

TERMS OF REFERENCE (TOR)

for

‘Mapping Barriers to and facilitators of Access to Education for the children with disabilities in the FDMN camp and host community context in Cox’s Bazar’

PD-UKHI-01095

1. Background

Bangladesh generously hosts close to one million FDMN/ Refugees from Myanmar, making it one of the largest protracted refugee situations in the world. Following the influx in 2017, the humanitarian community closely worked with the Government of Bangladesh (GOB) to respond to the humanitarian needs caused by the large-scale displacement. FDMN/ refugees are hosted in 33 highly congested camps in Cox’s Bazar District.

PWG-REACH age & disability assessment report, 2021, stated that about 12% of the FDMN/ population in the camps suffer from varying degrees of disabilities;

- 2% of children ages 2 - 4 and 3% of children ages 5 - 17 are children with disabilities.
- Significantly lower proportions of children with disabilities than children without disabilities were found to have been enrolled in formal and informal learning centers
- Overall, 65% of children with disabilities aged 5 to 9 had reportedly attended temporary learning centers (TLCs) for at least 4 days a week.
- Overall, 59% of boys with disabilities aged 5 to 14 were reported as having been enrolled in TLCs, compared to 82% of girls with disabilities of the same age group.¹

In the development context, persons with disabilities face multiple barriers - such as access to services, education, information, communication and participation which is also true for the persons with disabilities among the FDMNs in Cox’s Bazar. According to the REACH report (May 2021), 64% of persons with disabilities (aged 15 and above) face barriers accessing various services in the camps. REACH study, 2021 also stated that 56% of the respondents do not have access to assistive devices. The main barriers of persons/ children with disabilities in the protracted context are -

There are over 400,000 school-aged FDMN/ children in the Bangladesh FDMN camps. With approximately 300,000 of these children attending learning centres, through 3,400 learning centres across multiple camps. Among them only 2,953 children with disabilities have been enrolled in the learning centers. There are many reasons to get a smaller number of children with disabilities in the learning centers –

- Service providers’ limited knowledge on the identification of children with disabilities.
- Lack of accessible educational environment, including LCs.
- Lack of inclusive pedagogical skills and materials among educators due to lack of training and support systems in place.
- Negative attitudes of peers, and negative attitudes of teachers and community.
- Limited data and evidence

About Humanity & Inclusion (HI):

Humanity & Inclusion (HI) also known as Handicap International (HI) has been working in Bangladesh since 1997 to provide support to person with disabilities and vulnerable populations. Currently HI is

¹ REACH Report 2021

supporting more than 30,000 Forcefully Displaced Myanmar Nationals (FDMN) / FDMN/ at Cox's Bazar. HI is implementing Education Cannot Wait (ECW) a Multi-Years Project in consortium with Save the Children, JCF and YPSA; and providing technical support related to disability inclusion and Inclusive Education within and across the consortiums. Over the years back, HI has implemented Inclusive Education Projects funded by FCDO, DFAT in the humanitarian settings.

HI ensures education services to the children with disabilities following twin track approach. HI's Inclusive Education (IE) interventions focuses the individual needs of children with disabilities at the same time addressing societal, legal, and economic and health barriers to education. It means that we have a strong focus on advocating and capacitating our mainstream partners, and the service providers that we work so that they can be more disability inclusive in their overall approaches.

Besides, implementing inclusive educational interventions in the community, HI plays a significant role in the sectoral activities providing technical leadership and guidance in line of disability and Inclusive Education (IE). Cox's Bazar Education Sector who's leading all educational interventions in the FDMN/ Refugee camp and host community's context trying to address the educational needs of the children with disabilities; HI is leading disability and inclusivity in the sector so that all sector actors can be able to implement inclusive education.

This time, HI Inclusive Education Team has attempted to find out the service gap and barriers including facilitators of access to education for the children with disabilities in the Rohingya camp context.

2. Scope of the study

HI started ECW Project in 2022 in consortium with Save the Children and YPSA aiming to contribute mainstreaming disability inclusion within/ across the consortiums. Top-up funding merged with ECW project has opened the opportunity to conduct this study to know the status of facilitators and barriers to access to education for the children with disabilities in the camp and host context. It is very important to know the barriers to inclusion that hindrance inclusive education opportunity for the children with disabilities in the host community and Rohingya camps. The study will suggest and strategically guide the inclusive education practitioners, multi-level stakeholders and organizational actors to take actions mitigating barriers and design and develop disability inclusion and inclusive education intervention in the FDMN camps and host communities in coming days.

