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**TERMS OF REFERENCE**

**MID-TERM EVELUATION OF THE PROJECT INVESTING IN THE FUTURE: INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES IN TANZANIA – CHAMWINO DISTRICT COUNCIL AND DODOMA CITY COUNCIL.**

1. **BACKGROUND**

Leonard Cheshire supports individuals to live, learn and work as independently as they choose, whatever their ability. Led by people with experience of disability, we are at the heart of local life – opening doors to opportunity, choice and support in communities around the globe. Like our founder, we believe that diversity creates a world of possibility.

Through pioneering research and innovation we’re building a fairer, more inclusive society. One that recognizes the positive contributions we all make, and where we are all proud to play our part. Leading by example, we do everything humanly possible to empower people to live their lives as freely and as fully as they choose.

The International department has four regional offices in Nairobi, Lusaka, Bangalore and Bangkok and implement our programmes through local Cheshire Partners; members of the Global Alliance (an extensive network of over 200 Cheshire Services in 54 countries.) Currently we support projects in 10 countries across Africa and Asia.

In 2017, Tanzania Cheshire Foundation in partnership with Leonard Cheshire Disability has been awarded a four-year grant from Comic Relief (CR) to deliver an inclusive education programme in Dodoma City and Chamwino Districts Councils of Tanzania. The project is based on Leonard Cheshire Disability’s inclusive education model and has been designed based in partnership with Tanzania Cheshire Foundation and in consultation with teachers, children with disabilities, key stakeholders including; Dodoma Municipality and Chamwino districts Department of education and vocational training, Miyuji Cheshire Home, Disabled People’s Organizations & other international non-government organizations working on disability.

Children with disabilities are among the most vulnerable and marginalized groups in Tanzania. Despite efforts of the Government of Tanzania to support primary education, 98% of children with disabilities are still not in schools. Many children with disabilities who attend primary schools drop out before they reach secondary education. There are number of factors that contribute to this situation: poverty; stigma and discrimination on the part of parents, communities and schools, physical barriers e.g. lack of assistive devices and inaccessible school infrastructure; teachers struggling to support and manage children due to lack of knowledge and teaching and learning materials; hidden disabilities that result in poor learning outcomes and insufficient effort from state actors to implement disability policies. Gender discrimination further compounds the exclusion of children with disabilites in education. As a result, children with disabilities are the last to be enrolled and the first to drop out. Lack of access to this basic human right curtails life chances, perpetuating the poverty and exclusion cycle for people with disabilities .

The project aims to increase the enrolment and retention of children with disabilities in primary schools, to increase their learning and improve their life chances. Children with disabilities face multiple barriers to education including stigma around disability, isolation and abuse from family and community members, inaccessible environments and lack of rehabilitative support. This project addresses the barriers to education to ensure that more children with disabilities access education and improve their learning, ultimately receiving a full, quality and inclusive education.

* 1. **Project Goal**

The project’s main goal is to enroll, retain and improve learning for 1,000 children with disabilities in 10 mainstream schools in Chamwino District and Dodoma City Councils in Tanzania over 48 months.

* 1. **Project Location**

10 primary schools in Dodoma City and 10 primary schools in Chamwino District Councils in Dodoma region (Tanzania)

* 1. **Project Outcomes**

The project has four key expected outcomes:

***Outcome 1:*** The educational environment in mainstream primary schools is more welcoming and accessible for children with disabilities.

***Outcome 2:*** Teachers and administrators are better able to apply inclusive practices to create an effective learning environment for children with disabilities

***Outcome 3:*** Family members (parents and care takers) and volunteers are actively engaged in supporting children with disabilities in Inclusive Education schools.

***Outcome 4:*** Disability movement for IE is strengthened as a result of better partnership working between local and national stakeholders.

1. **PURPOSE OF THE CONSULTANCY**

The project is seeking to procure services of an independent consultant to conduct a lighter touch mid-term review with a greater focus on learning.

