**Terms of Reference**

**End line study of the project – Developing A Model of Inclusive Education in Bangladesh (DMIE) project.**

# Background and Introduction

Founded over 80 years ago, Plan International is one of the oldest and largest children's development organizations in the world. Plan International plays an important role in mobilising children, communities and civil society organisations to claim the rights of children and achieve agreed upon local development priorities, towards a commitment to ensuring the wellbeing of children in support of the United Nations Convention on the Rights of the Child (UNCRC). Plan International is independent, with no religious, political or governmental affiliations, and with a vision of a world in which all children realize their full potential, in societies that respect people's rights and dignity.

Plan International works in 52 developing countries across Africa, Asia and the South America, and 21 countries raise funds to support these efforts. In 2015, Plan International worked with 84 million children in 85,280 communities. Plan International's stated Global Strategic Goal is to reach as many children as possible, particularly those who are excluded or marginalized, with high-quality programs that deliver long-lasting benefits. Children are at the heart of everything we do.

Child Centered Community Development (CCCD)[[1]](#footnote-1) is Plan International’s Child Rights approach in which children, families and communities are active and leading participants in their own development. Plan International adheres to a Child Protection Policy, and systems, to keep children safe.

Plan International Bangladesh started its operation in Bangladesh in 1994. Currently as determined in country strategy IV, implementing projects under six thematic areas i.e. health, education, WASH, child protection, youth employment and engagement and disaster risk management and climate change adaptation. In recent years, as part of its country strategy, Plan International Bangladesh has emphasized more to establish an inclusive and effective community based child protection mechanism at local and national level.

# Project overview

In most education initiatives, the goal of delivering child friendly and quality learning for *all* children in an inclusive setting remains elusive unless the most marginalized boys and girls can be reached. While targeted approaches demonstrate the possibility of engaging all children in a meaningful learning process, they remain experimental and sporadic unless efficient and equitable implementation models are developed that embed successful approaches within a sustainable public delivery system. Plan International Bangladesh’s inclusive education project presents such a model, based on the following principles:

* Target 100% coverage with zero exclusion so that the most marginalized boys and girls - the bottom 2-6% of the population are included.
* The catchment area to define this coverage must correspond to a reasonable sized unit of government administration to ensure its replicability in the public system.
* The implementation model should be able to address diverse barriers to meaningful and sustained engagement of boys and girls using universal design principles and incorporate specific accommodations and adaptations in a common setting.

Considering school as entry point and school catchment area as unit, the project is aiming to universalize quality primary education for all children irrespective of ability, religion, sex, socio-economic condition and geographic location. Some of the major components of this project are:

* Strong community outreach by parent’s group
* Community based early learning opportunity for all 3-5 years age children
* Linking school with community resources
* Planting inclusion for quality education at school, professional capacity building of monitors and supervisors.

Following social model of inclusion, the project is building on existing policies, structure and facilities for government school and working in collaboration with Directorate of Primary Education. The project is funded by Department of Foreign Affairs and Trade, Australian Government with the technical support from Plan International Australia. The project duration is July 2012 to June 2019. The project is covering 50 government primary schools in five locations named Dhaka Urban, Nilfamari, Lalmonirhat, Barguna and Moulovibazar districts. The project aimed to develop demonstrative model of inclusive education in Bangladesh by involving all credible stakeholders of Primary schools particularly children aged 0-10 and their families of respective school catchment areas.

As the project is approaching towards the end of its duration, an end line study of the project is needed to be conducted to assess the outcomes, learn the challenges and develop recommendations for future programming. In addition, Plan is seeking to coherently document the project model and supporting evidence, to facilitate scale-up and replication in Bangladesh and elsewhere. A consultant/consulting firm will be contracted out on behalf of Plan International Bangladesh to carry out the end line study as per this Terms of Reference (TOR).

