



Terms of Reference (TORs) for Conducting FINAL EVALUATION OF THE PROJECT:

‘Increasing access to inclusive quality education and lifelong learning for children and young adults with deafblindness in Bangladesh’

Implemented by –Center for Disability in Development (CDD)

Funded By- UK aid

In association with- Sense International (SI) UK and Sense International India (SII)

(1st April 2018 to 31st March 2021; NB No Cost Extension (NCE) secured up to 30th June 2021)

A. Introduction

This is Terms of Reference for an independent final evaluation of the project titled “Increasing access to inclusive quality education and lifelong learning for children and young adults with deafblindness in Bangladesh” funded by UK aid and the British Public.

CDD has been implementing this project in partnership with local partners, and with the support of Sense International India (SII) and Sense International (SI) UK. Sense International (SI) is the main grant holder whereas Sense International India (SII) is responsible for direct monitoring of Centre for Disability in Development (CDD) and providing regular support and monitoring visits to CDD. CDD leads the implementation of the project in Bangladesh and co-ordinates directly with local partners in 10 District and is responsible for local level monitoring and reporting.

B. Objectives of the Final Evaluation

Purpose of evaluation:

- Identify the impact of the project after three-years of implementation.
- Account to local beneficiaries, stakeholders and funders for the project’s achievements/results against the stated purpose and project results.
- Assess whether the project is representing value for money in its efforts to deliver results.
- To document lessons learned and make recommendations for future projects and strategy.

Target audience/s:

- 1) Foreign Commonwealth and Development Office (FCDO) and the British Public– (Donor).
- 2) Mannion Daniels (Grant Managers for FCDO)
- 3) Sense International (SI) – (Grant holder).

- 4) Sense International India (SII) - (Oversight of CDD implementation).
- 5) Centre for Disability in Development (CDD) – (Lead Implementing and Coordination Partner).
- 6) 7 Implementing Partners.
 - Centres for Services and Information on Disability (CSID); Keraniganj, Dhaka.
 - Dristy Sangstha; Rangpur.
 - Gram Bikash Sangstha (GBS); Bogra.
 - Jhikorgaha Development Organization (JDO); Jessore.
 - Kamarkhand Palli Unnayan Sangstha, Sirajgonj (KPUS); Sirajgonj.
 - Manobadikar Janakallyan Foundation (MJF); Satkhira.
 - Poverty Alleviation through Participatory Rural Initiatives (PAPRI); Narsingdhi.
- 7) The special educators/trainers/other professionals.
- 8) Children with deafblindness and their families (Primary Stakeholders).
- 9) Local authorities, governments and indirect partners (Secondary Stakeholders).

It is proposed that the evaluation will cover the full period of the project from 1st April 2018 – 31st March 2021 (NB No cost extension secured up to 30th June 2021).

Planned outputs:

Final Evaluation report in soft and hard copy in English.

C. Background

Project Context and Rationale:

Deafblindness is a combination of vision and hearing impairments. It is also described as multi-sensory impairment (MSI). Some people are completely deaf and blind, but many have a little sight and / or hearing that they can use. Some may have other physical and learning disabilities to cope with.

People with disabilities in Bangladesh generally receive very little support from their families and communities. For people with deafblindness their families may be stigmatized and often have little idea of how best to help and support their child to grow and develop. This lack of support can mean people with deafblindness are often excluded from participating in the family environment and in wider society. Their basic rights may be ignored and their day-to-day needs left unmet.

The main challenges identified are connected with poverty, disability and the linkages between the two. For people with disabilities, causal factors leading to poverty and disadvantage include:

- 1) Children with disabilities are less likely to go to school (WHO 2011; World Report on Disability, p.10);
- 2) Adults with disabilities are more likely to be unemployed (Coleridge, 2005; 'Disabled people and employment'; in Working futures? Disabled people, policy and social inclusion);
- 3) People with MSI experience extreme difficulties communicating and interacting with others (<https://www.sense.org.uk/content/communicating-people-who-are-deafblind>)
- 4) There is a growing evidence base indicating substantial links between poverty, disability and ill-health (Leonard Cheshire Disability & Inclusive Development Centre, 2011; Poverty and Disability).