**Objectives**

This mid-term review should be designed by the evaluator to achieve five main objectives:

1. Assess and document progress towards the projects intended and any unintended outputs, outcomes and impact as defined in the **project logframe,** as well as identifying the contributing success factors.

1. Complete the logframe for mid-term and set realistic targets for end line
2. Identify and highlight the achievements challenges and/or gaps in project delivery according to the project implementation plan and budget.
3. Capture and document key lessons learned, with recommendations to strengthen or improve project activities or approach.

1. Develop a comprehensive action plan (including activities, timelines and responsibility) for strengthening delivery during the remaining period
	1. **Mid-term review learning Questions**

***Outcome 1:*** The educational environment in mainstream primary schools is more welcoming and accessible for children with disabilities.

* How successful has the project been in identifying and enrolling children with disabiliites in the 20 project schools, especially those with higher level functional difficulties? How could the project improve on this?
* How successful has the project been in making the school environment more accessible to children with disabilities especially with the introduction of the projects access tool and the devolvement of building funds to the schools? What can be improved?
* To what extent do children with disabilities feel that the physical and social environment is conducive to support their learning in schools? What can be improved?

***Outcome 2:*** Teachers and administrators are better able to apply inclusive practices to create an effective learning environment for children with disabilities

* How effective has the new inclusive education ToT and teacher training manual and approach supported teachers with the necessary knowledge and practical skills to meet the learning needs of children with disabilities in the mainstream classroom? How can the project improve on this?
* How has the involvement of district education officials in the teacher training influenced the on-going supervision and support of inclusive education in the two districts? How can the project improve collaboration with the district?
* Do children feel included in the classroom and supported by their teachers to learn as other children without disabilities, what has made a difference to them? What do they think can be improved?

***Outcome 3:*** Family members (parents and caregivers) and volunteers are effectivelysupporting children with disabilities in mainstream Education.

* To what extent do the children with disabilities describe the way they think their lives have changed (both positive and negative) since the start of the project?
* What has been the projects influence on parents and caregivers ability to take care of children with disabilities and support them to go to mainstream school? What challenges do parents still have?

* To what extent have parents and caregivers been able to raise awareness on disability issues and influence changes that support inclusive education in their communities? How can this be improved? What has been the added value to the outcomes of the project by working with community volunteers?

***Outcome 4:*** Disability movement for IE is strengthened as a result of better partnership working between local and national stakeholders.

**Learning:**

* What have been the key outcomes (positive and negative) for both the project and the DPO’s since working together? How can the outcomes be improved?
* To what extent have the DPO’s collaboration and participation in the project influenced IE practices within the 1) project schools, 2) district education department and 3) beyond? How can this be strengthened?
* How has the DPO’s knowledge, skills and level of influence grown in the field of inclusive education as a result of the project? What other work have they initiated in inclusive education? How can this be strengthened?
* How has the collaboration between the project and the district been able to influence both district and national government to ensure the on-going implementation and potential scale up of IE in the districts?
1. **SCOPE OF WORK**

The scope of work for the current consultancy assignment will include conducting a mid-term review of the project ‘investing in the future: inclusive education for children with disabilities in Chamwino district council and Dodoma city council’: designing a suitable methodology for a lighter touch mid term project review including; a learning workshop and some preliminary data collection from a small representative sample of key stakeholders and beneficiaries from the project sites in Dodoma and Chamwino districts.

1. Design the evaluation tools, and drawing a data collection plan.

1. Collect secondary quantitative data from project documents and reports and a relatively small sample of primary qualitative data from relevant stakeholders such as; head teachers, teachers, parents and children with disabilities from Dodoma and Chamwino project communities to enable the consultant to understand the project context and progress.
2. Facilitation of a one and a half to two days (1.5- 2) days Mid-term review learning workshop (one day with Key district and other stakeholders and half a day to one day with community level stakeholders such as; teachers, parents and children with disabilities to be determined in technical proposal.
3. Analyses of the data collected;
4. Writing and submission of the midline report;
5. A half day workshop to present a summary of the review findings and validate the recommendations and action points.
	1. **Key Stakeholders include:**

Children with disabilities, children without disabilities (especially children in Child 2 Child clubs\*), parents (especially those in parent support groups), head teachers, teachers, local leaders, gov officials at district and ward level including education, health and social welfare officials, project staff and partners (AFNET and Myuji Cheshire home) , volunteers, disabled people’s organizations, and Dodoma University.

