TERMS OF REFERENCE FOR BASELINE SURVEY

Increased Life Quality for Marginalized Children Facing Barriers to Learning through Greater Educational Opportunities, Recognition and Social Inclusion Programme

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I. Acknowledgements

The following parties contributed in preparation of this Baseline Terms of Reference; Members of South Sudan IE country programme, (IAS SS and NCDO), IAS technical advisor, and IAS MEAL coordinator in Nairobi. They provided valuable inputs which enabled the smooth preparation of this document.

II. Affirmation

This document is the property of South Sudan Country Programme IE members, which provides the Terms of Reference for the Baseline survey for phase II programme in Terekeka State, South Sudan. It describes how this Baseline survey will be done in order to attain the measure of the real situation for the IE project to be implemented in the target areas. Except as acknowledged by the references in this paper to other authors and publications, the Baseline survey TOR described herein consists of South Sudan Country Programme's own work, undertaken to have a bench-mark and basis for measuring change over time in the outcome indicators, and advance learning, as part of the requirements of IAS MEAL System.

Primary quantitative and qualitative data to be collected throughout the Baseline process will remain the property of the communities and families described in this document. Information and data must be used only with their consent.

III. Abbreviations/Acronyms

CFBL	Children facing barriers to learning
CS	Civil Society
CSO	Civil Society Organization
CV	Curriculum Vitae
CWDs	Children with Disabilities
DB	Duty Bearer
DPO	Disabled People's Organization
EFA	Education for All
FBO	Faith Based Organization
FDB	Formal Duty Bearer
FGD	Focal Group Discussion
FSGs	Family support groups
MDB	Moral Duty Bearer
MoEST	Ministry of Education, Science and Technology
IAS	International Aid Services
IE	Inclusive Education
NCDO	National Christian Development Organization
NGO	Non-Governmental Organization
RH	Rights Holder
SDG	Sustainable Development Goal
SEN	Special Educational Need
ToR	Terms of Reference
UNESCO	United Nations Educational Scientific and Cultural Organization

1. Introduction and Background

This is Phase II Programme of *"Increased Life Quality for Marginalized Children Facing Barriers to Learning through Greater Educational Opportunities, Recognition and Social Inclusion Programme"* started in January 2019 and will run untill December 2021. Its being implemented by four countries South Sudan, Tanzania, Sudan and South Sudan. This ToR is for the baseline study to be conducted for South Sudan and it will be implemented by IAS South Sudan and the local partner, NCDO.

South Sudan remains amongst the list educated communities in the world due to many factors that range from continuus internal conflict resulting to displacement of communities and disrupting children from accessing education which is perceived universally as a means for social and economic development and transformation for any nation including South Sudan. Children with disabilities on the other hand suffer the most and are been marginalized both at family level and institutional level in terms of support and inclusion issues. Drastic efforts have to be put in place for integration of the disadvantaged and marginalized children in the society. People with disabilities and others facing barriers to learning all over the world are socially discriminated and economically deprived and often lead a life of dependence. It is only through the right education and training that they can be empowered socially and economically to lead meaningful lives within their communities.

South Sudan government with support from development partners are pushing towards improving the life quality of the disadvantaged children through developing frameworks that are geared towards improving the lives of the children. These frameworks have been strengthened by international/global initiatives and instruments such as the Disabilities (Article 24); UNESCO Convention against Discrimination in Education (Articles 4); and African Charter on the Rights and Welfare of the Child (Article 11) and the Sustainable Development Goals 4. (SDG4). Other UN bodies such as UNICEF are helping South Sudan in efforts to provide education for all (EFA) through Education in Emergency (EiE) approach.

South Sudan IE Country Programme focuses on making sure that Children Facing Barriers to Learning (CFBL) are recognized and included in social structures and having access to educational opportunities that positively affect their life quality and development as part of the communities. This will be done through Inclusive Education and minimizing barriers to learning, by empowering both Moral and Formal Duty Bearers (MDBs/FDBs) through advocacy, capacity building and minimizing of barriers to learning in regular schools and the community in the target area. The primary target group is CFBL as the Rights Holders (RHs) who are normally denied of their rights to education and societal inclusion and equity.