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- Identification of physical barriers e.g., how is the physical environment, the school/ LC/ CBLF infrastructures, play facilities, transportation/ communication, availability and suitability of ramps and other assistive devices. Ease of access to gates, doors, walkways, and other areas.
- Identification of attitudinal barriers both parents of children with disabilities and without disabilities; as well as teachers.
- Identification of institutional barriers e.g., discriminative policy/ procedures/ guidelines and practices; prioritization, targeting and financial and human resources.
- Identification of communication and information barriers e.g., lack of braille, sign language and alternative and augmentative language; lack of inclusive communication techniques.
- Identification of strengths and opportunity that have to promote inclusivity in the Rohingya and host community context.
- Exploration of possible advices and instructions considering above barriers to mitigate.

3. Objectives of the study

- To identify the barriers and facilitators that affect / effect inclusion of children with disabilities in educational facilities in the Rohingya camp and host community.

Specific Objectives

- ❖ Identify physical barriers e.g., how is the physical environment, the school/ LC/ CBLF infrastructures, play facilities, transportation/ communication, availability and suitability of ramps and other assistive devices. Ease of access to gates, doors, walkways, and other areas.
- ❖ Identify attitudinal barriers both parents of children with disabilities and without disabilities; as well as teachers.
- ❖ Identify institutional barriers e.g., discriminative policy/ procedures/ guidelines and practices; prioritization, targeting and financial and human resources.
- ❖ Identify communication and information barriers e.g., lack of braille, sign language and alternative and augmentative language; lack of inclusive communication techniques.
- ❖ Identify strengths and opportunity that have to promote inclusivity in the Rohingya and host community context.
- ❖ Explore the possible advices and instructions considering above barriers to mitigate.

4. Working area and beneficiaries:

The study area will cover the FDMN camps in Ukhiya and Teknaf and Host Community in Ukhiya. At present ECW project has intervention in the following camps Based Learning Facilities (CBLF) and Learning Centres (LC) -9 FDMN camps in Ukhiya and 3 FDMN camps in Teknaf- under ECW project intervention.

FDMN Camps	Upazila	# of LC/GPS	# of CBLF	Total Learners
Camp 1E	Ukhiya 9 Camps	10	0	800
Camp 7		5	0	400
camp 10		7	38	1320
Camp 13		0	70	2060
Camp 14		0	20	1040
Camp 15		15	50	2200
Camp 16		0	18	360
Camp 18		2	0	160
Camp 19		18	34	2120
Camp 21	Teknaf 3 camps	5	20	800
Camp 22		5	20	800
Camp 25		8	0	640
Total		75	270	12,700
20 GPS in 5 union of Ukhiya		20		5,000
Grand Total		95	270	17,700

Each LC consists of 80 learners and each CBLF consist of 22 learners including children and adolescent with disabilities.

7. Methods and materials

The study will use mixed method approach. A cross sectional quantitative survey will use questionnaires for children with disabilities, parents/ caregivers, CBLF Teachers, Rohingya Teachers

and host community teachers, technical staff of partner organizations including Young Power in Social Actions (YPSA), Jagorony Chakra Foundation (JCF) & Save the Children International (SCI). Quantitative and Qualitative approach will be followed in the study conduction. Primary data will be collected qualitative techniques like FGD, KII, Observations, Discussion and Checking the Primary Documents of CBLF; while secondary information was gathered through desk review.

Sample and Sample Size

The sample size of the study is expected to select through using random sampling technique from the total population proposed by the consultant(s).

Qualitative Approach

Qualitative data will be collected from children/ youth with disabilities, parents of children with disabilities, teachers, NGO/ INGO personnel through the following methods:

- **Focus Group Discussions (FGD)** will be held with caregivers/parents, Community people including community leaders and volunteers. In each FGD, 10-12 persons will participate. Standard Guidelines and question will be used for conducting the FGDs.
- **Key Informant Interviews (KII)** will be conducted with education actors, Education Sector Focal, CiC office representatives and Teachers/facilitators etc. Interview guides will be used to conduct the KIIs.
- **Observation of Learning Centres** –the study will observe the class conductions to explore the participation and learning environment of classroom according to the project implementation.

Respondents

The primary respondent of the study will be as follow:

- Children with disabilities in the LCs.
- Children without disabilities in the LCs
- Caregivers / Parents
- Volunteers
- Teachers / Facilitators
- Community peoples / SMC
- Implementing partners' representatives,
- HI's representatives
- Majhee/Head Majhee
- Education Actors in the camps
- Education Sector Focal
- CiC office representatives

It may be increased as per the need the stakeholders or context.

3.6 Process of work:

The consultant has the freedom to decide the process of work. In this connection, HI will emphasize the following process:

- Higher Management Team of the organization will assemble the study related documents for the external consultant as and when required.
- Higher Management Team of HI will debrief to consultant about the organization and project.

