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**Dec 2020**

**TERMS OF REFERENCE**

**END OF PROGRAMME EVALUATION OF THE PROJECT ON INVESTING IN FUTURES:**

**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 mostly 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 inclusive programmes in about 11 countries across Africa and Asia.

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

Children with disabilities (CWD) are among the most vulnerable and marginalized groups in Tanzania. Despite efforts of the Government of Tanzania to support primary education, many children with disabilities who attend primary school 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 lack of knowledge and teaching and learning resources; 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 disabilities 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 aimed to increase the enrolment and retention of children with disabilities in primary schools, to increase their learning and improve their life chances. 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 was to enroll, retain and improve learning for 1,000 children with disabilities into 20 mainstream schools in Chamwino 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.

**2.0 PURPOSE OF THE CONSULTANCY**

The purpose of the consultancy is to provide an independent end-of-programme evaluation of the inclusive education project being implemented in Chamwino District and Dodoma City Councils to assess whether the project outcomes as identified in the project’s theory of change and the log-frame are being realized, and to document the lessons learnt, especially enabling factors and remaining barriers of inclusive education in the district.

**2.1 Objectives**

This end of project evaluation will be guided by the following broad objectives:

* To assess progress made towards the achievement of the project objectives and expected results as outlined in the project log frame, the extent to which they were achieved and the contributing factors affecting the achievement of the intended results. To ensure the final endline targets in the logframe have been completed.
* To determine the overall impact of the project from baseline to endline on improving the life of children with disabilities at the individual, household/ community level and local government level Dodoma (especially in light of the Covid-19 pandemic)
* Provide key learning and recommendations for shaping LC/CSU’s inclusive Education model
* Provide three case studies to illustrate the impact of the project on the lives of girls and boys with disabilities

**2.2 Evaluation questions**

1. How has the project contributed to sustainable change for inclusive education and social inclusion of children with disabilities in Dodoma?
2. What were the particular interventions/enablers that made a difference and are most likely to be sustained beyond the lifetime of the project?
3. How significant and influential is the role of DPO’s for sustaining or even furthering IE in the district?
4. What unintended outcomes (positive or negative) have emerged from the project?
5. What are the remaining barriers that are limiting the progress/sustainability of inclusive education in Dodoma?
6. What has been the impact of Covid-19 on project implementation and expected outcomes?
7. What recommendations will support inclusive education and social inclusion, for children with disabilities in the future.

**2.3 Specific evaluation questions to explore per outcome area:**

***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 disabilities in the 20 project schools, especially those with higher level functional difficulties?
* 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?
* To what extent do children with disabilities feel that the physical and social environment is conducive to support their learning in schools?

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

* How competent are teachers to meet the learning needs of children with disabilities in the mainstream classroom?
* 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?
* How knowledgeable and equipped are district education officials to provide on-going supervision and support to teachers in inclusive education in the two districts?

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

* How do children with disabilities describe the changes in their families and communities’ attitude and support towards children with disabilities since the start of the project?
* To what extent are parents knowledgeable of inclusive education and able to support children with disabilities 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?
* 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.

* What have been the key outcomes (positive and negative) for both the project and the Organisations of Persons with Disabilities since working together?
* To what extent have the Organisations of Persons with Disabilities collaboration and participation in the project influenced IE practices within the 1) project schools, 2) district education department and 3) beyond?
* How has the Organisations of Persons with Disabilities 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 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?

**2.3 Cross-cutting themes to consider:**

1. How gender sensitive was the project?
2. The role and influence of Organisations of Persons with Disabilities and disability structures in support of inclusive education in Dodoma?
3. **SCOPE OF WORK**

The consultant is expected to design a suitable mixed methods research methodology and propose a sampling model of project schools and key stakeholders to conduct a final evaluation in Dodoma and Chamwino within and around the selected 20 project schools.