In the target area of Terekeka, the primary target groups include children with special educational needs (SEN) and the girl child. Secondary target groups are the MDBs and FDBs. MDBs include the

parents/caretakers, teachers, school leadership, religious leaders, civil society organizations, other NGOs and the community in general the target areas. These groups play an important role in advocating for the rights of CFBL and supporting them in accessing educational institutions. On the other hand, FDBs include government representatives, especially the ministry responsible for education (MOEST for South Sudan), other political and decision makers at local, payam, county, state and national levels. As leading authorities, these groups have the responsibility of a legal framework to protect the CFBL and to ensure a good environment where their rights are fulfilled. The groups are therefore mainly involved in the process of increasing quality of Inclusive Education in the target area.

1.1 Project Goal

The overall goal for this second phase of IAS' IE program is to see children facing barriers to learning in South Sudan, South Sudan, Sudan and Tanzania enjoy recognition and inclusion in social structures and have equal educational opportunities that positively affect their life quality and development as human beings. IAS and local partners continue to pursue realization of the SDG 4 focusing on free, equitable and quality pre- and primary education, with specific focus on elements of target SDG 4.5 on eliminating gender disparities in education and ensuring equal access to all levels and forms of education for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

1.2 Project objectives

This programme will be guided by three objectives described below:

PO1: *South Sudan country programme follows its context specific Theory of Change and display an increased reflective practice as catalysts towards sustainable civil society organisations.*

This will be accomplished through synergy and learning, both of which are part of the newly introduced MEAL system in the IE Programme and will be in focus in phase 2. The learning and level of synergies in Phase 1 has been lower than expected, and therefore two studies have been conducted identifying drivers and barriers to organisational learning and the underlying relational elements limiting synergies in the programme. Together with the ToC, these have informed the strategy and MEAL Plan for a more reflective practice in phase 2.

Catalysts/facilitator approach – While in phase 1 South Sudan IE program members advocated for and with the CS groups, the focus in phase 2 is to take a step back and empower the CS groups to engage the community and government institutions actively to see an improvement in public services utilising the goodwill. The role of the South Sudan IE program will change in phase 2 to be more of a catalyst and facilitator of change through the CS groups, which will engage in social accountability using tools like community charters, score cards and public expenditure tracking systems.

PO2: *CS groups work to promote the inclusion of children with disabilities in social structures and their equal educational opportunities with the right support.*

The approach of advocacy and consolidation that was applied to advocate for education in phase 1 has already resulted in several CS groups formed and registered, local network and associations for promotion of IE formed and models for best IE practice modelled. The County government authorities are very positive towards improving the public services relating to IE, but limited commitment has been seen in replication of the models in schools outside of the programme. Phase 2 will develop the advocacy strategy further based on learning from phase 1, focusing on connecting with a wider network of CSOs and other national and local actors, and build upon the goodwill from the government and the formed CS groups to see the CS groups come to the forefront holding the government institutions accountable through constructive civic engagement for the improvement of public educational services.

PO3: *Formal duty bearers and CS groups are collaborating to implement initiatives ensuring quality inclusive education for all at pre- and primary school level.*

Modelling best practices for IE through the constructive civic engagement (described above) initiatives ensuring quality inclusive education for all at pre- and primary school level will be launched at different levels within the County government. South Sudan IE program members will support the CS groups in raising the awareness in the public institutions on their obligations while modelling best IE practices contributing to targets under SDG 4 through

- Qualified teachers trained in inclusive pedagogy (SDG Target 4.c)
- Child-, disability- and gender-sensitive education facilities and learning environment (SDG 4.a/ 5.1/ 5.2/ 5.3/ 5.c)
- Accessible and inclusive curricula and assessment to monitor all learners, including those with disabilities (SDG target 4.1)

1.3 Project Location

The project is being implemented in the same four counties of Terekeka State where phase 1 was implemented, namely; Terekeka County, Terekeka North (Muni) County, Nyori County and Gwor

1.4 Project Outcome Indicators

The programme focuses on achieving eight major themes each with clearly defined outcome indicators as seen in the table below.

Table 1: Outlines the themes and associated outcome indicators.

PO1: *South Sudan country programme follows its context specific Theory of Change and display an increased reflective practice as catalysts towards sustainable civil society organisations.*		
Themes	**Associated outcome indicators**	**Respective Milestones**
Theme 1: The Country	1. A Functional Theory of	**MY1-a**.

