

Terms of Reference (TOR) for Final Evaluation

Piloting inclusive education for children with disabilities in rural areas of Gedarif State (Guraisha, Gallabat, and Gala’a Nahal localities)

December 2015 – September 2019, funded by the EU

# Introduction and Background

ADD International is a disability rights organisation. We fight for independence, equality and opportunity for disabled people living in poverty in Africa and Asia, by supporting disability activists to bring social change. Working as an ally of the global disability movement, we tackle discrimination to ensure every disabled person gets a fighting chance at living their best life.

Disabled people living in poverty are among the most vulnerable and marginalised people on earth. Often, they have no access to basic human rights, education, or the opportunity to earn a living. Disabled people often live in isolation and are excluded from their communities, and from vital services.

We support local disability activists and their organisations. We provide the tools, skills and resources that can enable them to become functioning organisations and powerful movements for change. We support local groups of disability activists to build strong and sustainable organisations that can have an ever-increasing impact. We then work with them to promote the rights of disabled people and to influence governments, international development organisations and the private sector to design policies and services on a local and global scale which take into account disabled people and offer inclusive solutions.

# Project Summary

The vast majority of disabled children are excluded from education in Sudan. This is mainly due to negative social pressures, and a lack of accessible and welcoming schools, trained and skilled teachers and social workers, or adapted curricula and educational materials. There are only three small special schools in Gedarif state and all are in Gedarif town so disabled children in rural areas cannot attend. The action aims to create a positive environment within the education system which helps disabled children to attend school and learn, and to make communities more inclusive of disabled people in general.

**The overall objective of the action is to improve access for disabled children to quality inclusive basic education in rural areas of Gedarif State.**

The action aims to **build Disabled People’s Organizations’ (DPOs) capacity** to raise community awareness of the rights of disabled children to an education. The aim is that DPOs will improve the understanding of families, the public, teachers and students, to mobilize out of school children to enrol in 12 selected model schools, and to advocate to government for improved provision for inclusive education at state and national level. This is to be delivered partly through training, but mainly by practical experience as the DPOs will participate in the innovative structures that the action seeks to establish within the education system to support inclusive education.

This project aims to **provide an inclusive education model**, where disabled children learn in the same school with children without disabilities. It is planned that the 12 mainstream rural schools will be prepared and equipped with learning materials and resources, and teachers will be trained to be able to deliver quality inclusive education. DPOs will advocate for existing policies and legislation on inclusive education to be enforced. ADD has been delivering this action in partnership with the Ministry of Education at both federal and state level, and the action is designed to support implementation of Sudan’s National Strategy for Education of Children with Disabilities (2013-2016). This project seeks to create a platform for learning on inclusive education in low-resource settings throughout Sudan.

Inclusion of disabled children in education **supports their integration** in their communities. It reduces their isolation and builds wellbeing and self-esteem. It prepares them for a better future, helps them to attain their goals, and take part in social, economic and public life.

ADD and co-applicant Sudanese National Union of the Deaf (SNUD) will provide technical support, develop and manage plans for capacity building, awareness, and advocacy and mobilize resources as part of the action.

# Objectives and duties of the evaluation

The consultant(s) should collect and analyze data and evidence against the five areas listed below. For each of these areas the consultant(s) should identify key learning points and provide recommendations that would help the replicability of project results and future program design, monitoring and evaluation:

#### Impact

1. Identify and analyze the significant changes in knowledge, attitudes and practice that the project has brought about in each of the project objectives and results, reviewing achievements against all log frame indicators, at the level of individual children with disabilities, their families and communities, participating schools and education authorities, and the wider policy context.
2. Characterize the relationships between exclusion (type and severity) and impairment (type and severity) among children within and outside of the project and analyze how those relationships may have changed over time as a result of the project by using rigorous methods to create valid counterfactuals and reporting at conventional standards for statistical significance.

#### Effectiveness

1. Identify the implementation strategies that have proven particularly effective for achieving the objectives and results.
2. Assess the extent to which the partnership approaches (ADD working with DPOs) have been a key factor in achieving the outcomes.
3. Assess the effectiveness of the project’s approach to working with education authorities at different levels.
4. Assess the extent to which the project MEL processes have contributed to the effectiveness of the project and, if so, how.
5. **Relevance**
6. Assess the relevance of the project to the challenges faced by excluded children with disabilities and which strategies have been most relevant to their needs and rights.
7. Assess the relevance of the project to the local policy and child rights context.
8. Assess the relevance of the project to ADD International’s organizational Theory of Change.

#### Efficiency

1. Assess how efficiently the resources available have been used.
2. Assess the extent to which cooperation and learning among partners has contributed to efficiency

#### Sustainability

1. Assess the sustainability of the achievements made against each of the outcomes. In addressing this question, the consultant(s) should consider the context of ADD International’s new inclusive education project (and the implications for exit strategy), and the introduction of a new national strategy on inclusive education).
2. Assess how the experience gained by DPOs during the project has contributed to sustained positive impacts for disabled people beyond the life of the project.

## Lessons learned, conclusions and recommendations

The consultant(s) should capture lessons learned against each of the areas above and provide recommendations. The evaluation report should also highlight the most important lessons learned overall, especially those with wider applicability in terms of ADD’s programmes and the development of inclusive education in Sudan.

