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REQUEST FOR PROPOSAL (RfP)

Provision of Consultancy Services to conduct the Baseline Survey for Inclusive Education Programme in Southern Highland, Tanzania.

Baseline Survey

Project Summary

Project Number	P.10534
Partner Organisation	Child Support Tanzania (CST)
Project Title	Take All My Friends to School: Strengthening the Inclusive Education System in Tanzania
Project Duration	4.5 Years (1 st July 2023 to 31 st December 2027)
Country/Region	Tanzania/Mbeya
Survey Purpose	<p>The aim of the requested consultancy is to assess the situation and determining the baseline values of key impact of a proposed project of CBM and Child Support Tanzania and to systematically check the extent to which the project approach can plausibly achieve the planned changes under the existing framework conditions in terms of relevance, effectiveness, efficiency, impact, and sustainability.</p> <p>The Survey is also expected to provide baseline information and give recommendations for the project design, set targets to achieve project results.</p>
Evaluation Type	Baseline Survey
Commissioning organisation/contact person	CBM Tanzania
Evaluation Team	External Consultant
Survey duration	One (1) Month
Recipient of the Final Evaluation	BMZ, CBM, Child Support Tanzania

1. Introduction and Background of the Baseline Survey

Christoffel Blindmission (CBM) is an international Christian development organisation with more than 100 years of professional expertise. CBM addresses poverty as a cause and a consequence of disability and works in partnership to create an inclusive society for all. CBM works with persons with disabilities, their families, local partner organizations, and alliance partners including national and local Governments, UN agencies, international and national non-governmental organizations, and Organizations of Persons with Disabilities (OPDs)

CBM's approach of Disability-inclusive Development is the framework of all its initiatives and the key theme which drives activities and the impact of its work. It believes that this is the most effective way to bring positive change to the lives of people with disabilities living in poverty and their communities. Through our disability-inclusive development approach, we address the barriers that hinder access and participation and actively seek to ensure the full participation of people with disabilities as empowered self-advocates in all development and emergency response processes.

The Child Support Tanzania (CST) was registered on 27th May 2008, with Registration No: OOONGO00002151 as a National wide non-governmental, voluntary, and non-profit making organization Established under the NGO's laws of Tanzania. The organization is working hard to ensure children with disabilities/special needs are receive all support services essential to enable them access quality Education in an Inclusive Setting. The organization is working with more than 175 children in Inclusive Early Childhood Assessment, Learning and Development Centre (ECALD)/CST Inclusive School.

The school is dedicated to provide a nurturing environment for crucial early learning and development to the children with disabilities and the under privileged children in Tanzania.

Child Support Tanzania (CST) is in its initial stage of implementing the project focusing *Strengthening the Inclusive Education system in Tanzania for quality learning outcomes by 2027 in Songwe, Rukwa and Katavi* funded by the German Federal Ministry of Economic Cooperation and Development (BMZ) and CBM.

CBM is seeking to recruit a consultant to conduct a Baseline Survey to assess the current situation of the proposed project and systematically check the extent to which the project approach can plausibly achieve the planned targets and changes under the existing framework conditions.

CBM Tanzania will contract an external Consultant to conduct a project baseline survey in line with the project main components and criterion on relevance, effectiveness, efficiency, impact, and sustainability.

The new project is implemented by Child Support Tanzania funded by BMZ and CBM.

2. The Project (Summary Objective, Targets Group and Area)

Building up on the current project that Child Support Tanzania is implementing in Mbeya region, it has provided a scope on the need of scaling up “*Take all my Friends to school Programme*” to other southern zone regions. The project has shown that, there is insufficient provision of quality inclusive educational systems that is identification, assessment and well-equipped centres results into inadequacy educational placement for children with disabilities. With only 31 centres in the country that are not fully equipped with reliable human resource/ specialist and **assessment equipment’s, size of the centres been small is very alarming and calls for** immediate actions from the Government and development stakeholders to remedy the situation. Currently at the southern highland zone of Tanzania, there is one big and well-known centre that is Mwenge Educational Support Resource and Assessment centres (ESRAC), located in Mbeya Region. Having been the only approved assessment centre within the region, the centre fails to reach out every child in need especially children found in most remote areas outside Mbeya City Council where the centre is located.

The project targets three regions namely, Songwe, Rukwa and Katavi, 3 districts per each region making a total of 9 districts in all three regions respectively. The project also targets the following groups: children with and without disabilities, parents of children with disabilities, organization of persons with disabilities, civil society organization, Parliamentary committee members, primary teachers, Special education Officers, assessors (Special Education and Medical Doctors), religious leaders, school quality assurance officers, Inclusive Education Community Volunteers, and community members.