The timeframe for this assignment is 3 months from January 2021- March 2021

Key stakeholders include Children with disabilities, children without disabilities (especially children in Child to Child clubs[[1]](#footnote-1)), parents (especially those in parent support groups), head teachers, teachers, local leaders, government officials at district and ward level including; Special Needs education Officials, DEOs, health and social welfare officials, project staff and partners, volunteers, disabled peoples organizations, Moshi Cooperative University and teachers from Miyuji Cheshire Home

The research design should be part of the technical proposal for the tendering process. To provide a detailed evaluation framework- clarifying methodologies: sample size and tools to be used, how each evaluation questions will be assessed, information sources used and judgment criteria to be applied will be presented in an inception plan.

**3.1 Methodology**

It is expected that this external final evaluation will be participatory, using a mix of quantitative and qualitative methods and tools exploring Knowledge, Attitude and Practice at 4 levels: The individual level for the child with a disability, Household/ community level, school level and district level.

The consultant is expected to design the research methodology and sample size using a mixed method approach as part of the tendering process including the following:

* Conduct: Desk review of key project documents and reports including; proposal, Theory of change, logframe, workplan (revised due to Covid) project quarterly and annual reports and previous evaluations; baseline and mid-term review. Other documents will include national disability policies, inclusive education strategies, implementation plans and other relevant guiding national and international frameworks.
* Household survey with parents and children with disabilities
* Qualitative approaches e.g. Conduct Focus group discussions and key informant interview with children including children with and without disabilities and good representation of girls with disabilities, parents in the project and other key stakeholder groups such as TCF staff, Volunteers, University of Dodoma, head teachers, teachers, C2C facilitators, Ward Education Officers (WEOs), members of School Management Committees, parents of children with disabilities, Disabled Peoples Organizations (SHIVYAWATA), Civil Society Organizations (AFNET), village councils, district education officers among other duty bearers
* Other qualitative data collection ideas welcome.
* Inclusive of three case studies (in either; written format with photographs or video content) to illustrate the impact of the holistic approach to inclusive education.
* Analyse collected data and present a draft report and case studies to the key Leonard Cheshire and TCF stakeholders for feedback
* Facilitate a one-day validation workshop bringing the key stakeholders and beneficiaries together to discuss the outcomes as well as recommendations for the future.
* Prepare the final report, case studies and PowerPoint presentation for dissemination taking into account the validation feedback from stakeholders.

**3.2 Endline evaluation users**

The main users of this evaluation are:

* Tanzania Cheshire Foundation and Leonard Cheshire international departments,
* Comic Relief
* The Foreign, Commonwealth & Development Office (formerly DfID)
* Other Leonard Cheshire regional offices and implementing partners in Africa.
* The government policy makers and partners.
* Disabled People’s organizations
* Project schools

**3.3 Deliverables**

**T**he evaluator will be expected to deliver the following:

1. **Inception plan.** Submittedin electronic form and in English. The Inception plan shall include: the consultant’s understanding of the TOR and comments, proposed methodology, data collection instruments, field visit plan and report outline, detailed evaluation framework and implementation plan. The consultant can propose the format of the report in the inception report.

1. **Enumerators training and tools pre-test report,** showing how the training was conducted, and any revisions made to the tools, the reasons for the change.
2. **Draft report.** The draft report
3. **Completed and accurate data sets, submitted with draft report.** The consultant will be expected to provide a fully ‘cleaned-up’ data set accompanied by the analysis plan used to carry out analysis.
4. **Validation workshop** including**,** **Power Point Infographics summary report** of the key findings, not exceeding 20 slides

1. **Three case studies** in eitherwritten or video formatcapturing the impact of the holistic inclusive education model
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 copy.