Programmes 'competence to follow their contextual Theory of Change and document a reflective practice	Change (ToC) /advocacy strategy are in place and there is increased knowledge and implementation of the ToC/advocacy strategy among programme members by 2021. 2. South Sudan Country programme documents the utilization of shared learning for addressing barriers for implementation of IE policies and strategies on a quarterly basis	South Sudan IE members are fully capacity build, understand and follow the self- developed ToC **MY2-a.** Barriers for implementation of IE policies are identified and planned for **MY2-b.** ToC is used for reflection and optimization of strategy
Theme 2: The Country Programmes' role as catalyst for the full participation of the key stakeholders i.e. children with disabilities, civil society groups and the authorities.	1. By December 2021 there is increased engagement of key stakeholders in advocacy and dialogue with local authorities and education officials in matters concerning the children with disabilities and girls 2. By December 2021, there are increased functional practices supporting the well-being of CWDs and girls in target schools. 3. Programme members are engaged in regular review of the ToC and use it proactively to influence policy makers to improve education opportunities of children facing barriers to learning by 2021	**MY1-a**. Collaboration with active stakeholders enhanced **MY1-b** Baseline survey conducted and connected to the specific TOC and advocacy strategy. **MY2-a**. Opinions, interests and power level of MDBs, FDBs and other stakeholders are re-mapped and analyzed **MY2-C** 1 CWDs club formed in each target school

PO2: *CS groups work to promote the inclusion of children with disabilities in social structures and their equal educational opportunities with the right support.*

Theme 3: CS groups'	1. Increased CS groups'	**MY1-a.**

capacity to sharpen and follow their context specific action plans for awareness creation and advocacy	capacity to engage the stakeholders in awareness creation to reduce discrimination/stigmatization of CWD and enhance social integration by 2021. 2. Increased capacity of the CS groups to develop and implement their action plans on advocacy towards inclusion and retention of CWD in education institutions by 2021. 3. Enhanced level of engagement of CS groups/ IE networks with the National Education Coalition in South Sudan by 2021. 4. By December 2021, there is improved quality of life of CWDs and girls in target communities and schools in the target area.	CSGs established a strong and functional IE and disability network in Terekeka **MY1-b** Religious institutions engage in promoting IE in Terekeka (This is part of the large network) **MY2-a.** CS groups and IE network are engaging in lobbying and advocacy for promotion of quality education for CWDs **MY2-b** Terekeka DPO is strengthened and linked to the National Union for disability
Theme 4: Awareness creation and civic education addressing the core problem of ignorance on reasons to disabilities	1. By December 2021, there is increased community awareness on the rights of CWD in the target areas. 2. By December 2021 there is reduced stigmatization/discrimination of CWDs and girls in the target communities 3. Increased recognition and participation of CWD and girls in learning and social engagement within the target community by 2021 4. Increased CS Groups and IE networks engagement in IE dialogue and advocacy towards review and	**MY1-a**. 70% of the children in target schools in Terekeka is made aware of disability related issues **MY1-b.** 30% of community members in Terekeka are aware of disability related issues **MY2-b** MOEST and legislators in Terekeka is lobbied to review National IE Policy documents and other relevant legislative documents **MY2-c.** 65% of the population in Terekeka knows about disability, causes and ways of mitigation(through the

	implementation of the existing national IE policies and strategies in the targeted areas by 2021.	media) **MY3-a** Parents of CWDs are aware of the IE national policies and they are able to claim for the rights of their children in terms of provision, protection and education

PO3: *Formal duty bearers and CS groups are collaborating to implement initiatives ensuring quality inclusive education for all at pre- and primary school level.*

Theme 5: Skills and approaches for government institutions to engage with civil society groups in participatory and inclusive planning processes (SDG target 16.7/ 17.17)	1. By December 2021 authorities in Terekeka recognise Children with disability as part of the development process 2. Increased use of appropriate approaches and strategies among relevant government institutions to engage with civil society groups in participatory and inclusive planning processes by 2021 3. Increased capacity among MDBs on advocacy and engagement with FDBs to ensure improved quality of IE by 2021. 4. Increased engagement and sustainable collaboration/partnerships of FDBS and MDBs in advocacy towards minimizing barriers to education in the target area by December 2021. 5. By December 2021, FDBs (education authorities) are	**MY1-a.** FDBs and MDBs and understand each other's roles and responsibilities and challenges and complying with the existing national IE Policies and legislation (They are also resilient to the challenges) **MY1-b** Communities and education officials in Terekeka are resilient to shocks and crises affecting IE in Terekeka **MY2-a**. Dialogue between FDBs and MDBs on IE policies at Payams, Counties and State levels is increased **MY3-a** The government bodies and institutions are actively engaged and are taking their roles in decision making towards ensuring quality IE