The project aims to reach out 10,250 children with and without disabilities from 18 primary schools, six from each region, 270 teachers from mainstream 18 primary schools, government officers and indirectly reach over 1,800,000 community members.

The overall project objective is Strengthening the Inclusive Education system in Tanzania for quality learning outcomes by 2027 and their specific objectives (5) are;

- To improve the provision of quality inclusive education services for children with disabilities in Katavi, Rukwa and Songwe regions of Tanzania,
- To improve equitable and quality learning outcomes for children with disabilities in 18 targeted government schools in Katavi, Rukwa and Songwe regions,
- To improve community awareness and engagement towards disability and delivery of quality inclusive education.
- To assess and provide context available solutions for modifications and adaptations of universal design principles in existing schools to enable inclusive education.
- To improve capacity of government officials in deliverance and governance of inclusive education in Tanzania.

3. Purpose

This baseline survey aims to establish a comprehensive understanding of the current state of the implementation of inclusive education in 18 primary schools within the 3 regions (Songwe, Rukwa and Katavi) of project implementation. The data collected will serve as a benchmark for measuring the project's impact on improving provision of inclusive education.

4. Deliverables from Baseline Survey

- An assessment of the relevance of the proposed project and its activities to address the problems identified in the target groups and target sectors; this includes a detailed problem analysis at the project start (state of the art of inclusive education in the project area)
- Detailed description of the target groups of this project (e.g. sociodemographic characteristics, income sources, perception of barriers to education and selection criteria)
- Assessment of the target schools who report sufficient budgetary resources for the implementation of inclusion mechanisms.
- Intensive assessment of the Education Support Resource Assessment Centres (ESRACs) and advise accordingly.
- The extent to which the National Strategy of Inclusive Education (NSIE) is implemented.
- Detailed analysis of the potential sustainability of the project results
- An assessment of the synergies and complementarities of the project, including between programmatic areas (sectors) and project stakeholders.
- An assessment of the feasibility of the financing proposal in relation to the project activities
- An assessment of the project organisation and any phasing of activities considered necessary, including considerations around the institutional structure required for project implementation.
- An assessment of the inclusiveness of the project, i.e. the active participation of person with disabilities, caregivers, self-help groups and their representative organisations in all aspects of the project.
- Recommendations for any further actions (including project modifications)

5. Scope and intended use.

The baseline survey will focus on the following key areas:

- Implementation of Inclusive Education: Assess the capacity of teachers within the 18 project schools to developing inclusive education teaching materials and effectively delivering inclusive education considering the individual pupil educational (IPE) needs.
- Safeguarding: Assess effectiveness and accessibility of safeguarding mechanism systems and complaint procedures operating within project schools.
- Community engagement: Assess the level of knowledge, attitude, and practise (KAP) parents of children with disability, religious leaders and general community members with substantial knowledge about implementation of inclusive education.
- Government support and commitment: Assess the implementation of the NSIE – 2022 -2026 and on the extent to which budget includes measures addressing disability inclusion and gender equity. In this particular case a follow up and assessment of the available Education Support Resource Assessment Centres (ESRACs) is necessary to determine the situation, the needed improvement and where possible suggest on their location in case there could be a need to re-allocate or install them in some other needier areas (schools). **You will be provided with the present plan.**

5.1. Assessment according to Development Assistance Community (DAC) Criteria

The guiding questions on the criteria serve as orientation for the content of the survey. They are to be understood as a collection from which the relevant questions can be prioritised. This allows the criteria to be weighted differently according to the survey interest in knowledge. Please adjust and select questions according to your Baseline survey requirements – avoid overloading of the survey.

Relevance

The baseline survey aims to assess the extent to which the project is aligning to the priorities and policies that address the educational needs of the target group within the three regions of project implementation. It then has to match with available national, international and local policies and guidelines including but not limited to: UNCRPD, CRC, Persons with disability Act no 9 of 2010, Disability policy, child protection and safeguarding policies.

To what extent is the planned project doing the right thing?

- To what extent does the planned project approach address a development policy problem or a key development bottleneck in the partner country or project region?
- Is the focus, prioritisation, and objectives (Child to Child Approach) of the planned project aligned with the target groups and are they clearly defined?
- To what extent do the project objectives and design adequately take into account the specific needs of the target groups and structural obstacles in the project region, partner/institution, policy programmes?
- Are norms and standards of the approach compatible with those of the target groups?
- Is the project designed in a conflict-sensitive way (Do-No-Harm principle)?

Coherence - How well does the intervention fit?