# Purpose and objectives

The work detailed in this ToR serves two purposes:

1. To clearly **document the inclusive education model** that was developed through the project
2. To **evaluate** key aspects of the inclusive education **project**

Based on this, the specific objectives of the assignment are:

1. To consolidate and **document the inclusive education model** that has been developed through the project, in a way that allows the model and its components to be clearly communicated to relevant stakeholders[[2]](#footnote-2)
2. To **consolidate the evidence base** supporting the project’s inclusive education model, including data and information that is already available and additional data to be collected as necessary*.*
3. To understand the **extent to which the project has achieved its intended outcomes**, focusing on outcomes for children, teachers, parents, communities and other relevant stakeholders.
4. To **identify lessons and recommendations to guide future scale-up** of the model in Bangladesh and elsewhere.

# Scope of work

The scope of work for this assignment is divided into two components, based on the purpose of the work:

* Component I: Documenting the model
* Component II: Evaluating the project/ model

## 4.1 Documenting the model & evidence (Component I)

Significant work has been undertaken in the course of the inclusive education project, to develop an inclusive education model that delivers quality primary education for all children and contributes to the policy goal of PEDP 3 and 4. This work has involved a range of strategies and stakeholders and delivered numerous important outputs. While significant effort has been made to document this work and evidence of the model’s effectiveness, currently there is no single document or set of documents that clearly communicates the model and supporting evidence.

The first component of this ToR therefore focuses on documenting the inclusive education model that has been developed through the project. The structure and focus of this work will be determined in collaboration between the consultant, the Plan International Bangladesh project team, relevant experts in Plan International Headquarter and the sector more broadly. Key aspects to be documented may include:

* Stakeholders to engage at different stages and proven strategies to engage them
* Roles and responsibilities of different stakeholders in model implementation
* Expected outcomes relevant to different project stakeholders
* Resources required (including non-financial resources) to implement the model
* Materials/ guidance that has been developed through the project for use at different stages of model implementation

Documentation of the model must be supplemented by a consolidated evidence base from the project, which outlines the data and evidence that supports the model’s approach. It will comprise a summary of the evidence available that demonstrates the effectiveness of the model. It will incorporate existing research/ literature from the project and from the sector more broadly, as well as new data/ evidence collected through the evaluative component of this ToR (detailed in the following section).

## 4.2 Evaluating the project/ model (Component II)

The evaluative aspect of this assignment will focus on the outcomes achieved by the project over the past 5 years, the effectiveness and appropriateness of the strategies applied and the lessons learned. The evaluative component will focus on aspects of the project that are most relevant to articulating the inclusive education model and identifying important lessons to inform future scale-up and replication of the model in Bangladesh and elsewhere. The following inquiry questions will form the basis of Component II:

### 4.2.1 Key inquiry questions

#### Sustainability

* To what extent are strategic partnerships in place to operationalise and scale-up/ replicate inclusive education in line with PEDPIV?
  + What kinds of partnerships exist with whom?
  + How effective have these partnerships been in developing and implementing the model? What challenges were encountered and how were they managed?
  + Are these partnerships sufficient to scale-up the model in Bangladesh? Who/ what else is needed from a partnership perspective?
* To what extent does the project model align with government policies and strategies in Bangladesh and international declarations like EFA goals, UNCRPD, SDG4?
* How might the sustainability of the project model be improved in Bangladesh and what can be learned from the project to ensure the sustainability of the model elsewhere?

#### Effectiveness

* To what extent and how has the project influenced the following:
  + Project stakeholders’[[3]](#footnote-3) level of understanding around inclusive education and relevant packages under PEDPIII
  + Schools’ implementation of practical inclusion strategies from pre-primary to grade V (in terms of physical facilities, resources, school governance)
  + Teachers’ demonstration of inclusive practices in school activities
  + Children’s – including CWDs’ – participation in school activities
  + Parents’ (CWD and NCWD) and communities’ (local elites, leaders, UP members, adolescents, children etc.) sensitization to and motivation to act in the interests of children – including children with disabilities.
  + Government policy/ practice (at different levels) related to inclusive education.
* What can be learned from the project strategies and outcomes to improve the project’s effectiveness in these areas, moving forward?

#### Inclusion

* How do the experiences of boys and girls in the project differ? What aspects of the project resulted in these differences?
* What approaches/ strategies could be applied to ensure future scale-up of the project model contributes to gender transformative outcomes in participating schools and communities?