	complying with the existing national policies and legislations on Inclusive Education	
Theme 6: Qualified teachers trained in inclusive pedagogy (SDG Target 4.c)	1. By December 2021, teachers in all target schools have increased knowledge and skills in IE Pedagogy for supporting CWDs 2. Increased number of CWD and girls enrolled and retained in the target schools by 2021	**MY1-a.** 24 additional teachers complete basic IE training and they promote enrolment of CFBL into the education system **MY2-b** CFBL are supported with necessary learning materials in the target schools **MY2-c**: Annual teachers conference conducted for 20 teachers
Theme 7: Child-, disability- and gender-sensitive education facilities and learning environment (SDG 4.a)	1. By December 2021, there are child-, disability and gender sensitive environments and learning facilities to accommodate CWDs and girls in target schools 2. Minimized educational barriers for CWD and girls in the target area by 2021.	MY1-a. 1 more primary schools are made accessible and disability-friendly in Terekeka **MY2-a**. Improvement of 2 additional model schools to be accessible and disability friendly. **MY3-a** Relevant government authorities are lobbied towards adaptation of standards for quality and inclusive environment done
Theme 8: Accessible and inclusive curricula and assessment to monitor all learners, including those with disabilities (SDG target 4.1)	1. Education curricular is flexible, accessible and inclusive to accommodate CFBL by the end of December 2021 2. By December 2021, IE curricular and policies are distributed in all target schools and is put into use	**MY2-a.** Assessment and referral services offered through the established AMS **MY2-b** Data base for CWDs established in all target schools **MY3-b**

	3. By December 2021 there is an up to date data base system for CWDs both out and in schools established in Terekeka 4. By December 2018, there is increased resilience to shocks and crises by communities in target areas 5. Increased number of CFBL improving in performance in their respective classes by 2021 6. Increased number of CFBL transiting to the next level/class by 2021 7. Increased number of teachers trained in screening and assessment of CFBL by 2021. 8. By December 2021, there are increased number of identified, assessed and referred CWDs according to type and condition including sex and age to improve their quality of life and education	Provision of assistive devices to the assessed needy CWDs (e.g. Wheel chairs, white cane etc.) **MY3-c** Assessment and referral services offered through the established AMS **MY1-a.** Additional teachers complete assessment training

2. Baseline Purpose

As continuation from phase one programme implementation, there is need for a Baseline survey prior to implementation of phase II programme to establish the existing conditions and consequently set a standard to measure the desired change stated in the different outcome indicators within the eight themes as stated in the result frame work. The Baseline data would serve as benchmarks against which changes and progress of achievements and results could be measured and evaluated using outcome indicators presented. This Baseline survey is thus an attempt to document current existing resources, initiatives, gaps and the needed resources and initiatives in respect of providing quality inclusive education and minimizing barriers to learning for CFBL in the four counties in Terekeka State, South Sudan.

2.1 Baseline Objectives

The following are the objectives the baseline aims to achieve.

(i)   To determine quantitatively and qualitatively the current situation in relation to the main elements of the programme i.e. (recognition and inclusion of CFBL in social structures and access to educational opportunities that positively affect their life quality and development, etc.) amongst the target beneficiaries in the four intervention areas located in Terekeka State.

(ii)   As a benchmark for measuring the project success or failure, this baselines survey is an important starting point of the project, therefore it must gather key information on which judgments can later be made on the quality and development results achieved from the project.

(iii)   To establish Baseline for the programme key indicators, and constitute the basis to measure the project performance. Even though the Baseline survey is intended primarily to facilitate the programme monitoring and evaluation, it will also be used as an evidence-based lobbying and advocacy tool.

(iv)   Provide further understanding and insight into the reasons why the identified situations exist including; highlighting the opportunities and the barriers to implementation of inclusive education in the target counties.

(v)   Assess the Baseline findings against the assumptions of Theory of Change and propose recommendations where the programme strategy might need to be adapted to take the project forward.

(vi)   To collect in-depth information on various socio-economic and cultural aspects of the targeted communities, so as to develop a data bank that would support for any future developmental actions.

2.2 Information to be captured

Information on each outcome indicator listed below as found from the themes must be captured by the Consultant to an able easy monitoring and evaluation of the given indicators and achievement of milestones during activity implementation as indicated in the result frame work.
Table 2 provides part of information to be attained in each outcome indicator, in which the consultant should strive to obtain but not necessarily limited to such information only.

