**TERM oF REFERENCE**

**for a Consultant to conduct a**

**Final Evaluation of “Empowerment of Children with Disabilities through Right to Quality In Education” Projects in Phnom Penh - KH01-061**

**[Khans: Sen Sok and Chbar Ampov]**

**September 2019**

**I. INTRODUCTION AND BACKGROUND**

ChildFund Cambodia is the representative office of ChildFund Australia – an independent and non‐religious international development organisation that works to reduce poverty for children in developing communities.

ChildFund Australia is a member of the ChildFund Alliance – a global network of 11 organisations which assists more than 14 million children and their families in over 60 countries. ChildFund Australia is a registered charity, a member of the Australian Council for International Development, and fully accredited by the Department of Foreign Affairs and Trade which manages the Australian Government’s overseas aid program.

ChildFund began working in Cambodia in 2007, and works in partnership with children, their communities and local institutions to create lasting change, respond to humanitarian emergencies and promote children’s rights. Projects are implemented in the rural areas of Svay Rieng, Kratie, Battambang provinces, as well as urban Phnom Penh, focused on improving living standards for excluded or marginalized communities.

Since 2007, ChildFund Cambodia has contributed to have great results on Child Education, Child Protection and DRR projects in its operational areas and has established strong working partnerships with the government as well as international and local organisations. Projects such as Easy to Learn (E2L), Inclusive education for young children with disabilities, and New Generation School (NGS) demonstrate ChildFund Cambodia’s reputation for delivering quality programing in the Cambodian education sector. ChildFund also supports unique community-based projects by adopting rights-based approaches, guided by national policy and vision aimed at strengthening formal (policies and local governance) and informal (parents and communities) mechanisms that promote holistic behavioral change processes to improve Child Protection.

**II. PROJECT BACKGROUND**

ChildFund Cambodia started working in urban Phnom Penh in Jan 2018 in two operating areas of Sen Sok and Chbar Ampov. ChildFund Cambodia aimed for children with disabilities especially hearing impaired enjoy their right to access quality of education and resources accessibility.

ChildFund Cambodia has realized that, the isolation and stigmatization of many PWD particularly children in Cambodia often results in poor education, limited access to services and resources as well as lack of information received. There is still a culture and practice of excluding PwDs from society and many PwDs face challenges on their daily life. In response, ChildFund Cambodia is increasing its efforts to ensure CwD are able to uphold their rights, entitlements and improve the level of education toward CWDs by setting innovative projects, which demonstrates practical solutions to the challenges CwD face. Therefore, a project was designed on the disability inclusive education through an on-going project in collaboration with Krousar Thmey (KT), the implementing partner. The on-going project aims to improve the quality of education for increased numbers of children with disability (hearing-impaired), so that they may enjoy their rightful status as empowered and capable citizens.

Over the two years course of project, there were 5,000 children went through an ear screening process and identified those with a hearing impairment and ensure appropriate hearing equipment support and referrals to special support to enable them to continue their education. In addition to these efforts, the project also aimed to strengthen the national policy framework and therefore supported MoEYS (Ministry of Education, Youth and Sport) through NISE (National Institute of Special Education) to establish and apply the national education curriculum in special schools. Therefore, all special school teachers, Provincial Teacher Training Centre (PTTC) and Regional Teacher Training Centre (RTTC) trainers are trained in inclusive and deaf education by NISE (National Institute of Special Education) to improve the way they respond to the needs of their students (blind and deaf) and are able to deliver effective and child-friendly teaching in the target catchment of 29 urban schools in Phnom Penh (included 2 special schools).

**Technical partners:**

**Krousar Thmey (KT) -** KT has therefore been identified as an appropriate implementing partner as a local organization that have been working in Cambodia with visually and hearing impaired children and youth since 1993. In the current context in Phnom Penh, there are no public school that deliver classes to children with hearing impairment. To address this gap KT developed Cambodia Sign Language and Cambodia Braille and established five special schools which provide inclusive education and additional services for people with disability (audiometry facilities, a workshop to print resources in braille, appropriate computers as well as the necessary materials for the fitting and maintenance of the hearing devices). KT also created in 2018 the **National Institute for Special Education (NISE)** - reference center for special education in Cambodia, covering all disabilities (sensorial, physical and mental - in cooperation the MoEYS (Ministry of Education, Youth and Sport). During the project, on July 2019, the five special school have been handedover to the MoEYS (Ministry of Education, Youth and Sport) through NISE (National Institute of Special Education).