- 5) Lack of sufficient nutrition is linked to poverty and unequal distribution of household resources, with a higher risk for children with disabilities (https://www.unicef.org/disabilities/index_65943.html). Poor nutrition makes it much more difficult for children to participate and learn effectively.
- 6) There are negative attitudes towards people with disabilities, limiting their opportunities. "People with disabilities are often the poorest in their community and face multiple barriers that stop them from realising their rights and living with dignity." (DFID Disability Framework, 2015).
- 7) In Bangladesh, the average 'mean years of schooling' is below many countries below it in the Human Development Index <http://hdr.undp.org/en/composite/HDI>. These factors are part of the context for prioritising efforts to address barriers to education inclusion in Bangladesh. Children and young adults with deafblindness experience these challenges and additional barriers, often being isolated and excluded, which need to be addressed urgently for people with deafblindness to be included in education and 'live, learn and thrive' (SI strategy 2016-2019).

Gaps in service delivery and existing services or initiatives:

Barriers to school inclusion include a) a curriculum that is not appropriate or adapted for learners with complex needs, b) inadequate training and support for teachers, c) physical barriers to accessibility and d) stigma towards disability. A very low proportion of children with disabilities are in school. Of 19,067,761 total children enrolled in all types of schools in Bangladesh, only 85,204 (0.4% of total) are children with disabilities (Bangladesh Bureau of Educational Information and Statistics, 2015).

While the Government of Bangladesh is committed to inclusive education for all, data, more examples, and a model for educational inclusion of children/young adults with the most complex disabilities like deafblindness, are needed to support implementation of this commitment. The main challenges are:

- Lack of appropriately trained teachers: we will support teacher training and instructors at the Primary Teachers' Training Institute (PTI) to adapt methods and curricula.
- Significant challenges of inclusion and high drop-out rates for children with deafblindness since schools are not accessible, teachers lack resources and training. We will support 'model schools' to demonstrate successful inclusion.
- Extremely limited inclusion of people with the most complex disabilities in vocational training despite quotas for inclusion. We will deliver community-based support and enrolment in government vocational training centres for young adults with deafblindness.

Lack of understanding of disabilities within communities and government at all levels. We will develop a tool to measure changes in the quality of life of people with deafblindness. We will sensitise and train government officials as well as providing evidence on the benefits of inclusion.

Over the past 12 years, Sense International has partnered with the Centre for Disability in Development (CDD) to initiate basic services for children with deafblindness in Bangladesh. We established the first National Resource Centre (NRC) on deafblindness in Dhaka and helped to advocate successfully for the inclusion of deafblindness in the Government of Bangladesh's Disability Rights and Protection Act 2013. Building on this, we propose to establish three Regional Resource Centres (RRCs) on deafblindness, in the north, east and south-west regions which cover the poorest districts of Bangladesh according to the national poverty maps (Bangladesh Bureau of Statistics). These regional hubs of expertise on deafblindness will provide models of community-based services, to improve the

quality of life for people with deafblindness and their families across 8 districts of the country.

There will be an emphasis on effective education, both inclusive education at schools and community-based education where that is more appropriate depending on each individual's disability. Parents will be trained as caregivers. Teachers will be trained on how to provide accessible education to children with deafblindness in schools. Local government officials will be trained on the needs of people with deafblindness so that Government services and social welfare provisions can be inclusive and responsive to their needs. In addition to supporting children with deafblindness, persons with deafblindness above school age will receive vocational education training and livelihoods support through the provision of business start-up kits.

PROJECT SUMMARY

450 children/young adults with deafblindness will access quality inclusive education and vocational skills, leading to improved quality of life for themselves, 1,800 family members and their communities, through: 1) Improved infrastructure for inclusion of people with deafblindness through strengthened CSOs; 2) children/young adults with deafblindness and their families receiving community-based support; 3) school inclusion; and 4) evidence and training on inclusive education for the Government

Duration:

The duration of the project is three years from 1st March 2018 – 31st March 2021 (NB NCE secured until 30th June 2021)

Project Impact

People with disabilities access quality education and life-long learning and experience social and economic inclusion, contributing primarily to SDGs 1, 4 and 10.

Projected Outcome

Children and young adults with deafblindness access quality inclusive education and life-long learning, leading to improved quality of life for themselves and their families.

Project Outputs

We aimed to deliver the following Outcomes:

1. Improved infrastructure for the inclusion of persons with deafblindness through strengthened CSOs, National Resource Centre on Deafblindness (NRC-DB) and one new Regional Resource Centre (RRC).
2. 450 children and young adults with deafblindness and their families receive community-based support.
3. 80 children and young adults with deafblindness receive quality inclusive education in school-based settings (with two of these schools as model schools in urban and rural areas); (Bogura and Jessore).
4. Evidence and training is provided to the Government of Bangladesh to support plans on how to include people with deafblindness in education, vocational training and community services.