2.2.1 General Information to be captured by the consultant include:
- To what extent do the IE program members in South Sudan have a functional contextual specific ToC and advocacy strategy?
- To what extent do the IE program members in South Sudan utilize lessons learnt in addressing barriers to the implementation of quality IE?
- To what extent do the IE program members in South Sudan act as catalyst to engage CS groups in the full implementation of the project?
- To what extent are the programme members in South Sudan engaged in regular review of the TOC and its use in influencing policy makers to improve education opportunity of CFBL?

- To what extent the CS groups and IE networks in South Sudan have their capacity sharpened to be able to engage stakeholders at local and national level in awareness creation to reduce discrimination/stigmatization of CFBL and enhance social integration.
- To what extent are the relevant government authorities (State and National levels) supporting initiatives, strategies and practices aimed at implementation of the national IE strategy in South Sudan?
- What is the level of community awareness on the rights of CWDs and girls in target area of Terekeka?
- To what extent are children with disabilities (CWDs) and girls involved in the decision-making process towards their needs and rights?
- What are the target community's perceptions towards persons with disabilities and causes disabilities?
- To what extent are the parents of CWDs involved in decision making in the target schools? (e.g. participation in PTAs and other related schools' meetings/activities?
- Are the educational authorities aware of the existing national policies and legislation on IE ? If yes, what is their level of compliance to the legislation at the local level?
- To what extent are the educational authorities (FDBs) and other key relevant stakeholders (MDBs) engaged in advocacy to ensure improved quality inclusive education in the target area?
- Is there collaboration between MDBs and FDBs in advocacy towards minimizing barriers to education in the target area?
- How many teachers in the target area are trained in inclusive pedagogy to support CFBL in regular schools?
- Are there CWDs enrolled in regular schools in the target area? If yes, are they receiving quality teaching in an inclusive environment?
- What is the FDBs opinion on including IE pedagogy content in the national regular teacher training curriculum?
- Do the schools in the target area have disability and gender sensitive education facilities and inclusive learning environment?
- To what extent do the educational authorities in local and national level have the willingness to adapt the current national primary education curriculum to make it flexible and accessible to CFBL?
- What is the general level of performance of CWD and girls in national exams in the target area?
- How many teachers have been trained in Educational Assessment in the target area?
- How many CFBL have been assessed and appropriately referred in the target area of Terekeka in the last three years?

Table 2: Data required from each outcome indicator.

Outcome Indicators	Data Needed

Theory of Change (ToC) /advocacy strategy are in place	Inquire if South Sudan country programme (IAS SS and NCDO) has ToC in place and what it entails.
Documents the utilization of shared learning for addressing barriers for implementation of IE policies	Find out the Institutional barriers for implementation of IE policies.
Increased engagement of key stakeholders in advocacy and dialogue with local authorities and education officials	Ask existing key stakeholders about their level of engagement in policy dialogue with relevant local authorities and education officials.
Increased functional practices supporting the well-being of CWDs and in target schools.	Find out what relevant practices exist – and to what level they are functional already in supporting the well-being of CWDs in target schools.
Programme members are engaged in regular review of the ToC	Find out if there is a Theory of Change (ToC) developed by IAS SS and NCDO and how often the ToC is reviewed by the Country programme members.
Increased CS groups' capacity to engage the stakeholders in awareness creation	(i) Find out the number of CS groups in Terekeka which are directly or indirectly involved in supporting inclusion matters. (ii) Establish the level of engagement of those directly involved in awareness creation on disability inclusion.
Increased capacity of the CS groups to develop and implement their action plans on advocacy towards inclusion and retention of CWD in education institutions	Find out if CS groups have advocacy action plans. If yes what do their plans entail
Enhanced level of engagement of CS groups/ IE networks with the National Education Coalition in South Sudan	(i) Inquire the level at which CS groups in Terekeka are engaged with the National Education Coalition at Juba level. (ii) Ask the National Education Coalition leaders in Juba if the coalition exist at State levels
Improved quality of life of CWDs in target communities and schools in the target area.	(i) Find out the Percentage of CWDs who feels that their lives have great improvement in both schools and homes. (ii) Find out from Parents and CWDs the challenges they are facing in the communities and schools
increased community awareness on the rights of CWD in the target areas	(i) Find out the level of awareness on disability related issues the target communities know. (ii) Find out how many communities/villages and

