

## TERMS OF REFERENCE

DISABILITY STUDY FOR NORAD PROGRAMME IN SOUTH SUDAN.

**Project name:** Integrated, protective education and realization of human rights for crisis affected girls and boys in South Sudan.

**Project Locations:** Bor and Akobo East

Reference number ITT/SSD/2024/CONSUL/015

## Project Background

Through a five-year, multi-sectoral framework, Save the Children (SC), working with partners. SC is implementing a five years program aimed at expanding access to protective, inclusive and high-quality education in Bor South and Akobo counties. The program targets a total of 40 schools; 23 in Bor and 17 in Akobo with the goal of reaching 20,000 learners, ensuring that at least 50% of these students are girls. One of the key strategies of the program involves constructing new educational facilities or upgrading existing ones to be climate-resilient to withstand environmental challenges, thereby ensuring a stable learning environment for students. The project engages communities by involving local communities in the process, the program seeks to foster a sense of ownership and responsibility towards the education of children, which can lead to improved educational outcomes. The project promotes gender equity and advocate for the rights of boys and girls with disabilities, who often face systemic barriers in accessing education. The program intends to enhance the overall quality of teaching and strengthen educational governance by empowering schools, communities, and relevant line ministries.

## Disability Study

Persons with disabilities with various forms of long-term impairments that can impede their participation in society. A disability assessment report from 2011 indicated that People with Disability (PwD) often lack access to basic services, including education, with women and girls with disabilities facing particular difficulties in this area. Societal attitudes towards PwDs can be negative, further discouraging their inclusion in social, political, and economic spheres. Instances of physical and verbal violence against PwDs are unfortunately not uncommonly exacerbated by a general lack of knowledge among local authorities, community members, and service providers about how to assist these individuals effectively.

The cumulative effect of these challenges has resulted in the marginalization of PwDs from national development processes. Their exclusion has detrimental impacts not only on their own quality of life but also on that of their families and the broader socio-economic development of South Sudan. By addressing these barriers and striving for inclusion within the educational framework, the Save the Children program aims to improve the overall landscape for education in counties of Akobo and Bor benefitting all children, especially those who are most vulnerable including children with disabilities.

## Study purpose

There has been limited studies on children with disabilities' access to education conducted in Bor and Akobo counties, resulting in a significant knowledge gaps in regarding the prevalence of disabilities and the types of disabilities that are commonly encountered within these communities. This lack of data poses significant obstacles to the effective inclusion of children and youth with disabilities in Akobo East and Bor and their access to basic rights. This study also purposed to explore the specific vulnerabilities of children with disabilities in the four impact areas of the program including; education, child protection, & climate change. Climate change being a developing phenomenon, we seek to understand CwD concerns and address them.

Without detailed information, program team may struggle to tailor their offerings to address the unique challenges faced by people with disabilities, which can inadvertently perpetuate exclusion and marginalization. To address this issue, Save the Children is committed to undertake a comprehensive disability study. This study aims to collect meaningful data on the barriers that children with disabilities and their families experience, enablers to remove barriers & what can be done to remove the barriers, the nature and extent of disabilities in Bor South and Akobo East as well as the specific needs of those individuals. In addressing this, the study will

not only assess physical forms of disabilities but also but also cognitive, sensory, and psychological disabilities. By gaining a clearer understanding of the barriers children with disabilities experience, will be better equipped to include children with disabilities in the program and ensure fulfillment of basic rights. The assessment's findings and recommendations will support local government, Save the Children, NGOs, and local and international organizations, organizations of people with disabilities in designing inclusive education interventions that address the barriers and needs of boys and girls with disabilities. It will also aid in ongoing advocacy efforts towards the government, using evidence-based data, to promote education for children with disabilities.

