome internet challenges, plan b will be to collect data through hard form of the questionnaire.
* **Back-Checking/verification:** field supervisor and key expert will randomly select a percentage (10%) of completed surveys for back-checking/verification, where a different enumerator or field supervisor re-interviews the participant to verify the accuracy of the initial data through different mediums.

**c. Data Entry and Cleaning:**

* **Double Data Entry:** Data collection will primarily be conducted using Kobo, but each enumerator will also carry a hard copy of the questionnaire for paper-based surveys in case of internet connectivity issues. This approach ensures that data duplication or double entry is avoided. The backend team and key experts will monitor the data in real-time, while for paper-based surveys, the field supervisor will review the forms on-site to address any discrepancies.
* **Data Cleaning:** with kobo, the key experts and field supervisors will perform data cleaning to identify and correct errors such as outliers, incomplete responses, or inconsistent answers before analysis begins. The same will be adopted for paper based survey.

**d. Post-Field Review:**

* **Regular Reviews:** field supervisors will regularly review the data collected for completeness and consistency. Any identified issues should be addressed promptly with the enumerators.
* **Feedback Loop:** The field supervisors will give direct feedback to the enumerators on their performance, allowing for continuous improvement during the data collection process.

**e. Ethical Compliance Monitoring:**

* **Confidentiality Checks:** The field supervisors will ensure that all collected data is handled with strict confidentiality. This includes secure storage of both physical and digital data and limiting access to authorized personnel only.
* **Ethical Oversight:** The entire team will ensure the adherence to ethical guidelines, including obtaining informed consent, respecting participant privacy, and maintaining neutrality.

3.3.3 Pilot testing of the questionnaires:

The objective of pilot testing is to know the clarity of the questionnaire, assessing the data collection process, analysis or identifying logistical challenges.

The key step involved are:

* NIDA will take representative sample between 5% to 10% of the total survey population, or around 20-50 respondents.
* During the enumerators training, NIDA will organize and facilitate the mock interviews to help enumerators become comfortable with the questionnaire and data collection tools. They will be engaged with the sample size ensuring to test all aspects of the data collection process, including the kobo toolbox, hard form and other mandatory procedures to be fulfilled during the interviews such as informed consent procedures, and logistics.
* **NIDA Key experts and field supervisors** will monitor the pilot test closely, observing interviews and noting any issues with question comprehension, data recording, or participant engagement.
* After the pilot test, the key experts and field supervisors will ask enumerators to share their experiences, including any difficulties they encountered with the questionnaire, challenges in managing respondents, or technical issues. This include asking participants about their understanding of the questions, the length of the survey, and their overall experience.
* In addition to this, key experts and field supervisors will also document their own observations such as common questions that caused confusion or logistical challenges.
* The data collected during the pilot test will be analyzed through excel sheets to identify any inconsistencies, missing data, or patterns that suggest problems with specific questions or sections of the survey. The team will also check whether respondents understood all questions as intended and whether their answers provide the necessary information.
* Based on feedback and data analysis, NIDA will revise the questionnaire to fix any issues. reword questions, add clarifications, or change the order of questions if needed.
* **Likewise** necessary adjustments will be made in the data collection process, including changes to training, logistics, or data collection tools.

### **Document the Pilot Test Results**

* **Prepare a Report:** NIDA will prepare a report summarizing the pilot test process, including objectives, methodology, key findings, and any changes made based on the pilot.

### **Final Preparation for Full Survey Implementation**

* **Finalize Tools and Procedures:** The team will finalize the questionnaire, data collection tools, and procedures based on the pilot test results. The same will be shared with KP HCIP team for endorsement.
* **Conduct Final Training:** NIDA will conduct a 2nd round of final training session for enumerators, incorporating lessons learned from the pilot test.
* **Ensure Logistical Readiness:** Make sure all logistical aspects, such as equipment, transportation, and data management systems, are ready for the full survey.