The evaluation report shall replicate the format below;

1. Title page
2. Table of Contents
3. Acronyms
4. Acknowledgments
5. Executive Summary
6. Background and Project Description
7. Situational analysis with regard to the outcomes, outputs, and implementation challenges.
8. Purpose and rationale of the evaluation
9. Evaluation methodology, including limitations
10. Evaluation Findings presented under the headings of the key project objectives, outcomes and ensuring the evaluation questions have been addressed
11. Lessons learned based on quantitative or qualitative evidence; showing the context, intervention, result and the lesson for future programming or scale up.
12. Conclusion and Recommendations.
13. Bibliography
14. Annexes:
15. Completed log frame
16. High resolution Photos (with relevant signed consent forms) ) taken during the evaluation process
17. List of participants in meetings and interviews
18. List of Research assistants and all involved in the evaluation
19. Data collection tools
20. Evaluation ToR
21. Other relevant documents
22. **TIMELINE**

The tentative implementation timeline will be as follows

|  |  |
| --- | --- |
| **Activity** | **Timeline** |
| Advertise TOR | By Dec 2020 |
| Deadline for submissions | 6th January |
| Identify, Recruit and deploy consultants | By 22nd January 2021 |
| Development and agreement on data tools as well as Inception Report | 29th January, 2021 |
| Testing of tools | By 5th February, 2021 |
| Data Collection (FGD, interviews and Case studies) and data analysis and interpretation | By 26th February 2021 |
| Preparation and submission of draft report | By 12th March 2021 |
| LC and TCF provide feedback | By 19th March |
| Validation Workshop | By25th March 2021 |
| Submission of final draft | By 31st March 2021 |
| LC and TCF provide feedback | By 9th April |
| Submission of final report | By 16th April 2021 |

1. **MANAGEMENT AND REPORTING**

TCF shall oversee the end of programme evaluation assignment. Therefore, the Consultant will work closely with TCF; in many cases represented by the Monitoring and Evaluation Manager. The Consultant will need also to nominate a contact person as part of the inception report who can always be contacted by TCF throughout the evaluation.

1. **MODE OF PAYMENTS**

The available budget for the assignment is Sixteen Thousand Pounds (£16,500)

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

|  |  |
| --- | --- |
| Upon signing of the contract and submission of inception report. | 40% of the total Fee |
| Upon delivery of the 1st draft report and case studies | 30% of the total Fee |
| Upon completion of the final report to LC’s satisfaction and submission of PP summary, final case studies and raw data | 30% of the total Fee |

1. **QUALIFICATION OF THE EVALUATION CONSULTANT**

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

The consultant is expected to exhibit the following;

* Evaluation management: Demonstrable experience managing similar final evaluation projects in Tanzania within budget and on time.
* Experience of previous evaluations in relevant subject matter such as; inclusive education, disability and gender
* Ability to manage databases, construct data files, conduct and supervise data entry, and perform data edits/cleaning.
* Statistical analysis: A range of statistical modelling and analysis of impact data; highly proficient user of SPSS or STATA; and 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**.**
* Desirablythe consultant should be based in Tanzania with excellent understanding of the context, particularly Dodoma and familiar with the national language.

1. **APPLICATION PROCEEDURE**

Applicants are required to submit technical and financial proposal clearly identifying 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 Africa * Detailed implementation methodology & how this will be applied in the field especially include; ethical and safeguarding considerations. (Please note as part of the procurement process you will be requested to provide a criminals record check for all members of the team) * Risk management methodology and how it will be applied to this project specifically in regard to Covid-19 mitigations plans * 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, sampling 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 timeline |
| **Part 6** | Attachment of supporting documents, CVs, Registration documents, evidence of tax compliance in accordance with Tanzania tax laws. |

1. **Submission of proposals**

Interested consultants are invited to submit a proposal by 5: 00pm (Tanzania time) on 6th of Jan 2021 to: [Rachel.Gondwe@leonardcheshire.org](mailto:Rachel.Gondwe@leonardcheshire.org) with a copy to menance.[mhombwe@outlook.com](mailto:mhombwe@outlook.com)

1. Child to Child Clubs are established in all project schools. Made up of children with and without disabilities to increase disability awareness and social inclusion. [↑](#footnote-ref-1)