### Objectives of the study.

- Identify the barriers that hinder children with disabilities to enroll, learn and graduate (transition) from school. This data will give the program a better understanding about how to make education inclusive to children with disabilities.
- Explore the specific vulnerabilities of children with disabilities in protection-related contexts and how climate change exacerbates these vulnerabilities.
- The study will seek to identify inequalities and exclusions occurring in the program specifically considering infrastructural WASH and infrastructural adaptation to children with special needs. This will therefore support the program in responding to all forms of disability-based discriminations and inequalities in the benefits that come with this program.
- Determine if materials the project is using are inclusive for all types of disabilities.
- Understand how climate resilient initiative consider children with disabilities.
- Assess how child protection mechanisms address the specific riskd faced by children with disabilities.
- Through this study, we aim to identify the prevalence of boys and girls with special needs and the type of disability This is anticipated to give us learning on how to plan for the numbers of the rights-owners with special needs to increase their access to education
- The study will inform the Disability inclusion facilitators (DIF) in identifying community champions with disabilities on inclusivity and joint awareness raising on the rights of boys and girls, facilitate peer support groups for parents with children with special needs.
- To identify school age going children and out of school children with disabilities so as to best tailor for their inclusion in the program.

### Project outcomes.

**Outcome 1.1:** Increased enrolment, retention, and transition of learners in schools including out-of-school children, and children with disabilities.

**Outcome.1.2:** Improved learning outcomes for boys and girls in protective and inclusive primary schools and ALP centers.

**Outcome.1.3:** Increased engagement and participation of civil society organizations (CSO) and community structures on school management and support for safe, inclusive and quality education.

**Outcome.2.1:** Improved access to timely and quality child protection responsive service and support for children at risk, including Unaccompanied and Separated Children (UASC), Children Associated with Armed Forced and Armed Groups (CAAFAG), and child survivors of SGBV.

**Outcome.2.2:** Improved protection of at-risk and vulnerable children at home and within communities through prevention and mitigation efforts.

**Outcome.2.3:** Improved capacity and functionality of the State Ministry of Gender, Child and Social Welfare to support children and women at risk and implement provisions of the National Plan of Action for Children.

**Outcome.3.1:** Civil society and children monitor and report on the government’s delivery of child rights.

**Outcome.3.2:** Promotion of child-centered social accountability under to advocate for improved services and better conditions for children in schools and communities.

**Outcome.3.3:** The government has the systems and capacity in place to respect, protect and promote child rights.

**Outcome.3.4:** CSOs have the capacity to advocate and lobby for the realization of children's rights.

**Outcome 4.1:** Reduced vulnerability and exposure to climate and environmental hazards for children and communities.

**Outcome 4.2:** Improved school and community capacity to prepare and respond to climate change events.

## METHODOLOGY.

The study will primarily employ a qualitative and quantitative approach but the consultant who will be leading the study has the discretion to adapt or choose methodologies that may be better suited to the specific context of the study. Study tools will be developed to measure the prevalence of disabilities among the sample population which consists of learners in school and school age children not in school. The study should consider a control group of non-disabled children to have a comparative analysis of the inequalities related to disabilities among the children. The qualitative approach will be participatory in nature including focus group discussions, observations, semi-structured interviews and focus group discussions with the identified persons with disabilities and their families. This is to get a better understanding about the barriers that children with disabilities and their families experience in accessing education. Gender disaggregation should be explicitly incorporating gender analysis within the study so as to ensure girls with disabilities receive adequate attention in programming.

The consultant will make use of persons with disabilities as paid research assistants for this study. It is essential that persons with disabilities (various impairment types) takes an active role in the development of the inception report, developing the methodology, collecting the (quantitative and qualitative) data and contributes to the final study report. The Disability Inclusion Facilitators (DIFs) could take the role as these research assistants.