The consultant(s) should compare findings from this project against those found in ADD Tanzania’s inclusive education project as summarized in their final evaluation report (available upon request). The consultant should take stock of what was learned in ADD Tanzania and present a comparative analysis on the extent to which findings from Sudan support learnings in Tanzania and vice versa. This comparative learning analysis should touch on themes including, but not limited to: access, participation and achievement. Learning questions to be addressed in the evaluation should include:

1. What factors increase access, participation and achievement for learners, particularly girls, with disabilities?
2. What approaches have been effective for in-service teacher training?
3. To what extent does the experience of inclusive education change behavior or perceptions among parents of disabled children, their families and communities?
4. To what extent does the experience of inclusive education change behavior and perceptions among children without disability and their parents?
5. How does cross-sector involvement affect the success and sustainability of Inclusive Education?

Evaluation conclusions should be summarized based on the findings, presenting a transparent chain of evidence and argument.

Based on the lessons learned and conclusions, recommendations should be made in relation to how ADD can strengthen its work on Inclusive Education in Sudan in the future, and more generally across our global programs and approach to work. We will use the evaluation findings and recommendations to explore the potential for future IE work in Sudan and to inform our IE approach more broadly.

Evaluation Methodology  
An external consultant with extensive experience in project evaluations, preferably disability rights  
projects, will be deployed. The evaluator(s) should identify an appropriate impact evaluation methodology (possibly a quasi-experimental approach) to create a counterfactual that can be used for causal inference.

The evaluator(s) should scrutinise the data and evidence produced by the project Monitoring, Evaluation and Learning (project proposal, baseline survey report, review annual progress and reports and data gathered through MEL systems), comparing this with the evidence on the ground through spot-checking and cross-checking for verification.

The evaluator(s) should supplement and triangulate existing secondary data with primary data collection, using quantitative and qualitative methodologies and appropriate representative/random sampling methods. Structured questionnaires (for teachers, parents, including the Washington Group Questions and Inner Wellbeing assessment for school children and other persons with disability,) will be used as a primary source of information in addition to semi-structured interviews, focus group discussions, key informant interviews & discussions and meetings with local authorities & partner organizations and observations. In addition, the consultant should collect at least eight relevant case stories as evidence of change or no change.  
Data collection and Analysis Procedures  
The evaluation should employ a participatory approach involving project staff and relevant stakeholders (government, local NGOs, school committees, students’parents & families and CDFs representatives). The process should also include orientation of the respondents/evaluation team on the purpose and benefits of the evaluation to ensure ownership and transparency.

The consultants should develop the mechanisms that encourage the participation of other  
agencies (NGOs, DPOs and government officials) in the final evaluation survey. NGOs, schools staff, students’ parents/families, government offices and DPOs will engage in providing inputs through interview and commenting on the final recommendations/findings.

Adherence to ADD policies

The consultant(s) will adhere to the following ADD policies by reading and signing before visiting the project:

* Ethical guidelines
* Safeguarding policy

# Deliverables

Major deliverables for this project will include a draft report, presentation of findings and a final report.

Report deliverables must be provided in English and should include, but not be limited to, the following:

* Preface
* Executive Summary
* Introduction and overview
* Assessment Design
* Key Finding
* Conclusion and Recommendation
* References
* Appendix

The Consultant will be expected to deliver the following activities and outputs:

* Desk review of relevant project documents, studies and reports conducted
* Inception reports produced with methodology, data collection tools, work scheduling, and framing of questions completed
* Field work/data collection conducted by consultant team
* A short field work report just after completed the field work and debriefing to project team
* Production of draft reports in English during data collection
* Submission of final reports after comments from all stakeholders and response from the management of the project.
* Handover of all raw qualitative and quantitative data together with hard copies of the report

# Professional Expertise Required

The contract will be between ADD International and the consultant (or their organization), who will determine the team appropriate to conduct the external evaluation effectively and efficiently. The consultant team must meet the following minimum criteria:

* Minimum of a university degree in education, social sciences, development studies, communications or the equivalent;
* 7-10 years’ experience in project evaluation and related methodologies, preferably in the Sudanese and/or African context.
* Experience in conducting participatory (qualitative and quantitative) evaluation techniques and random sampling methods
* Experience of leading evaluations of EU-funded projects or those of similar agencies.
* An understanding of inclusive education
* An understanding of disability from a human rights perspective.
* Experience in the field of disability and in working with persons with disabilities in developing countries.
* Practical knowledge of rights-based approaches in DPOs.
* Familiarity with Sudanese culture is an asset.
* Excellent spoken and written English.
* Ability to travel independently in the project area
* Availability to perform the assignment within the specified timeframe

# Contacts Period and application process

**The assignment is expected to extend over a period of two months starting on the 1 December 2019.**

Candidates should submit the following information with their application:

* Brief cover letter
* Curriculum vitae and list of previous assignments, highlighting those focuses on (Disability), Education and/or inclusive education projects evaluation.
* Two references.
* One example of published work,
* A proposal of the detailed methodology in accordance with the terms of reference,
* A tentative work plan and time schedule,

A budget breakdown for the consultancy including fees, travel, accommodation etc.

# Complete applications should be sent to:

ADD International, Learning and Accountability Advisor Andrew Christensen [andrew.christensen@add.org.uk](mailto:andrew.christensen@add.org.uk)

Applications submitted should indicate as subject: Piloting inclusive education for children with disabilities in rural areas of Gedarif State Project in Sudan - final evaluation / application

Deadline for submission of applications is 15/10/2019.