- How coherent are the planned activities with human rights principles (Inclusion, participation), conventions and relevant standards/guidelines?
- To what extent are there synergies and linkages between the planned project and other interventions by the same actor (organisation) and other actors?
- What are the similarities or intersections between the target groups and the projects of other actors in the same context? To what extent does the project add value and avoids duplication?

Effectiveness - Which project approach can best achieve the objectives?

- Are teachers and education supervisors improvising their environment in ensuring better learning by pupils?
- **To what extent are the pupils' IPE are considered in the smooth NSIE implementation?**
- To what extent can existing indicators contribute to supporting the prevailing system and strategy for achieving the intended project goals?"
- Are the causal relationships (including assumptions) plausible? What negative effects could occur?
- Is the chosen methodological approach appropriate to the context and sufficient to achieve the project objective? Are alternatives necessary?
- At which level (multi-level approach) are additional measures to increase effectiveness to be envisaged?
- How are changes measured? Which indicators (fields) are more suitable for this?

Efficiency - Does the use of funds planned by the project appear economical in terms of achieving the objectives?

- To what extent can the planned measures be implemented with the budgeted funds and personnel in the planned duration?
- To what extent are the planned expenditures used economically and are the investments, operating expenses and personnel in proportion to the intended objectives?

Impact (significance) - To what extent does the planned project contribute to the achievement of overarching developmental impacts?

- What specific contribution does the project objective (outcome) make to the overall objective (impact)?
- To what extent does the planned project have a structure-building, exemplary and broad impact?
- At what levels will norms or structures be changed?

Sustainability - To what extent will the positive effects (without further external funding) continue after the end of the project?

- How can the sustainability of the results and impacts be ensured and strengthened? (structural, economic, social, ecological)?
- What long-term capacities are built up in the target group to be able to continue the implemented measures on their own?
- What positive changes (role behaviour, mechanisms, networks and others) benefit civil society in the long term?
- Which personal risks for the implementers, institutional and contextual risks influence sustainability and how can they be minimised?

5.2 Sustainability in Relation to disability inclusion

The Consultant will;

- Assess the sustainability strategy of Education Support Resource Assessment Centres (ESRAC) inclusive schools to ensure continuity of the provision of the services after the phase out of the project.
- Assess whether the trainings that will be provided to assessors, community volunteers have continuation after the project is phased out.
- Assess the available exit strategy and its potential to allow smooth hand over and provide recommendation for alternative if necessary.
- Ascertain the possibility of scaling up and out scaling the project to the regions, districts and other communities in Southern Highland regions and across Tanzania.
- Assess the likely long-term impacts of the project and provide recommendations for averting the impacts for the benefit of the target population.
- Assess current Organization of Persons with Disabilities (OPDs) landscape and identify major barriers to inclusive education for children with disability. Suggest concrete steps on how the collaboration with the network will be organized and how persons with disabilities will be involved meaningfully into the project.
- Establish the major factors influencing the achievement or non-achievement.

5.3 Inclusiveness

Data collected should be disaggregated according to gender, age, and disability.

- Disability Inclusive Development: Creating an inclusive environment entail **removing the barriers that prevent persons with disabilities' participation in** work and wider society. It is using inclusive non-discriminatory language and involves actively listening to and engaging with persons with disabilities. It also requires a change in the culture of organisations and has at its heart, the social model of disability. The consultant must take note on this while locating its practicability.
- Gender: gender is a social construct that refer to socially learnt roles, behaviours, activities, and attributes that any given society considers appropriate for women and men. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time. Gender is hierarchical and produces inequalities that intersect with other social and economic inequalities. Gender-based discrimination intersects with other factors of discrimination, such as ethnicity, socioeconomic status, disability, age, geographic location, gender identity and sexual orientation, among others. This is referred to as intersectionality. The consultant is hereby expected to consider this in education provision by reflecting on the inclusive education based on the available National Strategy of Inclusive education.
- Safeguarding: means taking all reasonable steps to prevent Sexual Exploitation, Abuse and Harassment (SEAH) from occurring; to protect people, especially vulnerable adults and children, from that harm; and to respond appropriately when harm does occur. The consultant need to be informed and aware on this while showcasing their indications and suggest possible avoidance measures.

5.4. Recommendations

Based on the main findings and the assessment according to the DAC criteria, the consultant should provide concrete suggestions for the concept of the project

- Which components, if any, are missing in the project concept to make the cause-effect relationships more coherent and to sustainably achieve the planned objectives?
- Which planned components are not suitable or could have negative effects, and for what reasons?
- Which assumptions of the cause-effect relationships are viable?
- Which findings and project-relevant data of the survey are suitable to be integrated into the project logic? (Impact matrix of the project proposal)?
- What are the recommendations for possible indicators for impact monitoring and data collection?