## ROLES AND RESPONSIBILITY

ROLES	PRIMARY TASKS
Local Consultant	<ul style="list-style-type: none"><li>• Develops data collection tools as well as collect MHPSS concerns among the target children.</li><li>• Develops evaluation methodology.</li><li>• Recruit &amp; train research assistants/ enumerators.</li><li>• Closely engage with the community to ensure that the findings are rooted in local contexts &amp; practices.</li><li>• Manages the process of data collection.</li><li>• Ensures consistency and quality assurance of data.</li><li>• Analyses data collected.</li><li>• Writes study report.</li><li>• Submits study report</li><li>• Dissemination of findings</li></ul>

Save The Children staff (Area one MEAL manager and Norad MEAL coordinator)	<ul style="list-style-type: none"> <li>• Provide all required background materials to the consultant in a timely manner.</li> <li>• Read and provide comments on the study report including the proposed research methodology, the information gathering techniques and the suggested target sites.</li> <li>• Provides data/information where needed</li> <li>• Support logistics for the study team where necessary</li> </ul>
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### Expected Deliverables

The consultant/firm is expected to deliver the following;

- Technical proposal (clearly detailing the understanding of the assignment, the methodology to be applied, workplan and timelines, experience in conducting similar work) and a financial proposal (clearly detailing the cost estimates for professional fees only)
- Final methodology and timeliness/workplan for executing the study
- Data collection tools (to be reviewed and approved before use for collecting data)
- Data analysis plan /preliminary study results after data collection exercise
- First draft disability inclusion Report
- Final draft disability inclusion Report (with all comments incorporated)
- Presentation of the final report in a validation/dissemination workshop both in the field with all stakeholders and at the country office.
- Powerpoint presentation /infographic presentation providing a summary of key results to be used during advocacy and further dissemination.
- Develop advocacy briefs that highlight key findings and recommendations.
- Produce advocacy materials that will aid policy influence and also improve practice at the local and national level.

### Timeliness and Duration of Assignment

The study is expected to be completed within 30 working days from the time of award /signing of the contract. The expected start date is 14<sup>th</sup> October 2024 ending by 20<sup>th</sup> October 2024.

ITask	Number of Days
Shares data collection tools	2 days (after signing contract)
Desk review of secondary data and project documents	2 days
Support with training of enumerators (to be done remotely /virtually in Juba with project site/location staff)	3 days
Field visits to selected project sites by a consultant	5 days
Data collection by enumerators	15days
Data Entry, and Analysis (Data entry may be done at project site and transmitted through email to consultant)	3 days
Drafting of first study report	2 days
Incorporating comments on first draft study report	1 days
Final study report (incorporating all comments)	2 days

Validation/dissemination workshop	1 day
Total	30 day

### Ethical consideration and Other Clearances

Ethical principles critical for safeguarding the study participants will be given due consideration. Save the Children will communicate with the relevant authorities and facilitate clearance (support letter) to conduct the study in the target project sites. Study participants will be informed about the purpose and intentions of the study and how the results will be used. Participants will be clearly informed about their right to refuse to take part, terminate the interview or discussion at any point, or choose not to answer any questions.

Verbal consent will be obtained and recorded from each selected study participant before interviews are conducted. Interviews and discussions will be conducted in settings that ensure privacy and openness. All information gathered will be kept strictly confidential. The study will be conducted adhering to the basic ethical principles of respect for humans, beneficence, and justice.

To ensure that all children, including those with communication difficulties or non-verbal disabilities, are included and can participate meaningfully, the following measures will be implemented:

- **Adapted Communication Tools:** Data collectors will be trained and equipped with alternative communication methods such as visual aids, simplified language, picture boards, and sign language interpreters where necessary. These tools will help facilitate communication with children who have speech or hearing impairments or those who are non-verbal.
- **Inclusive Data Collection Methods:** The study will employ participatory methods such as observations, play-based activities, and simple interactive games to engage children who may struggle with verbal communication. These approaches will allow all children to express their experiences and perspectives in ways that are comfortable and accessible to them.
- **Individualized Approaches:** Where possible, interviews or group discussions will be tailored to accommodate the specific needs of children with disabilities. For example, children with cognitive impairments may be engaged in shorter, more focused sessions, while children with non-verbal disabilities may be given more time to express themselves using alternative communication tools.
- **Caregiver and Support Staff Involvement:** Where direct communication with children with significant communication challenges is limited, input from caregivers, teachers, and other support staff who know the child well will be sought to ensure the child's experiences and needs are accurately captured.