### 4.2.2 Methodology

While the consultant will work with Plan International Bangladesh to develop an appropriate methodology for evaluating the project, a number of parameters have already been identified by Plan to guide detailed methodology development. The methodology must:

* Incorporate appropriate triangulation of different data sources.
* Incorporate comparative analysis of variables with baseline information, where relevant and possible.
* Involve a range of project stakeholders, such as students, teachers, parents, school management staff, Upazilla Resource Pool members, children experiencing different forms of marginalisation, implementation and technical partners, education officials, Plan staff.
* Build on existing documents/ research/ evidence, including Plan’s CCCD standards policy paper, national and international literature and tools, project documents and M&E data/ reports, research linked to the project, guiding principles of the UNCRPD, IE-related legislation and policies of Bangladesh.
* Incorporate a sample of project schools for primary data collection, representing different characteristics and contexts.
* Include a data/ findings validation workshop with Plan International Bangladesh staff (and other stakeholders if relevant).

# Roles & responsibilities

In completing the work under Component I and II of the ToR, the consultant will be responsible for:

* Working with Plan International Bangladesh to develop an appropriate methodology and data collection instruments and finalising the instruments through testing.
* Engaging qualified enumerators and training them in using the data collection instruments.
* Managing data collection, including supervision of enumerators, cross validation, quality control and data transcription.
* Data management and analysis, including coding, data entry, cleaning, transcription etc.
* Reporting, including submission of a draft report for feedback from Plan International Bangladesh and relevant stakeholders; and finalisation of the report based on feedback.

Plan International Bangladesh will:

* Support the consultant in developing the methodology
* Provide all relevant project documentation
* Provide logistical support to the consultant for primary data collection.

# Intended audience

The Country Management team, project team and staffs of Australia National Office and education practitioners and development workers will use the evaluation findings and lessons learning. The evaluation may also input to develop the next grant proposal, be used by the grants, communication department and programme staff for their monitoring, or contribute to wider learning within the education sector.

# Expected competency

Expected competency of the consultant/consulting firm includes:

* Expertise in conducting quantitative and qualitative study in the area of inclusive education. Having publication on international journal on Inclusive education.
* Experience and knowledge on different policies, guidelines and theoretical understanding on Inclusive Education of Bangladesh.
* No history of violation of child rights.
* Capacity to provide necessary training to human resource for carrying out data collection, quality control (reliability) and data entry management.

# Deliverables and timeframe

Total duration of the assignment is 45 calendar days after signing of the agreement. The methodology and work plan will be reviewed and approved by Plan International Bangladesh. It is anticipated that the first draft report will be produced within 5th weeks of signing of the agreement. The final report should be submitted after five days of receiving feedback. The format of the final report will be agreed with the Plan team. Follow up meetings will be held time-to-time between the contracted consultant/consulting firm and Plan International Bangladesh.

The table below provides details of deliverables and timeframes.

|  |  |  |
| --- | --- | --- |
| **Task/ milestone** | **Consultant days** | **Deadline** |
| Deliver inception report, including:   * the evaluation methodology * approach for documenting the project model and evidence base * the workplan for components I and II. | 3 |  |
| Develop and testing data collection tools (Bangla and English) | 3 |  |
| Train enumerators | 1 |  |
| Undertake data collection (including travel days) | 15 |  |
| Analyse data, identify preliminary evaluation findings and draft the documentation of the project model | 10 |  |
| Prepare and deliver validation workshop | 2 |  |
| Write and submit draft documents for feedback:   * IE model * Consolidated evidence base for the IE model * Evaluation report for the project | 5 |  |
| Integrate feedback and deliver final documents (hard and soft copies of final documents and soft copies of field notes and data) | 4 |  |
| Preparation and delivery of final presentation workshop | 2 |  |
| **Total days** | **45** |  |

# Mode of payment

The payment will be made in three instalments:

|  |  |  |
| --- | --- | --- |
| **Instalments** | **Percentage** | **Timeline** |
| First instalment | 30 | After receiving the inception report |
| Second instalment | 30 | After receiving the first draft report |
| Final instalment | 40 | Upon submission of the final report |

# Evaluation criteria and scoring

|  |  |
| --- | --- |
| **Criteria** | **Score** |
| Appropriate methodology to address the study objectives | 40 |
| Relevant competency of team leader and team composition | 40 |
| Amount of budget and justification | 20 |

# Preparation of proposal

The proposal will be divided into two parts and should be submitted in two separate folders i.e. technical and financial. The technical part of the proposal should not exceed 10 pages and will contain the following:

* Detailed methodology of the study.
* Account of experience and qualification of conducting survey and employing qualitative methods in the areas of inclusive education.
* CVs of the team leader and key members of the study team which reflect relevant experience to conduct the study in the field of inclusive education.
* Copy of VAT registration certificate (for consulting firm).
* Copy of valid TIN certificate and bank account detail.