\*Child to Child clubs are a component of the project to bring together children with disabilities and children without disabilities to participate in fun activities together and break down barriers of stigma and discrimination. Learning about disability rights and empowering the children to influence inclusive practices in the schools.

1. **METHODOLOGY**

The review will assess progress towards the 4 key outcome areas, as well as the respective indicators identified in the project`s log frame and the Project Monitoring Plan. The consultant will be expected to propose a detailed methodology and propose the approach and session plan for the workshop. However, it is expected that they would initially also conduct:

* A desk top review of existing policies and practice at school, district and government level that evidences support of inclusive education (including safeguarding of children with disabilities), and a review of project documents and monitoring data in order to familiarize with the current status of project.
* Conduct a small sample of preliminary focus group discussions and interviews with parents of children with disabilities, teachers, children with and without disabilities from the project schools in both disctricts.
* Develop at least two Case studies illustrating the impact of the project these should be both positive and negative and may not necessarily focus on a beneficiary but on a component or the project eg the impact of inclusion of the DPO’s
* Conduct a 1.5 – 2 day participatory learning workshop involving the key stakeholders who have been close to the project including beneficiaries, volunteers, teachers, project partners, district stakeholders, staff, DPOs among others. The workshop should enable the project an opportunity to reflect on the learnings so far what has gone well and what not so well and why? Gather as much feedback as possible on progress towards the logframe and make recommendations and action planning for the remaining period of the project

Leonard Cheshire is flexible about the approach taken to facilitate the workshop itself so long as it is structured and participatory with a strong focus on translating learning into action. Innovative approaches are welcome, as are those which are tried and tested.

* Facilitate a small 1/2 day workshop to present the findings of the mid-term review with project staff, partners and key government officials and confirm the actions.
	1. **Mid-term Evaluation Users**

The main users of this evaluation are:

* Tanzania Cheshire Foundation, and Leonard Cheshire international departments,
* Project partners
* Comic Relief
* Other Leonard Cheshire regional offices and implementing partners in Africa.
* Local government officials, policy makers and partners.
* Disabled People’s organizations
* Project schools
1. **KEY DELIVERABLES**

The consultant will deliver 5 items

1. **Inception Plan:** Submittedin electronic form together The Inception plan shall include: Consultant’s understanding of the TOR and comments, proposed methodology, detailed evaluation framework and implementation plan, data collection instruments, field visit plan, workshop agenda, and final report outline

1. **Draft Report:** The draft report shall have the following contents: introduction and Background/context, Methodology, Findings (structured around the project outcome areas), conclusions (key lesson learnt), recommendations and an action plan for the remainder of the project for the way forward for TCF and Leonard Cheshire among others. The consultant shall submit the draft report in soft copy for feedback from TCF and Leonard Cheshire**.**
2. **Final Report:** A final report, in addition to the above contents, shall incorporate comments from the key TCF and Leonard Cheshire stakeholders who will be consulted for validating the draft report. The consultant shall submit a soft copy in PDF and Word format together with 1 bound colour hard copies.
3. **Power point presentation** summarizing the findings of the report and actions.
4. **Completed and accurate data sets.**
5. **QUALIFICATION OF THE EVALUATION CONSULTANT**

The key qualifications required for the lead consultant include at least Masters in Monitoring and Evaluation, Development Studies, Economics, and/or Social Sciences, preferably having done research previously with and for persons with disabilities and in inclusive education

The consultant is expected to exhibit the following;