The following ethical principles will be maintained during the study:

- **Right to KNOW what the study is about:** Data collectors will explain what topics will be covered, what benefits to expect, what risks are involved, and what will be done with the information to each participant. Verbal consent will be received from each participant before interviews or discussions.
- **Right to freely CHOOSE whether to participate or not:** Participation in the study is entirely voluntary, and participants have the right to stop interviews or discussions at any time or to say they do not want to answer any questions.
- **Right to PRIVACY:** No names or other personal identifying information will be recorded in the questionnaires, and data collectors will not discuss respondents' answers with others.

- **Right to have NO HARM done to them:** The study will not cause any emotional, physical, or economic harm to those who choose to participate.

### Qualifications and Experience

SCI South Sudan invites competent and experienced individuals/firms to submit their technical and financial proposals. Interested individuals/firms must possess the following qualifications as a minimum;

- Demonstrated knowledge on disability inclusion and experience in carrying out studies/research on disability inclusion.
- The team leader and associates should have at least master's degree in social sciences, public health, research, Special Needs education International Development Studies, Monitoring & Evaluation, ... or a related field;
- Demonstrated experience of leading studies in Disability, Gender and inclusion, Education and social development program or related field.
- Demonstrated experience with quantitative and qualitative research, data management and statistical data analysis.
- Previous experience working in humanitarian or emergency context (including South Sudan)
- Proven track record of data analyses and presentation
- Experience of assessing humanitarian or emergency response programs
- Experience of participatory action research that involves the target group.
- Lived experience of disability
- Good communication skills
- Good report writing skills

### Terms of Payment

The consultancy fees shall be made in three instalments according to the following schedule:

1. The first payment of 30% advance of the total agreed contractual amount will be made immediately after the presentation and finalisation of the inception report
2. The second payment of 40% of the total contractual amount shall be affected to the consultant upon the submission of the first draft report.
3. The third payment of 30% of the total contractual amount shall be made to the consultant upon approval and acceptance of the final Disability study report

All operation, including; in country accommodation (both field & country office), transportation (in country & international) and field logistics (Printable and stationary) cost shall be covered by SCI and need not to be included in the Financial proposal but ensure the consultancy fees is inclusive of the Mandatory **20%** withholding tax as per the laws of South Sudan.

### Submission of application

Interested individual consultants/firms should submit their technical and financial proposal, a fully filled out evaluation criteria form annexed to the TOR and two samples of reports in which the main consultant or the firm has authored to [SouthSudanTenders@savethechildren.org](mailto:SouthSudanTenders@savethechildren.org) no later than **13<sup>th</sup> October 2024**

## Annex 1

### Evaluation Criteria

<b>SECTION 1 - ESSENTIAL CRITERIA</b>			
<b>INSTRUCTIONS – Bidders are required to complete all sections of the below table.</b>			
<b>Item</b>	<b>Question</b>	<b>Bidder Response</b>	
<b>1</b>	<b>MANDATORY CRITERIA:</b> The Supplier and its staff (and any sub-contractors used) agree to comply with SCI and the IAPG’s policies and code of conducts listed below.	<b>Yes / No</b>	<b>Comments / Attachments</b>
	1) Child Safeguarding Policy		
	2) Anti-Bribery & Corruption Policy		
	3) Human Trafficking & Modern Slavery Policy		
	4) Protection from Sexual Exploitation and Abuse Policy		
	5) Anti-Harassment, Intimidation & Bullying Policy		
	6) IAPG Code of Conduct		
	7) Conditions of Tendering		
<b>2</b>	<b>MANDATORY CRITERIA:</b> The Supplier confirms it is not linked directly or indirectly to any terrorism related activity, and does not sell any Dual-Purpose goods / services that may be used in a terror related activity.	<b>Yes / No</b>	<b>Comments / Attachments</b>
<b>3</b>	<b>MANDATORY CRITERIA:</b> The bidder confirms they are not a prohibited party under applicable sanctions laws or anti-terrorism laws or provide goods under sanction by the United States of America or the European Union and accepts that SCI will undertake independent checks to validate this.	<b>Yes / No</b>	<b>Comments</b>