Direct benefits

1. Children with deafblindness: 360
2. Young adults with deafblindness: 90

3. Caregivers trained: 900 (450x2)
4. CSO staff: 41 (19 special educators)
5. Teachers trained: 68 + 10 PTIs
6. SMC members sensitised: 196

Total: 1,665 Female (833) Male (832)

Indirect benefits

1. Family members: 900 (x 2 other family members, in addition to the caregivers trained directly).
2. Other students: 8,000 (4,000 female; 4,000 male; with more awareness about disability).
3. Other teachers: 130 (65 female; 65 male; learning from teachers trained and increase awareness).
4. Local gov't officials: 384 (192 female; 192 male)
5. District/central gov't officials: 35 (18 female; 17 male; all government officials sensitised/trained).

Total: 9,449 Female (4,725) Male (4,724)

D. Scope of the Evaluation

The main body of the evaluation should cover the key questions below and these should be clearly marked in the report:

1) Impact and Overall Results:

- What is the project's overall **impact** in relation to its **outcome** and how does this compare with what was expected?
- What are the key results against the **outputs** and how did this compare with the targets (with reference to the indicators and milestones) set in the original logical framework?
- How effective and sustainable is the project's overall strategy?

2) Key Evaluation Criteria:

Relevance

- To what extent were the activities undertaken relevant to the project objectives?
- To what extent has the project supported the achievements towards the SDGs?
- How has the project ensured activities responded to the needs of target beneficiaries?
- What were the key drivers and barriers affecting delivery of results for the project?

Effectiveness

- To what extent has the project used evidence to improve programming?

- What were the key drivers and barriers affecting delivery of results for the project?

Efficiency

- Has the project managed to obtain the expected results on time and within the budget available?
- To what extent and in what ways has the project achieved good value for money?

Sustainability

- To what extent has the project leveraged additional resources (financial and in-kind) from other sources (particularly the government of Bangladesh)?
- To what extent has the project engaged with other stakeholders to ensure interventions complemented existing activities or led to replication of approaches elsewhere?
- To what extent are the benefits being realised by civil society groups supported by the project sustainable?
- What can be done to ensure sustainability of project results? This includes recommendations on sustainability of poverty reduction outcomes and, particularly the inclusion of persons with disabilities specifically those with deafblindness.
- The continuation of services developed during the project period and building on available resources from the last 3.25 years of project implementation.

Impact

- What has been the impact on the target population?
- To what extent has the project put in place M&E systems that are fit for purpose and were used to support the delivery of activities?
- To what extent has the project built the capacity of civil society?
- How many people have received support from the project that otherwise would not have received support? How many of these people are unintended beneficiaries?
- Identify (if any) the negative impact of not intervening and supporting the beneficiaries included in this project, people with deafblindness and their families?

4) Conclusions, Lessons and Recommendations for the future

Please specify at least 5 key recommendations, including recommendations for a longer-term strategy to ensure sustainability of the project and achieved results are leveraged and sustained beyond June 2021 and recommendations on areas of particular good practice and/or successful implementation.

E. Methodology

Main reference documents:

- Project proposal (including log-frame and budget)
- Years 1, 2 and (narrative and financials including feedback and responses and various other annexes)
- Quarterly reports submitted to Mannion Daniels.
- Quarterly Progress reports submitted to Sense International

Evaluation techniques and research methods:

A people-centred approach in conducting this evaluation is required, in compliance with Sense International's values and policy. As significant participation of the stakeholders is built into the project, a broad range of methods should be used to maximise stakeholder participation and establish the success of the key elements of the project. This will include structured and semi-structured interviews, focus groups and participatory workshops (to include project partners). At the start of the evaluation process, the project staff will hold a briefing session (in-person or by phone) with the evaluator to agree the overall evaluation methodology and discuss key issues to be addressed. Consultation should cover the following groups:

- People with deafblindness and family members
- Teachers and educators
- Parents and professionals
- Government administrators/ officials where appropriate
- Local partners from Bangladesh
- CDD (Bangladesh) representatives and the NRC team
- SII representatives
- SI UK representatives

Due to the nature of the evaluation process, travel for consultations is required and the evaluator should plan adequate visits meticulously with appropriate methods to collect and analyse the relevant information. Ensuring that these are done in compliance with government guidelines and that COVID-19 safe measures are taken as appropriate (social distancing, wearing of face masks, frequent hand washing/sanitising etc)

Logical Framework Review: In accordance with the project proposal, the logical framework and approaches of the project will provide the primary reference point for the evaluation.