* Previous experience in facilitating review workshops
* Evaluation management: Demonstrable experience managing evaluation projects within budget and on time.
* Ability to manage databases, construct data files, conduct and supervise data entry, and perform data edits/cleaning.
* Experience with qualitative data analysis software e.g. ATLAS.ti, NVivo or equivalent
* Knowledge of methods for protecting confidential data.
* Experience with synthesizing information generated through an evaluation to produce findings that are clearly linked to the data collected.
* Skill in working with stakeholders to develop feasible recommendations.
* Ability to prepare and present evaluation results in a manner that increases the likelihood that they will be used and accepted by a diverse group of stakeholders**.**

**7. MODE OF PAYMENTS**

The available budget for the assignment is £8,000

Milestone payments will be linked to successful and adequate responses to the main products as follows:

|  |  |
| --- | --- |
| Upon signing of the contract,  | 40% of the total Fee  |
| Upon delivery of the 1st draft report  | 30% of the total Fee  |
| Upon completion of the final report to LC’s satisfaction, | 30% of the total Fee  |

1. **TIME LINE**

The tentative implementation timeline will be as follows

|  |  |  |
| --- | --- | --- |
| **Activity**  | **Timeline** | **Responsible** |
| Advertise TOR | 16 – 30 January. 2020 | LC |
| Deadline for submissions | 30 January  | LC |
| Identify, Recruit and deploy consultants | 1-14 February | LC |
| Development and agreement on data tools as well as Inception Report | 14-21 February | LC/TCF |
| Data Collection  | 27-28 February | Consultant |
| Mid-term review learning Workshop  | 3 – 4 March | Consultant |
| Preparation and submission of draft report  | 13 March | Consultant |
| LC and TCF provide feedback | 18 March | Consultant |
| Submission of second draft report  | 23 March | Consultant |
| LC and TCF feedback | 25 March | Consultant |
| Submission of final report and Power presentation | 30 March | Consultant |
| Workshop to present findings  | 31 March | Consultant |

1. **MANAGEMENT AND REPORTING**

Leonard Cheshire shall oversee the mid-term review evaluation assignment, but the consultant will work closely with TCF; in many cases represented by the Monitoring and Evaluation officer. The Consultant will need to nominate a contact person as part of the inception report.

1. **APPLICATION PROCEEDURE**

Applicants are required to submit a technical and financial proposal specifying the research team structure and providing CVs for themselves and others proposed in the Evaluation Team, (clearly stating their roles and responsibilities for this evaluation) as well as the associated costs.

 The format of the proposal is outlined in the table below:

|  |  |
| --- | --- |
| **Preliminaries** | **Cover page** |
| **Content** |
| **Part 1**  | * Background (Company/individual)
	+ Vision, mission and objectives
	+ Brief history
	+ Product/service portfolio
* Key differentiators and unique selling points that make you and/or your organisation the supplier of choice
* Relevant experience with organisations of comparable size and geographical spread within the not for profit sector
* Relevant experience of delivering evaluation services in Tanzania or similar environments
* Key supplier relationships already established for the provision of services, particularly in Tanzania.
* Detailed implementation plan and research methodology and sampling strategy
* Risk management methodology and how it will be applied to this account
* Portfolio of projects successfully delivered and current projects being undertaken and the expected outcomes
 |
| **Part 2** | Service specification document detailing how your evaluation design will meet the outcomes that are described in the terms of reference Including; evaluation framework, methodology with examples of key informant interview questions, focus group discussion questions and house hold survey questions, how you propose to analyse and report on the data and a work plan |
| **Part 3** | Three relevant references |
| **Part 4** | Financial reports for previous three years (not necessary for individuals) |
| **Part 5** | Develop an evaluation budget within the time and evaluation budget |
| **Part 6**  | Attachment of supporting documents, CVs, Registration documents, evidence of tax compliance in accordance with the Tanzania tax laws, Powers of attorney, PPDA, recommendation letters |

**12 Submission of proposals**

Interested consultants are invited to submit a proposal on ***24th January, 2020 by 5: 00pm*** (Tanzania time) onto menance.mhombwe@outlook.com and copy to rachel.gondwe@leonardcheshire.org