The financial proposal should clearly identify, item wise summary of cost for the assignment with detail breakdown. The budget should not contain income tax as a separate head; it can be blended with the other costs as it will be deducted from the source. However, VAT can be mentioned in the budget as per government regulation. The organisation will deduct VAT and Tax at source according to the GoB rules and deposit the said amount to government treasury. The consultant/consulting firm is expected to provide justified budget which is consistent with technical proposal.

# Submission of proposal

The technical and financial proposals should be submitted electronically to the email address: [Planbd.consultant.hiring@plan-international.org](mailto:Planbd.consultant.hiring@plan-international.org) with “End line study of the project–Developing A Model of Inclusive Education in Bangladesh (DMIE)” as subject. Proposal submitted to any other email account except this and in hard copy will be treated as disqualified. Submissions after the deadline 13th January 2019 will be treated as disqualified. Two different folders i.e. technical and financial should be submitted into one zip folder with a covering letter. The proposals should be submitted in pdf format.

# Penalty clause

The consultant/consulting firm is expected to provide services within time frame as well as submit the final report maintaining the quality as mentioned in section 8. If for any reason, the consultant/consulting firm fails to deliver services within stipulated time, the consultant/consulting firm needs to inform Plan International Bangladesh well ahead of time with valid and acceptable explanation. Failing to this may evoke penalty clause at the rate of 1% for each day of delay. If the quality is not maintained as mentioned in section 8 Plan International Bangladesh will deduct 5% of the total agreement amount.

Contact person

For any further queries, please communicate to communicate Mr. Monirul Islam, Specialist-QPE, to the email address: [Monirul.islam@plan-international.org](mailto:Monirul.islam@plan-international.org)

# Ethical Considerations

There will be nothing in the study which may be harmful for respondents regarding legal or medical ground. No one would be forced to provide information for the study. The objectives will be clearly explained to all the respondents of the study before gathering data from them. The evaluators will be abstained from collecting data from those who will deny or show any kind of disinterest in providing information. Thus, verbal/written consent of the respondents should be taken before collecting data. Confidentiality of data should be maintained and in the report name of the respondents should not be revealed.

# Bindings

All documents, papers and data produced during the assessment are to be treated as Plan International Bangladesh’s property and restricted for public use. The contracted consultant/consultant firm will submit all original documents, materials and data to country office of Plan International Bangladesh.

# Negotiations

Once the proposal are evaluated Plan International Bangladesh may enter into negotiation with one or more than one consultant/consulting firm for final selection. If negotiations fail, Plan International Bangladesh will invite consultant/consulting firm whose proposal received and was the next highest score to negotiate a contract. If none of the invited proposals led to an agreement fresh Requests for Proposals (bidding document) will be called.

# Award of contract

The consultant/consulting firm expected to commence the assignment within one week of signing contract.

# Child Protection Policy

The individuals shall comply with the Child Protection Policy of Plan International Bangladesh. Any violation/deviation in complying with the policy will not only result-in termination of the agreement but also Plan International Bangladesh will initiate appropriate action in order to make good the damages/losses caused due to non-compliance of the policy.

1. CCCD is a right-based approach which engages most marginalized members of the community, particularly children, in strategies that enhance their capacity to cope with issues effacing them. Plan International’s programmes utilize this approaches in a participatory process that enables communities to work and influence Partners, Government institutions and civil society platforms to extend their support for sustainable development. [↑](#footnote-ref-1)
2. Relevant stakeholders will be agreed between the consultant and Plan [↑](#footnote-ref-2)
3. Relevant stakeholders will be agreed between the consultant and Plan. [↑](#footnote-ref-3)