	schools received the massage of inclusion of CWDs
reduced stigmatization/discrimination of CWDs and in the target communities	Ask CWD if there is respect, equal opportunities, equal treatment and non-discrimination against them without any exceptions in at home and the their community at large
FDBs (education authorities) are complying with the existing national policies and legislations on Inclusive Education	Find out from Education authorities in Terekeka and Juba if the Inclusive education policy is out and is in use.
Increased CS Groups and IE networks engagement in IE dialogue and advocacy towards review and implementation of the existing national IE policies and strategies	Find out if there is an IE network in Terekeka and the extent at which it is involved in dialogue and advocacy towards improvement of the lives of CWDs. If not, inquire whether the CS groups intend to form one.
authorities in Terekeka recognise Children with disability as part of the development process	(i) Find out to what extend authorities in Terekeka recognize CWD in the development process. (ii) Find out if there are legislative policies governing the rights of CWDs in Terekeka. If yes what do the policies say?
Increased capacity among MDBs on advocacy and engagement with FDBs to ensure improved quality of IE	(Find out the capacity of Religious institutions, and Disabled People's Organizations (DPOs), in engaging the Government bodies such as Ministry of Education and Ministry of Gender, child and social welfare in matters of minimizing educational barriers for CWDs and how the CWDs are engaged in societal activities in Terekeka
teachers in all target schools have increased knowledge and skills in IE Pedagogy for supporting CWDs	(i) Find out the number of teachers trained on basic IE and educational assessment in the targeted schools as well as their level of training (ii) Ask the same the extent at which they are putting into use the knowledge acquired (iii) Ask the CWDs about their experience regarding the teachers' skills in supporting them during and after class time. (iv) Inquire from educational authorities if in-service teacher training programmes include content of inclusive education or inclusion related issues.

Increased number of CWD enrolled and retained in the target schools	(i) Find out how many CWD are enrolled and are learning in the primary schools according to their type of disability, sex and age. (ii) Determine the extent at which CS groups advocate for CFBL's rights and entitlements regarding access and quality of education from local to national levels. (iii) Find out if there are disability clubs in the schools and what are their roles in advocating for the rights of CWDs? (iv) The extent at which CWDs are using assistive devices, including communication and mobility devices, to support individual learners. (v) Investigate CWD's academic performance, school attendance rate, and transition rate to next class
Minimized educational barriers for CWD and in the target area	Find out: (i) Number of schools Improved to meet friendliness standards for children with disabilities (ii) Proportion of teachers and CFBL express satisfaction over quality of education
IE curricular and policies are distributed in all target schools and is put into use	(i) Find out if IE curricular is in place and is in use. If not, what is the plan of the MoEST in introducing an IE policy? (ii) Find out if the new South Sudan curricular is inclusive enough for all learners including CWDs.
there is an up to date data base system for CWDs both out and in schools established in Terekeka	(i) Find out what system of data base management is established in schools and the ministry of education. (ii) Find out how many CWDs are out and in schools.
increased resilience to shocks and crises by communities in target areas	(i) Ask Relief and Rehabilitation Commission (RRC) in Terekeka about the types of shocks and crises the communities are facing. (ii) Find out the level of resilience to shocks and crises the communities are.
Increased number of teachers trained in screening and assessment of CWDs	(i) Establish the number of trained IE assessment teachers in Terekeka. (ii) Find out the gaps in screening and assessment

of CWDs	
number of identified, assessed and referred CWDs according to type and condition including sex and age	Find out how many children are being assessed and referred for further management

Table 3: Examples of Data Required per Milestone/ Output Level

(A few examples have been generated for some of the milestones. The consultant is expected to fill the rest according to his/her interpretation of the listed milestones. (More questions can still be added on all of the milestones including where examples are given). The consultant should include these questions in his inception report. They should also be included in his data collection tools.

Theme	Milestone	Examples of data required
1.	South Sudan IE members are fully capacity build, understand and follow the self- developed ToC.	(i) Ask if a needs assessment has been carried out on programme staff (IAS SSD and NCDO staff)
		(ii) If yes, ask if there is a training plan according to programme needs
		(iii) Find the proportion of field staff trained in project circle management (iv) Are the staff, beneficiaries and key stakeholders satisfied with the implementation of the ToC?
	Barriers for implementation of IE policies are identified and planned for	Following examples given (shaded yellow) please insert data required
	ToC is used for reflection and optimization of strategy	Following examples given (shaded yellow) please insert data required
	One synergy group is formulated and well empowered	(i) Ask if the MEAL/Synergy group has been formed. If yes, find out if the team has been trained and equipped to play their role.
	Solutions to intuitional gaps to promoting IE are identified	Following examples given (shaded yellow) please insert data required
	ToC evaluated and adjusted to boost progress	Ask the key stakeholders and the staff when they last participated in a review of the ToC and advocacy strategy.