5.6. Scope

a. Stakeholders

The Consultant will work closely with CBM and all partners, including Child Support Tanzania and relevant local government/non-government agencies. He/she will report to the CBM Country Director through the appointed contact person (CBID Programme Officer) (Programme Manager). The Consultant will execute his/her mission in complete independence and will receive only general instructions by CBM, justified by the necessities of the independent collaboration between the parties and the orderly execution of the confined tasks.

b. Geographical Scope

The project will be implemented in three regions Songwe, Rukwa and Katavi; and three districts per each region. Thus, the survey shall analyse the situation of children with disabilities and without disabilities in the context of identification, assessment and proper placement into respective inclusive schools. The baseline will also set the realistic targets based on the current situation in the target project region.

c. Documents to be reviewed by the Consultant.

- The Proposal for BMZ project “*Strengthening Inclusive Education Systems in Southern Highland*” - under Child Support Tanzania
- The feasibility study report which was conducted late 2022 during the submission of the proposal to BMZ.
- Reports of the current programme (Take all my friends to school) implemented by Child Support Tanzania
- Evaluations on inclusive education for Southern Highland Zone from Child Support Tanzania and other stakeholders with similar interventions/programmes
- Child Support Strategic Plan
- UN-CRPD and Committee on the Rights of Child (CRC)
- National strategy on Inclusive Education (2021 – 2026)
- National Strategic plans for Rehabilitation
- National Disability Policy (2004)
- National Assessment Guide for Children with Disabilities

6. Methodology

Independent of the methods to be used, there are mandatory mechanisms that must be adhered to during the entire process:

- Participatory and inclusive
- Safeguarding of children and adults at risk
- Data Disaggregation (gender/age/disability)
- Data Security and privacy (informed consent)

The evaluator is expected to use a variety of methods to collect and analyse data. Participatory methods should be used to collect qualitative and quantitative data (*Triangulation*) The consultant shall indicate the methodology he/she intends to use in his/her offer.

6.1. Limitations

The Consultant will be required to indicate the anticipated limitations of the survey such as timing and weather conditions, pandemic, movement restrictions, safety and security restrictions. The Consultant has to indicate the proposed mitigation strategy in the inception report since may influence the survey and findings.

7. Survey Team and Management Responsibilities

The baseline survey will be conducted by an independent consultant who will work in close collaboration with CBM and the intended partner organisation Child Support Tanzania. Primary stakeholders must be involved in conducting the baseline survey to best assess the inclusiveness of the proposed project components.

Entity	Responsibilities
Child Support Tanzania	<ul style="list-style-type: none"> • Monitor and assess the quality of the Baseline survey and its process • Provide guidance and institutional support to the external consultant • Provide and/or coordinate logistical support to the consultant during the activity implementation • Facilitate the consultant's access to key stakeholders and specific information or expertise needed to perform the assessment • Ensure that all stakeholders are kept informed. • Participate in research findings workshop.
CBM Tanzania	<ul style="list-style-type: none"> • Contract the consultant • Provide project specific documents • Review and approve inception report • Facilitate access to survey areas • Provide technical assistance on Baseline survey procedures to Child Support Tanzania (CST) • Participate in research findings dissemination • Review draft Baseline survey report and approve final report • Pay the consultant based on the agreed terms and conditions specified in the expression of interest

	<ul style="list-style-type: none"> • Approve the final report; all products related to the baseline survey shall be submitted to CBM Tanzania/ CBM Germany and Child Support Tanzania at the end of the assignment and upon approval of the final report.
Consulting Firm	<ul style="list-style-type: none"> • Institutional Review Board (IRB) permission • Design and conduct Baseline survey • Data collection and analysis • Report Writing • Facilitate research findings dissemination. • Produce final Baseline survey report. • Conduct dissemination meetings with Child Support Tanzania and CBM team

8. Deliverables and Schedule

8.1. Deliverables

- Inception report including proposed data collection tools and Baseline Survey question matrix/ evaluation matrix (matching baseline survey questions with data collection tools);
- final report (max. 30 pages without annexes) **according to CBM's report template** and in accessible format.
- A separate summary of the main lines of the report (max 2 pages)
- materials, data collected/analysed and other documents related to the baseline survey
- A summary Power Point Presentation highlighting main findings and recommendations.
- Presentation of findings and recommendations to CST and CBM

9. Conditions:

The Consultant will use her/his own office/resources/materials and computer to execute this assignment. The Consultant is responsible for her/his accommodation, food, logistics, and all other costs.

