



Terms of Reference

Consultancy service: contextual research to understand ways to increase participation of students with disabilities in Integrity Clubs in the Kathmandu Valley and Sindhupalchok, Nepal.

24th April 2018

Background

Integrity Action¹ enables citizens to improve the delivery of essential services, infrastructure projects and humanitarian aid in some of the world's most challenging environments.

We do this through the promotion of integrity. We believe that, rather than top-down finger pointing, the bottom-up promotion of integrity creates an environment where corruption and mismanagement are simply not tolerated.

What do we mean by integrity? It's a combination of being accountable for one's actions, being competent in one's job, and behaving ethically – all without corruption. It can more easily be captured as: "doing the right thing, even when no one is watching."

Our approach has three core elements:

- **Monitoring:** citizens monitor the delivery of essential services and projects in their own community – such as schools, clinics, or new roads.
- **Technology:** these community monitors use our easy-to-use and award winning mobile app DevelopmentCheck (www.developmentcheck.org). Whatever monitors find is displayed openly and promptly on the DevelopmentCheck website. This lets anyone see how services and projects are performing.
- **Solutions:** when monitors find problems, they bring stakeholders together to find solutions. When problems are fixed it can have a real impact on the ground.

One of our current programmes is establishing hundreds of Integrity Clubs in secondary schools in Nepal, Palestine, Afghanistan, Kenya and DR Congo. In an Integrity Club, students aged 14-18 come together to discuss integrity, how a lack of integrity impacts on their community, and how any effort to uphold integrity must be inclusive. Students also put their learning into practice by acting as community monitors. They monitor projects and services in their community, including their own schools, using our technology tool DevelopmentCheck. Part of their role as monitors is to bring stakeholders together and find solutions to any problems they find – in this way, monitoring has a real impact, and can help ensure that public services, including schools, function better and serve the needs of everyone.

We started running integrity clubs in Nepal in 2016. Our prior work on integrity clubs has taken into account the needs of young people with disabilities (YPWDs), as well as young people who are socially excluded for other reasons. In particular, our training for integrity club leaders and teachers

¹ <https://integrityaction.org/>



focused on how to make these clubs inclusive and the benefits of doing this. However, we believe more effort is needed in this area to engage the wider school administration, and the wider community, to increase the participation of young people with disabilities in integrity clubs. If this can be achieved, then YPWD would become empowered to monitor services in their community.

This would bring benefits by making community monitoring more effective. Community monitors who fully understand the challenges of accessibility in the community will be better at identifying problems facing marginalised groups, as well as finding solutions to them. It also has the potential to help address accessibility of schools. This is because the student monitors will be monitoring their own schools, highlighting problems (including accessibility issues), and seeking solutions.

It is clear that the participation of young people with disabilities in secondary schools is well below where it needs to be. We recognise that large numbers of YPWD are not in school at all, and therefore will not be able to participate in integrity clubs. It is our hope that these diverse groups of young people can – through learning, reflection and action – be a force for change in shifting attitudes and making both schools and communities more inclusive.

Project aims

Integrity Action would like to commission contextual research to ensure that our activities in Integrity Clubs are informed by the views and experiences of girls and boys with disabilities, as well as other community members.

The contextual research will ask, and seek to answer, the following questions:

- What are the barriers preventing young people with disabilities from taking part in integrity clubs?
- What are schools already doing to ensure participation of young people with disabilities in education more generally? What lessons have they learned from this?
- What have integrity clubs done to date to engage young people with disabilities? What has worked and what hasn't?
- If participation of people with disabilities is improved, how can we ensure this participation is meaningful? More specifically, how can we ensure integrity club members with disabilities take part in all activities, including monitoring?

We expect the research to involve a combination of interviews with key informants (including young people with disabilities, their parents, teachers who run integrity clubs, head teachers, representatives of disabled people's organisations in Nepal) and focus groups or workshops with a number of existing integrity clubs and other stakeholders.

The research will produce a series of specific recommendations which will be trialled and refined in the subsequent stages of this project. The next stage of this project will involve bringing these recommendations to 10 pilot schools, which will use these recommendations to improve the participation of young people with disabilities in their integrity clubs. After learning lessons from these schools, we will revise the recommendations and extend them to all schools running integrity clubs in Nepal. The recommendations and research will also be made freely available.



Implementation of research in Sindhupalchok and Kathmandu valley will provide a richness of data that captures the different challenges faced by youth in different topologies. In addition, it will help fill the gap in data relating to YPWD in developing and humanitarian settings.

Scope of the Consultancy

The consultant will take the lead in:

1. Designing the data collection tools/frameworks needed for interviews and focus groups/workshops.
2. Carrying out *Key Informant Interviews* with young people with disabilities, their parents, teachers who run integrity clubs, head teachers, and representatives of disabled people's organisations in Nepal.
3. If the context allows, carrying out video interviews with Key Informants and Integrity Clubs members as baseline, with the same informants being interviewed at the end of our project to assess change.
4. Carrying out focus groups or workshops with a number of existing integrity clubs and other stakeholders.
5. Collecting, analysing and summarising information obtained from the above activities.
6. Producing a series of specific recommendations which will be trialled and refined in the subsequent stages of the project.
7. Producing recommendations on how we should define disability in these regions of Nepal (for example through the Washington Group questions).
8. Present significant results of the research at a networking meeting in Nepal, together with Integrity Action, our local partners, and organisations working on disability in Nepal.

The research will be based in the Kathmandu Valley and Sindhupalchok, Nepal.

Due to limited funding, Integrity Action is looking for consultants who are based in Nepal. We will not be able to cover the costs of international travel.

Activities and Results

	Activities & Results	Tentative no of days (total=20-25)	Tentative schedule
1	Detailed plan of implementation developed (including timeline, sign offs etc.)	1	28 th May 2018
2	Design of data collection tools	2-3	June 2018
3	Key informant Interviews, focus groups, etc. in Kathmandu Valley and Sindhupalchok District	10-12	June-July 2018
4	Production of a draft report with recommendations	3	24 th August 2018
5	Receiving IA comments and send finalised report with recommendations	2	31 st August 2018
6	Presentation of key results at networking event in	1	September 2018



	Kathmandu		
7	Being available for additional consultation days if required	3	Sept 2018-March 2019

Lines of communication

The consultant will be managed by IA Head of Operations.

Experience and qualifications

- Previous experience and successful track record in research and analysis on disability and inclusion in education, development and/or humanitarian projects.
- Previous experience in leading Key Informant Interviews and Focus groups with a diverse range of stakeholders, organisations, and technical experts from multiple sectors, through adapting facilitation techniques.
- Flexibility to adapt to any subsequent changes in the terms of reference.
- Willingness and ability to travel to the field (Sindhupalchok and Kathmandu Valley) to conduct assessments and gather primary data.
- Excellent English and Nepali speaking skills; excellent written English

What to include in application

To apply, please send the following to annalisa.renna@integrityaction.org by 20th May 2018:

- your CV
- a proposal (max 4 pages) which explains your interest and motivations for applying, your relevant previous experience, key activities to be done, and a detailed financial offer (maximum of USD 10,000)
- you may also send examples of previous relevant works, if they are available