Given this strong expertise and experience, KT was responsible for the direct implementation of this project's activities.

**Enfants Sourds du Cambodge (ESC) -** For over 16 years, ESC has been e French NGO, partner of KST, specialized in providing health care to hearing-impaired children, hands-on training for technical staff on screening and early identification, speech therapy and audiology, phono-audiology science and hearing aid fitting. In this project, it acted as implementing partner in screening and identification phases in the target areas of Sen Sok and Chba Ampov.

**Audyx -** Audyx is an Israelian company which has developed the first online platform for hearing tests, allowing patricians to free themselves from technical constraints and enjoy the latest computer innovation to scree, diagnose and save all the collected data in one place. The Audyx platform and members of the AUDYX team acted as supported partner to ESC in screening and identification phases in the target areas of Sen Sok and Chba Ampov.

**Governmental partners:**

**National Institute for Special Education (NISE) -** The NISE is the reference center for special education in Cambodia, covering all disabilities (sensorial, physical and mental. The NISE was developed by Krousar Thmey in cooperation the MoEYS (Ministry of Education, Youth and Sport) and was officially instituted in 2018. The five special school developed by Krousar Thmey have been handedover to the NISE on July 2019. In this project, the NISE served as a training center for teachers at all levels, both pre-service and in-service. It's also ensured the research of innovative pedagogical methods, developments in Sign Language and Braille, as well as technical advancements with regards to assistive devices.

**Special Education Department (SED)** - The SED was created by the MoEYS to ensure the development of special education in Cambodia and the monitoring of schools and entities caterings to an audience of people with disabilities. Its top duties include building the policy and action plan for the functioning and development of special education; developing infrastructure to support special education; encouraging and creating opportunity for people with disability and gifted people; developing curriculum and materials for special education for every level of education; monitoring and evaluating the implementation of special education; reporting about special education progress to the MoEYS.

**School Health Department (SHD) - The SHD** was created by the MoEYS to ensure satisfactory health and hygiene standards in educational institutions throughout Cambodia. Its key duties include managing and developing health education program and hygiene, managing first aid spaces in all educational institutions; monitoring health and of educational staff and students in collaboration with the Ministry of Health; monitoring, evaluating, researching and preventing all kind of epidemic in all educational institutions; reporting about school health progress to the Ministry of Education. In this project, the SHD was from beneficiaries of the project to implementer.

**Teacher Training Department (TTD) -** The TTD is part of the MoEYS. Its role is to plan, design and follow-up on teacher training across Cambodia. In this project the TTD was a key stakeholder, partner and enabler in that to facilitated the organization of the Provincial Teacher Training Centre (PTTC) and Regional Teacher Training Centre (RTTC) staff members training sessions in the 4 provinces where KT was operating.

Provincial Teacher Training Centers (PTTCs) and Regional Teacher Training Centers (RTTCs) - PTTCs are present in all 24 provinces and RTTCs are present in all 6 regions of Cambodia. These are local counterparts of the TTD which are this responsible for teacher training coordination and implementation province/region. The project targeted 4 provinces where KT is present. Trainers from the PPTCs and RTTCs were trained by the NISE in inclusive and deaf education in order for them, after the end of the project, to train public school teachers. In this project, the PPTCS and RTTCs went from beneficiaries of the project to implementer.

**Key specific interventions of the projects have been as follows:**

* 5000 children schooled in the target areas are screened by NISE (National Institute of Special Education) and by School Health Department (SHD) and referred to the most relevant school depending on their disability.
* Children identified with hearing loss, adequately hearing equipment support referred and provided medical treatment.
* Krousar Thmey (KT) staff provided training on ear screening
* Special school teachers, Provincial Teacher Training Centre (PTTC) and Regional Teacher Training Centre (RTTC) trainers are trained on National Curriculum and Inclusive Education for deaf and blind

**Project Goal:**

Children with disabilities enjoy their rightful status as empowered & capable citizens, through right to quality in education & enhanced accessibility to resources.

**Project Objectives:**

**Objective 1:** Hearing-impaired children are identified, adequately referred and provided medical treatment.

**Objective 2:** Hearing-impaired children acquire the necessary knowledge and confidence to pursue a comprehensive curriculum in conformity with the national education curriculum.

**Objective 3:** The teaching staff from Krousar Thmey (KT) special schools & public schools is capacitated in inclusive education.

The project is going to end by December 2019. The project aims to hire experience consultant to conduct project evaluation in order to measure impact for over two year of project implementation as well as to seek recommendation for further project implementation in future.