- Consultant will set methodology and assist to prepare a plan to conduct survey. S/he will send the inception report including objective, sample size, methodology and sampling framework, action plan etc to HI for finalization.
- HI will arrange an orientation course on survey questionnaire & methodology for study team and consultant will facilitate the orientation course.
- Rational sample size has to consider under this study of the project area.
- Consultant will analyse the data by using computerized software and this data will be submitted to HI
- Reporting: Final report to HI, Prepare policy brief and presentation-PPT for external sharing

5. Specific Deliverables

# Sl.	Deliverables	Deadline(Approx)
1	Inception Meeting between HI and Study Team	5 May 2024
2	An inception report with technical and financial details along with objectives, overall plan for the study and a detailed fieldwork plan with process and time frame, methodology, tools (English and Bengali), sample details, field locations etc.	2 Days (from contract signing) 7 May 2024
3	Preparation of assessment tools. Develop a survey questionnaire/checklist addressing both quantitative and qualitative part	5 Days (from submission of work plan) 12 May 2024
4	Orientation of enumerator how the data will be collected	1 day (from the finalization of assessment tools) 15 May 2024
5	Data collection from the field and monitoring and data analysis. Develop a computerized data base format/software	15 days (from completion of enumerator's orientation) 30 May 2024
6	Sharing draft report and policy brief as per field findings	5 days (from completion of field assessment) 6 June 2024
7	Submission of final report and policy brief (4-5 pages). The final, proofread, study report (in English) in MS Word format and as a hard copy, which will include the executive summary, context, the methodology, the findings, programmatic recommendations and policy recommendations. Both the hard copy (2 copies) and soft copy of the final report have to be submitted. Field notes, data set (in SPSS), qualitative analysis and other relevant documents should be submitted.	3 days (from sharing of findings) 16 June 2024
8	Develop PPT with study findings for presentation in HI organized workshop with RRRC office	1 day (after receiving feedback on the draft report) 15 June 2024
Total		32 Working Days

The data and information will be collected, analysed and a report will be generated in English. The final report and policy brief will be structured with relevant photos and fact & figure. Before finalizing the report – selected consultant(s) will consult with HI Technical and Project Team and will the draft report to HI. HI will provide feedback and comment to the report. Consultant(s) will finalize the research report and will send the final report to HI.

6. Roles & Responsibilities

Responsibilities of HI:

- Review inception report, proposed tools and methodology and validate the tools as final.
- Participate in meetings (kick off meeting, interview of the consultants, inception meeting, etc.).
- Review the draft report and provide inputs.
- Validate the final report based on the HI quality checklist attached in annexes.
- Ensure that implementation complies with administrative, temporal and financial conditions.
- Communicate and mobilize the stakeholders about the study.
- Plan the agenda with stakeholders and beneficiaries as soon as the plan will be elaborate.
- Made the payment to the consultant as per the agreed instalments as well the terms and condition.
- Participate in the conception of the tools analysis, data collection process, (what are the needs, the relevant infographics etc.).
- Monitor the data collection and quality of data collection.
- Review the analysis and feedback on the report.
- Oversee the entire action research.

Responsibilities of Consultant/Firms:

- Develop an inception report.
- Design and define the research methodology.
- Develop/adapt the data collection tools, techniques and appropriate guideline.
- Ensure data collectors are well trained;
- Collect quantitative and qualitative data
- Organize and monitor data collection.
- Conduct data compilation and analysis.
- Write the research report and finalize the report by meeting HI feedback.
- Submit the final research report to HI addressing all feedback and comments.
- If needed, get RRRC permission for camp access

7. Ethical Consideration

- Ensuring due consent in written from the participants and related authority before any interview and capturing photos & videos;
- Child safeguarding and gender sensitivity as well as high level of sensibility to persons/ children with/ without disabilities.
- Maintaining the high level of confidentiality of the data and information.
- The consulting firm will only share the information and related data with HI.
- Feedback from the concern stakeholders

8. Qualification and Experience of the Consultant(s):

The consultants should have expertise and experience in conducting action research (qualitative and quantitative research). The consultants should have the following academic qualification and experiences:

- PhD Degree in Education/ Social Sciences or any other development field with a minimum of 3-5 years of experience in undertaking similar research; or a candidate with Master in Education/ Social Science field with 5-10 years' experience.
- Consultant/s should have a comprehensive understanding of the development of the research tools, data analysis and analytical report writing skills.
- Experience of refugee and disability sector related work would be an added advantage. Should have good written and verbal communication skills in both English and Bangla.
- Previous experience working with children / persons with disabilities.
- Any short / long course on Disability and Inclusive Education will be added value.
- Having experience to conduct study/ research in emergency context will be added value.