F. Reporting Format

The evaluator(s) will produce a report in English of **no more than 30 pages** (excluding annexes) plus additional appendices, in Microsoft Word using Arial font 12. It will include:

- a. Contents Page
- b. Abbreviations and acronyms page

c. Basic Information (1 A4 page maximum)

(Project title, Agency name, Country, Name of local partner(s), Total project budget (1 figure); Name of person who compiled the evaluation report, including summary of role/contribution of others in the team and the period during which the evaluation was undertaken)

d. Executive Summary (2 A4 pages maximum)

e. The main report findings (covering the issues outlined in section D above)

1) Impact and Overall Results

2) Key Evaluation Criteria

- Relevance
- Effectiveness
- Efficiency
- Sustainability
- Impact

3) Project Accountability to Stakeholders

4) Conclusion, Lessons and Recommendations for the future

f. Annexes: These should include any other relevant Annexes such as the ToR, evaluation itinerary, list of meetings held, case studies, photographs or other data.

G. Expertise required by Evaluator

- Evaluation specialist with extensive experience in programme/project evaluation, preferably including statutory funded projects.
- Experience of results based monitoring and evaluation.
- Extensive knowledge of qualitative and quantitative research methods.
- Extensive knowledge of the networking and partnership approach.
- Knowledge of Bangladesh, preferably including local language.
- Understanding of disability field, preferably multiple disabilities.
- Evaluators must not have a conflict of interest with the ongoing activities of the project or CDD/SI/SI India
- Evaluators must be willing to sign the CDD code of conduct, safeguarding agreement and ensure data protection.

G. Financial Terms

Payment will be negotiated with the evaluator selected on a fee per day basis. The details of this will be mentioned in the evaluator's contract. We envisage a period of approximately 30 days (Including report writing days) being required for this final evaluation report. In addition, we will cover travel related costs (travel, accommodation and subsistence for the evaluator to visit partners in project locations.

NB: The total budget available £4599.82 is 500,000 **BDT** (inclusive of VAT and Tax) (to include all consultancy fees, travel, subsistence and any other related costs).

30% of total to be paid – on signing contract, production of agreed itinerary and approved methodology

30% of total to be paid – on production of first draft report.

40% of total to be paid – on production of final report.

I. Summary Timetable for Evaluation (guideline only, exact dates to be confirmed)

In writing the evaluation report, the evaluator should build in time for feedback on the draft evaluation report.

- 2nd may 2021: Call for Expressions of Interest circulated
- 12th May 2021: Deadline for Expressions of Interest at 5:00PM (see details below)
- 24th May 2021: Evaluator selected (then contract prepared)
- Last week of May (approx. 3 days) – documentation and pre-reading shared with consultant evaluator, preliminary phone call scheduled
- May and June 2021 (approx. 10 to 20 days) – field visits to project partners in Bangladesh (including data collection and analysis) (to include visits to at least 4 out of 10 partners and calls with all other partners)
- 2nd week of June (approx. 5 days) report writing.
- 13th June 2021 – tentative deadline for draft evaluation report
- 20th June 2021 – deadline for feedback
- 25th June 2021– evaluator to submit final evaluation report

This equates to a total of approx. 30 days (to be discussed with the evaluator)

Information requirements for submitting the Expression of Interest

If you are interested in applying to undertake this evaluation, we look forward to hearing from you and receiving your Expression of Interest. For the Expression of Interest, please e-mail your CV and brief responses (no more than 5 pages) to the following questions:

- 1) Your experience of evaluating statutory/institutional funded projects.
- 2) Your experience of research and evaluation methods.
- 3) Your proposed methodology for this evaluation.
- 4) Your experience of the disability and development field
- 5) Any knowledge you may have of the work of Sense International in Bangladesh or other work relevant to disability.
- 6) Your availability to travel to partners and other project stakeholders for evaluation consultations in Bangladesh within the period April to June 2021.
- 7) An indication of your consultancy fee expectation for an estimated duration of approximately 30 days of work for the evaluation consultation process and production of the final evaluation report.

Your Expression of Interest should be e-mailed to cdd@banqla.net, keya.cdd@gmail.com and sazzadprogramcdd@gmail.com by the end of Wednesday, 12th May 2021 deadline. Please note responses to questions will not be sent from

this e-mail address. Responses will be sent later following the review of all the Expression of Interest received.