By actively engaging in these steps, you ensure a thorough and effective pilot testing process that prepares you for a successful full-scale survey implementation.

The survey will be conducted over a period of 2-3 weeks, depending on the size of the target population.

This approach ensures a statistically significant sample size for individual interviews and an adequate number of FGDs to capture diverse community perspectives from both girls' and boys' schools, while adopting a gender-sensitive approach to include voices from both male and female participants.

The proposed questionnaires for both individual interviews and focus group discussions are attached as Annexures A and B.

Upon approval from HCIP, NIDA will conduct pretesting with a small sample to validate the tools. We will produce a report on the pretesting results, including any modifications made to the tools.

The detailed implementation plan will be developed after pretesting the tools to assess the time needed to complete each questionnaire and determine a reasonable timeframe for the entire process, including logistics such as travel time and community gathering.

**3.4 Data Analysis**

**3.4.1. Statistical Software to be Used:**

* **NIDA** will use excel sheets as output of the kobo, to analyze quantitative data. These will enable us to perform descriptive and inferential statistical analyses, ensuring that the data is handled efficiently and accurately.

**3.4.2. Data Visualization Techniques:**

* We will employ various data visualization techniques to present the results in a clear and engaging manner. This will include the use of bar charts, pie charts, histograms, and scatter plots to illustrate trends, distributions, and relationships within the data.

**3..4.3 Thematic Analysis Approach for Qualitative Data:**

* For qualitative data gathered from focus group discussions NIDA will apply a thematic analysis approach. This involves coding the data to identify key themes, patterns, and insights related to community awareness of civil rights, school governance, and PTC roles. We will categorize the data into meaningful themes that reflect the respondents' views and experiences, allowing us to interpret the qualitative data effectively.
* We will integrate the quantitative and qualitative findings to provide a comprehensive understanding of the knowledge, attitudes, and practices (KAP) in the surveyed communities. By combining statistical analysis with thematic insights, we will deliver a well-rounded analysis that informs actionable recommendations.

**3.5 Reporting**

The findings of the KAP survey will be compiled into a comprehensive report, including data analysis, gap identification, and recommendations for interventions. A preliminary report will be prepared and shared with KPHCIP for review and feedback. Based on their input, NIDA will produce the final report and submit it to KPHCIP.

**4. Timeline**

The entire survey process, from design to reporting, is expected to take approximately 8-10 weeks.

- Week 1: Survey design and development of the questionnaire.

- Week 2-3: Training of enumerators and pilot testing of the survey.

- Week 4-7: Data collection.

- Week 8-9: Data analysis.

- Week 10: Reporting and dissemination of findings.

**5. Expected Outcomes**

* A comprehensive understanding of the community’s knowledge, attitudes, and practices regarding civil rights and school governance.
* Identification of gaps in community awareness and areas for targeted interventions.
* Recommendations for improving community participation in school governance and enhancing the effectiveness of PTCs.
* A detailed community profile that can inform future development programs and policy initiatives.

**Annexure A**

**Knowledge Attitudes and Practices (KAP) Survey - Questionnaire**

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| **INFORMED CONSENT:**  My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I am working with NIDA-Pakistan. We are conducting a KAP (Knowledge, Attitudes, and Practices) survey as part of our initiative to Enhance Community Engagement & Accountability in Education. The survey aims to assess the gaps hindering effective community participation in local governance, particularly in the realm of school governance and the roles and responsibilities of Parent-Teacher Committees (PTCs).  We would greatly appreciate your participation in this survey. The information we gather may include details such as your name, age, gender, CNIC, as well as information about your family, village, schools, civil rights, and education governance. Please rest assured that all your data will be kept strictly confidential, and your name and family details will not be shared with anyone.  You have been invited to participate in this study because your personal views and experiences as a community member are invaluable to us. During our discussion, you will gain a better understanding of our work. If at any point you have questions or need clarification, please feel free to ask. Additionally, you are free to end the conversation at any time.  All the information you provide will be reported in aggregate, ensuring that your name and any identifying details remain confidential.  Thanking you in anticipation for your time and participation.   * **Are you willing to participate in the interview?** o **Yes** o **No** |