The selected Consulting firm will have to work a fixed amount contract for delivering the assignment, as indicated in the table above

The Consultant should ensure to send to CBM Tanzania all the materials, handouts, data, reports, and other materials relevant for this assignment.

The Consultant's payment shall be subject to all statutory deductions in respect of taxes due in Tanzania, including the *withholding tax*. The Consulting firm will be paid by CBM Tanzania as follows;

- a) 40% after submission of the inception report and signing of the agreement
- b) 40% on successful submission of the first draft of Baseline survey report.
- c) 20% upon completion of the assignment and submission of the final baseline survey **report using CBM's template and all the required documents.**

CBM reserves the right to terminate the contract in case the agreed consultant/s are unavailable at the start or during the assignment and no payment shall be effected to consultant.

10. Time Frame and Schedule

The survey is expected to start from 1st August to 30th August 2024 taking 25 working days. An itemised action plan should be submitted with the expression of interest.

Activity Description	Duration/ days
Terms of Reference Re-advertisement	9 th July 2024
Deadline for application	17 th July 2024
Application review, shortlisting, and Interview	18 th to 25 th July 2024
Submission of Inception Report, tools development and contract signing	31 st July 2024
Data collection including Field Visit (Songwe, Rukwa and Katavi) and Report Writing	1 st to 21 st August 2024
Submission of 1 st Draft Report	23 rd August 2024
Comments and feedback of the report	28 th August 2024
Finalize Baseline survey and submitting final report	30 th August 2024

11. Skills and Experience of Survey Team

The consultant should have the following attributes among others.

- MSc degree/ in Education Management and administration, Development Studies/Health/Public Health/Statistics/Population Studies
- Extensive expertise and experience in Disability Inclusive Development
- Proven record of carrying out similar studies (evaluations and/or feasibility /Baseline studies) in the region and/or Tanzania, preferably for projects funded by bi- or multilateral donors (BMZ, EU, USAID, DFID etc.).
- Track record in designing and conducting quantitative and qualitative studies.
- Experience in undertaking research with remote and marginalized communities.
- Proven experience (at least 5 years) including knowledge of evaluation methodology.
- Knowledge of international instruments and national statutes for persons with disabilities.

- Excellent interpersonal and communication skills including ability to facilitate and work in a multidisciplinary team.
- Strong analytical skills and ability to clearly synthesise and present findings.
- Ability to draw practical conclusions and to prepare well- written reports in a timely manner and availability during the proposed period.
- Ability to speak local languages (English and Swahili).
- The evaluator must be truly independent from CBM and CST (not affiliated with either party and not involved in any pre-projects related to the project which will be planned)

Safeguarding Policy: As a condition of entering into a Consultancy agreement, the Consultant must sign the **CBM's or the partner organisation's** Safeguarding Policy and abide by the terms and conditions thereof.

12. Application Requirement and Expression of Interest:

Interested Consultants are expected to submit a detailed expression of interest and inception report (technical and financial proposal) with the following components:

1. A technical and detailed financial proposal with a specific focus on addressing the scope of work and methodology (indicating description of activities in chronological sequence and dates for each activity).
2. A profile of the consultant including full name, physical addresses, telephone number(s).
3. Copy of CV of consultant who will undertake the Baseline survey.
4. CV of suggested team members (The team should be inclusive of men, women and person and if possible person with disability). A description of the role of each team member needs to be included.
5. Detailed breakdown of the daily rates of each Baseline survey team member and expected number of working days per team member. CBM reserves the right to negotiate the final fees in line with the budget available for this survey based on the experience of the chosen candidates.
6. Details reimbursable (travel cost, accommodation and substance allowance during travel, communication)
7. The budget should be presented in TZS.

13. Selection Criteria

Only complete Expressions of Interest will be considered for selection. The technical and financial proposals will account 80% and 20% respectively broken down as follows:

Criteria	Score
<i>Budget</i>	20%
<i>Technical proposal:</i>	80%
<i>a) Experience in the related task</i>	20%
<i>b) Qualifications of team</i>	20%
<i>c) Technical proposal and methodology</i>	40%
Total	100%

Application Deadline: 17th July 2024

All expressions of interest should be submitted by email to:
procurement.tanzania@cbm.org

The Consultant is expected to adhere to CBM's values and commits to CBM's Policies on Children and Adult Safeguarding Policy, Anti-corruption, and Code of Conduct.

CBM encourages Consultants with disabilities to apply, including Consultancy Organizations working with persons with disabilities. For Further information **about CBM's Inclusion Policy, please visit our Resources & Publication section** at: [CBM Christian Blind Mission](#)