1. **PURPOSE**

The Consultant will conduct an end project evaluation of the **Empowerment of Children with Disabilities Through Right to Quality In Education Projects** within 29 targets schools (2 special primary schools and 27 public primary schools) in Khans Sen Sok and Chbar Ampov, Phnom Penh. The consultant is expected to produce a high quality evaluation report with findings describing the impacts of the project. The Consultant will assess the effectiveness of the project implementation, highlighting successes achieved, challenges experienced, solutions adopted and lessons learned. The Consultant will also make recommendations which will serve as advice to ChildFund management on how to improve its project model for current and future work in education for children with disabilities in Cambodia.

The following areas must be investigated:

**3.1 Impact**

* Identify and analyse the significant changes that the projects have brought in the lives of children with disabilities.
* What are the significant change that project worked to promote gender inequality?
* Identify the changes (attitudes, knowledge and practice) of parent’s result from project intervention
* Assess the extent of overall progress towards the intended impact of the projects (as set out in the project objectives)
* Provide evidence of change and impact at a personal and/or schools level through success stories (short case studies) about individuals involved in the projects.

**3.2 Effectiveness:**

* Identify for each expected outcome and output (result) what has been accomplished in relation to what has been stated in the project document and logical framework.
* Has the monitoring and results based management system (including M&E and MEL Framework) contributed to the effectiveness of the project? Have project staff learned from their experiences and improved the project and their practice as a result? Provide examples/evidence to support conclusions.

**In particular**

* Determine the increase in the number of children with disabilities getting access to inclusive education because of the projects.
* Describe the quality of the learning environment in the inclusive and innovative classrooms and whether it has reached a National standard.
* Identify any strategies that have proven particularly effective for achieving the outcomes.
* Describe how the views of children with disabilities were taken into account at the different levels of the project cycle and note any specific examples of useful input.

**3.3 Efficiency**

* Assess how efficiently project resources have been used. Has the cooperation among partners and the capacity building role of KT been effective (and cost effective)?

**3.4 Sustainability**

* Assess the sustainability of the results of the inclusive education work
  + which results are most likely to be sustained?
  + which results are the most fragile?
  + describe the major factors contributing to, or hindering, sustainability – e.g. capacity

building capacity of partners, teachers, parents, children, etc.?).

* Describe in what ways and to what extent the projects have increased the capacity and understanding of parents, government bodies and the school community and accountability within inclusive education.
* Describe and provide examples as evidence of the levels of ownership and involvement of different government bodies at different levels including the MoEYS’s SHD, SED, R/PTTC, RTT, DoE, school teacher and other key stakeholders.

**3.5 Relevance**

* Assess to what extent the project has reached children with disabilities and which strategies have been most useful.
* Assess the relevance of the project to the context and child rights situation in Cambodia.
* Assess the relevance of the project to address the inclusive education issues or quality of right of children with disabilities to access education with quality.
* What evidence is there of views within the MoEYS’ NISE, KT and ESC about the relevance of the project?
* What evidence is there of views of school staff about the relevance of the project?
* What evidence is there of parental/children/ teachers views about the relevance of the project?
* Assess and analyse barriers and opportunity for boys and girls with disabilities to access special school especially boys tend to receive greater access to education while girls can be kept at home to perform household work.?
* Assess the barriers and opportunities for boys and girls to access screening activity?

The Consultant will review and utilize Endline and other relevant data collected about the project by staff and ChildFund Cambodia’s MEL section to assist in the evaluation. The Consultant will check that data has been collated for each indicator and identify any gaps.

**METHODOLOGY AND TOOLS**

The Consultant should use both qualitative (focus group discussions, case stories, interviews, and observation), and quantitative methods (structured questionnaires, collection and analysis of school or other statistics etc.) to gather evidence for the evaluation.

It is highly recommended that reference has to be made to the following documents:

* Relevant literature from ChildFund’s internal project reviews, local and international experiences on improving the quality of Inclusive Education and hearing impairment screening, particularly those using similar, holistic approach to inclusive education and screening process to improve education for Children with Disabilities in the inclusive education set.
* Relevant policies and strategies both at national and regional level regarding inclusive education (MoEYS’ Child Friendly School Policy, Language Curriculum or other official relevant resources, policies and plans)
* National Disability Strategic Plan documents and other relevant resources

The evaluation approach must include consultation with relevant stakeholders at project level including the MoEYS’ SHD and SED, KT’s project field staff, technical and management staff and ChildFund Cambodia’s technical and management personnel. Child Rights Programming tools may assist in facilitating child participation and in assessing and presenting the results.