9. Termination of the Agreement:

Humanity & Inclusion (HI) will terminate this agreement if one of the following situations arises:

- The consultant/s has breached the provisions of this agreement in any respect, including failure to provide services as per the requirements of the agreement.
- The consultant/s has committed fraud, misappropriation in connection with the HI business.
- The consultant/s shall be able to terminate this agreement if the HI (the purchaser) substantively changes the expectations of the agreement without negotiation with the consultant or without amendment of the budget.

10. Payment Method

HI will make payment via bank after submitting the final report/ deliverables. The payment will be made via bank in three (3) installments as mentioned below. Vat and tax will be deducted from the source at the time of payment as per the government rules.

- 1st Installment 25% of the total value, After acceptance of the final inception report
- 2nd Installment 45% of the total value, After submission of the first draft report and policy brief
- 3rd and last Installment 30% of the total value, After submission of the final report and validated by HI.

Caution: please note that the last payment is conditional on the validation of the final report and not on the sending of the final report. By validation, we mean validation of the quality and under no circumstances of the appreciation of the job done.

11. Comparative Evaluation

Selection criteria for applications meeting administrative and technical minimum requirements are as follow. (Based on the score the shortlisted participants can be interviewed based on the working ground mentioned above).

- **Price- 30 % Weight**
- **Qualification – 70% weight**
- ❖ **30% Experiences in conducting baseline study, assessments, evaluation and reporting.**
 - Have 4 or more Supporting documents showing this experience – 30
 - Have 3 Supporting documents showing this experience -20
 - Have 2 Supporting documents showing this experience -10
 - Have 1 Supporting documents showing this experience 5
- ❖ **30% Experience in conducting details baseline/assessment/evaluation and reporting regarding disability and inclusive education.**
 - Have 4 or more Supporting documents showing this experience – 30
 - Have 3 Supporting documents showing this experience -20
 - Have 2 Supporting documents showing this experience -10
 - Have 1 Supporting documents showing this experience 5
- ❖ **10% Experience and knowledge on consultation study on emergency and Humanitarian sector**
 - Have 2 Supporting documents showing experience in Rohingya Camps -10
 - Have 1 Supporting documents showing this experience in Rohingya Camps- 5

How to Apply:

Application package must Include:

1. Technical proposal: objective, methodology, sample size, workplan, time frame
2. Financial proposal
3. You and the team members' CV mentioning with your relevant expertise and experiences of conducting research. Supporting Documents for the experience that he /she is mentioning on the offer. Score will be given on the weight scale analysis following the supporting experience documents shared from bidder end

Application process:

- Interested applicant(s) should email Cover letter and CV (maximum 4 pages; with references), NID copy, VAT and TIN Registration Copy, Trade license (If organization)
- Applicants must have to share technical & financial offer technical proposal (maximum 5 pages) including the proposed methodologies and proposed schedule
- Applicants will have to share documents showing their experience on the filed mentioned above
- The financial proposal should cover all the necessary costs
- Quoted price must be including VAT & TAX following the govt rule. If there is any amount which will be excluding vat & tax it should be shown with necessary breakdown.

- Payment Condition should be clearly mentioned on the financial offer as mentioned above
- Bank details: name of the account, Bank name, branch, swift code etc.
- Proposal must be submitted in BDT
- Mentor/Consultants that meet the requirements should submit an expression of interest by **30/04/2024.**

Applications that do not meet the minimum technical requirements will be considered technically non-compliant and will not be evaluated further

Physical Bid Submission addresses:

- Proposals(Hard Copy) to be submitted to Handicap International Cox's Bazar Site office, Sayeman Heritage Residence, Building-2, Floor-2, Sayeman Road, Cox's Bazar
- The envelope should clearly indicate the Invitation to tender reference as: **"Mapping Barriers to and facilitators of Access to Education' in the FDMN camp context and host communities in Cox's Bazar- PD-UKHI-01095"**
- All documentation submitted should be done in their own clearly labeled envelopes (e.g., technical proposal, financial proposal, Legal Documents etc.), which are submitted in one single envelope as detailed above.

OR

Online Bid Submission addresses:

Send a digital file in the form of an email* sent to the dedicated email address: **log.cox@bangladesh.hi.org**; with the tender reference **"Mapping Barriers to and facilitators of Access to Education' in the FDMN camp context and host communities in Cox's Bazar"** in the subject).

*If the file is too big to fit into 1 email (limit 15MB per email), bidder should split the submission into multiple emails. Please include numbering also in the subject.

HI is committed to protecting children and vulnerable adults from harm. All consultants will be expected to comply with the child Protection and other Policies. Applicants for this position will be assessed regarding their suitability to work with children and vulnerable adults.

Humanity & Inclusion encourages qualified Consultants with disabilities or chronic illness and women to apply. HI commits to providing equal opportunities to all qualified applicants, regardless of nationality, gender, religious and ethnic backgrounds, including people with disabilities.