4	<b>MANDATORY CRITERIA:</b> The Supplier confirms it is fully qualified, licensed and registered to trade with Save the Children	Yes / No	Comments
	This includes the Supplier submitting the following requirements (where applicable):		
	- Legitimate business address		
	- Valid Tax registration number & certificate		
	Valid Operating/Trading License		
	Valid certificate of incorporation(Include the renewals if applicable)		
5	For Individual Consultants, applicants must submit the following documents: - Copy of Passport 'data page' or National ID - Individual tax registration - Curriculum Vitae(CV)		
<b>SECTION 2 - CAPABILITY/TECHNICAL EVALUATION CRITERIA</b>			
<b>Understanding of requirements and proposal</b>			
1	Proposal – methodology and approach	The proposal clearly articulates the objective(s) of the research/Assessment. The proposed approach and methodology is robust, appropriate (actionable, sensitive, responsible) and indicates that it will achieve the requirements of the research/evaluation.	

2	Proposal – Project management	Demonstrated understanding of the activities to be implemented, defined roles and responsibilities of team members, a project plan with proposed timelines for each major activity/deliverable, use of project management tools/practices and commitment to deliver on time	
<b>Demonstrated experience</b>			
3	Experience – Methodology	Demonstrated experience with quantitative and qualitative research, data management and statistical data analysis.	
4	Experience – of leading studies in Disability, Gender and inclusion, Education and social development program or related field.	Demonstrated experience of leading studies in Disability, Gender and inclusion, Education and social development program or related field.	
5	Experience – Thematic area	Demonstrated knowledge on disability inclusion and experience in carrying out studies/research on disability inclusion.	
6	Experience – Context (humanitarian/emergency)	Previous experience working in humanitarian or emergency context (including South Sudan))	
7	Experience-Data analysis & Presentation	Proven track record of data analyses and presentation	
8	Experience-Assessment of Humanitarian or emergency programs	Experience of assessing humanitarian or emergency response programs	
9	Experience-	Experience of participatory action research that involves the target group.	
10	Lived experience of disability	Lived experience of disability	
<b>Bidder capacity</b>			

11	Leadership	Team Leader's experience in leading large scale consultancy work, research and evaluations, and managing a team of diverse team of specialists	
12	Personnel	The combined team resources (number of members), skills and experience adequately covers all areas of expertise and experience required (e.g. research design, sampling, quantitative and qualitative data collection, quantitative and qualitative data analysis, stakeholder liaison and knowledge translation/reporting back etc. as indicated in the TOR)	
13	Qualification-The proposed team	The team leader and associates should have at least master's degree in social sciences, public health, research, Special Needs education International Development Studies, Monitoring & Evaluation, ... or a related field;	
<b>SECTION 3- SUSTAINABILITY CRITERIA</b>			
14	The bidder demonstrates experience and understanding of local context and community. This can be evidenced by the previous assignments carried out	The evaluation team showcase their understanding and experience in undertaking similar evaluations in the targeted locations, or is similar setting denoting how they were able to address any challenges faced.	
<b>SECTION 4 - FINANCIAL CRITERIA</b>			
15	Personnel allocations and rates - Reasonableness	The allocated amounts, unit cost and number of required units are reasonable to achieve the objectives of this study; those amounts are necessary to achieve the objectives of the evaluation effectively	