The first output of the external consultant will be an inception report, which includes a thorough desk review and field work plan (tools, sample and schedule). Only after the approval of the inception report the field work can begin.

1. **SCOPE OF WORK**

**ChildFund Cambodia:** After the TOR has been approved by the Country Director, the person in charge of   
ChildFund’s Operation Unit in Phnom Penh will coordinate with the chosen Consultant following ChildFund Cambodia's service provider and/or partner selection procedure. The service delivery contract and/or agreement will be developed by ChildFund Cambodia.

**Consultant:** After the Consultant is officially selected, the agreement will be signed by both parties before taking further action.

The selected Consultant will then provide an inception report which will include a work plan specifying in detail work plan. The Consultant cannot begin field work until the Inception Plan has been submitted and approved by ChildFund Cambodia.

The Consultant is responsible for carrying out the evaluation in an objective manner. However, ChildFund Cambodia and local partners will be actively involved in and contribute to the process. ChildFund’s MEL Handbook will be followed as much as possible; and the emphases will be on learning, participation and accountability.

The Consultant will responsible to:

* Review secondary data and available documents
* Collect data from KT the Cambodian Implementing Partner, ESC, NISE, SHD, SED, DoE, students with disabilities, children and parents
* Develop data collection tools including questionnaires, interview guides with structured questions, FGD guiding questions, and observation checklists.
* Submit the developed instruments to ChildFund Cambodia for review and comments
* Data collections instruments will be prepared, piloted and tested before data collection
* Clearly show data presentation analysis and interpretation approaches of the evaluation
* Cover all field costs from the consultancy fee.

1. **DURATION**

The evaluation process is estimated to take 22 working days from December 2019 including preparation, field work assessment, analysis and reporting.

1. **BUDGET AND LOGISTICS**

The project has already included budget for evaluation in project budge planning. The final budget for the consultancy will be negotiated and confirmed with the Consultant on receipt of the evaluation methodology. Per diems and meal costs will not be paid. It is expected that all costs will be included in the Consultant’s proposal.

The actual service delivery cost will be charged direct to project (FY 2019/2020). Any materials or tools needed for this particular work will be the responsibility of the service provider.

The Consultant will be contracted by and report to ChildFund Cambodia. A support team will be formed by ChildFund Cambodia to provide technical support and the documentation mentioned under Available Documentation. Partners will cooperate in the provision of data to the Consultant, in the review of the draft Evaluation Report and community arrangement. ChildFund Cambodia and Krousar Thmey will provide technical guidance on the evaluation process through reviewing the inception report, data collection tools, draft evaluation report and making sure that all data collection procedures are strictly applied. In the implementation of this final evaluation ChildFund Cambodia will hold the Consultant responsible for managing the whole consultancy, ensuring quality and submitting all the agreed deliverables on time. This includes hiring any additional local counterparts who will be involved in the evaluation (e.g. for interpretation/translation services).

**SUPPORT TEAM**

**Support Team from ChildFund Cambodia**

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| --- | --- | --- | --- |
| No: | Name | Role | Responsibilities |
| 1 | To be confirmed | Education Specialist of ChildFund Cambodia | Technical Review and contact person at national level |
| 2 | Mrs. Ouk Narin | Project Goal owner | Contact person for the specific information, technical support and logistics support |
| 5 | Mr. Chhoun Sona | MEL Manager | M&E Technical Support |
| 6 | Mr. Chan Narin | Head of Programs of ChildFund Cambodia | Quality review |
| 7 | Mr. Oum Vongnarith | Head of Operations | Coordinate on budgeting |
| 8 | Mr. Prashant Verma | Country Director of ChildFund Cambodia | Oversight |
| 9 | Mr. Timothy Kerr | Education Program Officer of ChildFund Australia | Sharing ChildFund’s perspective on Inclusive Education |

**Support Team from Krousar Thmey**

|  |  |  |  |
| --- | --- | --- | --- |
| No: | Name | Role | Responsibilities |
| 1 | Mr. Angkearith Chhum | Education Project management – Krousar Thmey Cambodia | Contact person for the specific information, technical support and logistics support |
| 2 | Mrs. Chloée Barreau | Project & Donor Relations Officer -  Krousar Thmey Cambodia | Contact person for the specific information, technical support and logistics support |
| 3 | Mr. Jean-Paul Behara | Executive Director of ECS | Technical support on data management |
| 4 | Mr. Bernard Lasry | Executive Director of Audyx | Technical support on data management |
| 5 | Mr. Auray Aun | Executive Director of Krousar Thmey | Oversight |

**MANAGEMENT AND REPORTING ARRANGEMENTS**

The Consultant will report to Chan Narin, Head of Program and copy Ouk Narin is owner of the project and Krousar Thmey project focal person. All reports (draft report for comments and feedback, and final report) must be written in English with an electronic format (Microsoft Word).