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| --- | --- | --- | --- |
| **Section 1: Demographic Information** | | | |
| Date | |  | District: |
| Village council | |  | Village/hamlet |
| Data collected by | |  | Designation |
| RESPONDENT INFORMATION | | | |
| Respondent’s name | |  | Respondents contact number (optional) |
| Gender | | o Male o Female o other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Age |
| Any Disability | | o Yes o No | If Yes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Household size | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Male | Female | Girls | Boy | PWDs | Total | |  |  |  |  |  |  | | |
| Level of Education: | | o Primary o Middle o High o Higher Secondary o University/Degree o No formal education | |
| **Section 2: Awareness of Civil Rights** | | | |
| 1 | Are you aware of your civil rights? | | ⃞ Yes  ⃞ No |
| 2 | If yes, please list some civil rights you are aware of: | | |
| 3 | How did you learn about your civil rights? (Select all that apply) | | ⃞ Community meetings  ⃞ School education  ⃞ Media (TV, Radio, Newspapers)  ⃞ Family/Friends  ⃞ NGOs/Community Organizations  ⃞ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 4 | In your opinion, how well do community members understand their civil rights? | | ⃞ Very well  ⃞ Somewhat well  ⃞ Not well  ⃞ Not at all |
| 5 | Have you ever participated in any training or workshops related to civil rights? | | o Yes o No  If yes, please specify the type of training  or workshop:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 6 | Do you think knowledge of civil rights is important for improving community governance? | | o Yes o No o Not sure |
| 7 | Do you believe that community engagement is essential for effective school governance? | | o Yes o No o Not sure |
| 8 | How important do you think it is for parents and community members to hold schools accountable for educational outcomes? | | o Very important  o Important  o Somewhat important  o Not important |
| 9 | What role do you believe parents should play in ensuring school accountability? (Select all that apply) | | o Attending school meetings  o Providing feedback to teachers and administrators  o Participating in Parent-Teacher Councils (PTCs)  o Advocating for improvements in the education system  o Other: \_\_\_\_\_\_ |
| **Section 3: Knowledge of Education Governance** | | | |
| 10 | Are you familiar with the education governance structure in your area (e.g., roles of school boards, Parent-Teacher Councils)? | | o Yes o No |
| 11 | Are you aware of the role of Parent-Teacher Councils (PTCs) in school governance? | | o Yes o No |
| 12 | In your opinion, how effective are PTCs in representing the interests of parents and the community? | | o Very effective  o Somewhat effective  o Not very effective  o Not effective at all |
| 13 | Have you ever participated in a PTC meeting or similar forum? | | o Yes o No |
| 14 | How do you believe community members can influence educational governance in their area? (Select all that apply) | | ⃞ Attending meetings and forums  ⃞ Providing feedback on policies  ⃞ Participating in advocacy efforts  ⃞ Collaborating with school staff and administrators  ⃞ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 15 | How effectively do you think PTCs fulfill their roles? | | o Very effective  o Somewhat effective  o Not very effective  o Not effective at all |
| **Section 4:** Education as a Civil Right | | | |
| 16 | Do you believe that education is a fundamental civil right for all individuals, including both boys and girls? | | o Yes o No |
| 17 | Are you aware of Article 25-A of the Constitution of Pakistan, which states that the state shall provide free and compulsory education to children aged five to sixteen? | | o Yes o No |
| 18 | If yes, how did you learn about Article 25-A? (Select all that apply) | | o School  o Community workshops  o Media (TV, radio, newspapers)  o Social media  o Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 19 | Do you think awareness of education as a civil right and Article 25-A should be promoted in your community, with a focus on gender equality? | | o Yes o No |
| Remarks by enumerator\ data collector: | | | |