**EXPECTED RESULTS/OUTPUTS**

The Consultant is expected to produce a quality evaluation report which documents the good practices and lessons learnt and identifying findings and recommendations. The report should pull together the key findings from the project, analyse them (in reference to ChildFund Cambodia program objectives) and make programmatic conclusions and recommendations. In addition to the report, the Consultant must also submit particulars of methodology used, interview outlines, list of people interviewed /met, etc.

**REPORT FORMAT (see detail below)**

* The Consultant will present the preliminary findings to ChildFund Cambodia before submitting a formal report. The final evaluation report will be approved by ChildFund Cambodia after all comments are addressed and agreed among technical and management team. The final evaluation report will be used by ChildFund Cambodia and its partner for future action.
* The Consultant will prepare an inception report at the beginning of the consultancy. The Consultant can only embark on field work, once the inception report has been approved by ChildFund Cambodia.

1. **CONFIDENTIALITY**

All discussions and documents relating to this TOR will be treated as confidential by the parties.

1. **CHILD SAFEGUARDING**

ChildFund Cambodia is committed to actively safeguarding children from harm and ensuring children’s rights to protection are fully realized. We will take positive action to prevent child abusers from becoming involved with ChildFund Cambodia in any way and take stringent measures against any ChildFund Cambodia staff and/or Associated who abuses a child. Our decisions and actions in response to child protection concerns will be guided by the principle of the ‘best interests of the child’.

The Consultant will be expected to sign an agreement to state that s/he has understood the ChildFund Cambodia Safeguarding Policy and agrees to abide by it strictly. ChildFund Cambodia’s Child Safeguarding Policy is annexed.

1. **COUNTER-TERRORISM**

The Consultant will be expected to sign an agreement to state that s/he has understood ChildFund Cambodia’s Counter-Terrorism Policy and agrees to abide by it strictly. Before procuring any project materials or supplies costing more than USD 1,000, the Consultant has to submit the supplier’s name to ChildFund Cambodia for conducting counter-terrorism check. ChildFund Cambodia’s Counter-Terrorism Policy is annexed.

1. **FRAUD AND CORRUPTION PREVENTION AND AWARENESS POLICY**

ChildFund Cambodia considers fraud/corruption as serious matter. Fraud/corruption is not tolerated, i.e. zero tolerance. There will be no exception for any Consultant who breaches this policy and any breach will lead to termination of their contract. The Fraud and Corruption Prevention and Awareness Policy is annexed.

**HOW TO APPLY**

**Qualifications and experiences of selected Consultant;**

* A minimum of a post-graduate degree in Education or equivalent is required, along with sound knowledge of inclusive education
* Experience undertaking evaluation in the disability sector, work with people with disabilities preferably at international level and a sound understanding of human rights approaches.
* Experience in disability development work and good understanding of the disability context in Cambodia.
* High quality writing and reporting skills and able to provide document and reports on time and according to ChildFund’s requirements
* Thorough knowledge of inclusive education sector in Cambodia
* Experience in conducting both quantitative and qualitative research/assessments in the disability sector
* High level of ability to analyses and synthesize information, identify key findings, draw out themes and make evidence-based recommendations
* Cover letter and CVs (maximum 3 pages; with references) of each person who would be involved in the evaluation
* Company profile(s) and documentation of legal status, and registration as a Company.
* Technical proposal (maximum 6 pages) including the key evaluation questions, methodologies and proposed schedule
* Financial Proposal: The financial proposal should provide cost estimates for services rendered including daily consultancy fees. The consultant has to cover all field related costs (accommodation, per diem and transportation to the field to collect data, food and other related costs).

**Submission;**

Interested applicants should submit their CV, proposal, and other relevant support documents to ChildFund Cambodia, Office Address: House # 30, Street. 228, Sangkat Chaktomuk, Khan Daun Penh, Phnom Penh or via email at [careers@childfund.org.kh](mailto:careers@childfund.org.kh), no later than 5.00pm (local time) on 22 October 2019. Only short-listed applicants will be contacted.