**Annexure B**

**Knowledge Attitudes and Practices (KAP) Survey – Focus Group Discussion Questionnaire**

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| **INFORMED CONSENT:**  My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I am working with NIDA-Pakistan. We are conducting a KAP (Knowledge, Attitudes, and Practices) survey as part of our initiative to Enhance Community Engagement & Accountability in Education. The survey aims to assess the gaps hindering effective community participation in local governance, particularly in the realm of school governance and the roles and responsibilities of Parent-Teacher Committees (PTCs).  We would greatly appreciate your participation in this survey. The information we gather may include details such as your name, age, gender, CNIC, as well as information about your family, village, schools, civil rights, and education governance. Please rest assured that all your data will be kept strictly confidential, and your name and family details will not be shared with anyone.  You have been invited to participate in this study because your personal views and experiences as a community member are invaluable to us. During our discussion, you will gain a better understanding of our work. If at any point you have questions or need clarification, please feel free to ask. Additionally, you are free to end the conversation at any time.  All the information you provide will be reported in aggregate, ensuring that your name and any identifying details remain confidential.  Thanking you in anticipation for your time and participation.   * **Are you willing to participate in the interview?** o **Yes** o **No** |

**Section 1: Knowledge of Civil Rights**

**1. Understanding Civil Rights:**

* What do you understand by the term "civil rights"?
* Can you name some civil rights that you believe every citizen should be aware of?

**2. Awareness of Rights:**

* How informed do you feel about your civil rights?
* Have you encountered any situations where your civil rights were not upheld? Please share your experiences.

**3. Access to Information:**

* Where do you typically get information about your civil rights?
* Are there any community resources or organizations that provide information on civil rights?

**Section 2: Education Governance**

4. Knowledge of School Governance:

* What do you know about the governance structure of schools in your community?
* Can you identify key stakeholders involved in school governance?

**5. Participation in Education Governance:**

* How often do you participate in school meetings or discussions about governance?
* What challenges do you face when trying to engage in school governance?

**6. Perception of School Governance:**

* In your opinion, how effective is the current school governance system in addressing the needs of students and parents?
* Do you feel that parents' voices are heard in the decision-making processes of schools?

**Section 3: Role of Parent-Teacher Councils (PTCs)**

**7. Understanding PTC Roles:**

* What do you believe are the roles and responsibilities of Parent-Teacher Councils (PTCs) in your community?
* Are you aware of any specific initiatives or projects led by the PTCs?

**8. Effectiveness of PTCs:**

* How effective do you think PTCs are in promoting collaboration between parents and teachers?
* Can you share examples of successful PTC initiatives in your community?

**9. Challenges Faced by PTCs:**

* What challenges do PTCs face in fulfilling their roles and responsibilities?
* How can these challenges be addressed to improve the effectiveness of PTCs?

**Section 4: State Accountability**

**10. Awareness of Article 25(a):**

* What do you know about Article 25(a) of the Constitution of Pakistan?
* How do you think this article impacts children's education in our community?
* What steps can the community take to raise awareness about this constitutional right

**11. Understanding State Accountability:**

* What does state accountability mean to you, especially regarding education?
* How informed do you feel about the government's role in ensuring quality education?

**12. Perception of Accountability Mechanisms:**

* Do you believe there are adequate mechanisms in place to hold the state accountable for education services?
* How can communities contribute to holding the government accountable for education-related issues?

**Section 5: Profiling Project Communities**

**13. Community Characteristics:**

* Can you describe the demographics of your community (e.g., age, gender, education levels)?
* What are the main challenges your community faces in relation to civil rights and education governance?

**14. Community Engagement:**

* How engaged is your community in discussions about civil rights and education governance?
* What improvements would you like to see in community awareness and engagement in these areas?

**15. Support and Resources:**

* What resources or support do you think would help improve awareness and understanding of civil rights and education governance in your community?

**Closing**

Final Thoughts:

* Is there anything else you would like to share about your experiences or perceptions regarding civil rights and education governance in your community?