		Regular follow up and monitoring of progress by the project steering committee members	Following examples given (shaded yellow) please insert data required
2.		Collaboration with active stakeholders enhanced	Following examples given (shaded yellow) please insert data required
		Baseline survey conducted and connected to the specific TOC and advocacy strategy.	Following examples given (shaded yellow) please insert data required
		Opinions, interests and power level of MDBs, FDBs and other stakeholders are re-mapped and analyzed	Following examples given (shaded yellow) please insert data required
		1 CWDs club formed in each target school	Following examples given (shaded yellow) please insert data required
		Education coordination forum established in Terekeka	Following examples given (shaded yellow) please insert data required
3.		CSGs established a strong and functional IE and disability network in Terekeka	Following examples given (shaded yellow) please insert data required
		Religious institutions engage in promoting IE in Terekeka (This is part of the large network)	Following examples given (shaded yellow) please insert data required
		CS groups and IE network are engaging in lobbying and advocacy for promotion of quality education for CWDs.	Following examples given (shaded yellow) please insert data required
		Terekeka DPO is strengthened and linked to the National Union for disability.	Following examples given (shaded yellow) please insert data required
		Religious leaders are lobbied to form councils on disability (This is part of the larger IE network)	Following examples given (shaded yellow) please insert data required
		CS groups, religious leaders are fully engaged in advocacy on IE and Girl-child education in Terekeka	Following examples given (shaded yellow) please insert data required
		Relationship between CSGs and relevant	Following examples given (shaded

	Government ministries improved and voices of CSGs are heard	yellow) please insert data required	
4.	70% of the children in target schools in Terekeka is made aware of disability related issues	Following examples given (shaded yellow) please insert data required	
	30% of community members in Terekeka are aware of disability related issues	i) Ask community members and other key stakeholders including FDBs and MDBs about their awareness, understanding and practice of children rights including CFBL ii)Determine the percentage of community members in the target area with a positive attitude towards inclusion of CFBL (especially CWDs) in regular schools. iii)Find out from the community whether CFBL are supported accepted and encouraged to actively participate in the activities in the communities.	
	IE policy and legislation disseminated to all levels of relevant government offices and ministries as well as schools d to review the	Following examples given (shaded yellow) please insert data required	
	MOEST and legislators in Terekeka is lobbied to review National IE Policy documents and other relevant legislative documents	Following examples given (shaded yellow) please insert data required	
	65% of the population in Terekeka knows about disability, causes and ways of mitigation (through the media)	Following examples given (shaded yellow) please insert data required	
	Communities and school children in Terekeka are receptive and support CFBL in their different levels	Following examples given (shaded yellow) please insert data required	
	Parents of CWDs are aware of the IE national policies and they are able to claim for the rights of their children in terms of provision, protection and education	Following examples given (shaded yellow) please insert data required	

	Existing children's clubs and associations assessed and capacity built to advocate for them-selves.	<mark>Following examples given (shaded yellow) please insert data required</mark>
	5 awareness campaigns in 5 villages conducted	<mark>Following examples given (shaded yellow) please insert data required</mark>
	International Day of Persons with disabilities celebrated	<mark>Following examples given (shaded yellow) please insert data required</mark>
5.	FDBs and MDBs and understand each other's roles and responsibilities and challenges and complying with the existing national IE Policies and legislation (They are also resilient to the challenges)	<mark>Following examples given (shaded yellow) please insert data required</mark>
	Communities and education officials in Terekeka are resilient to shocks and crises affecting IE in Terekeka	<mark>(i) Ask SSD prograramme members if a resilience strategy is in place (ii) Find the proportion of field staff community and education officers trained in resilience</mark>
	Dialogue between FDBs and MDBs on IE policies at Payams, Counties and State levels is increased-	<mark>Following examples given (shaded yellow) please insert data required</mark>
	The government bodies and institutions are actively engaged and are taking their roles in decision making towards ensuring quality IE	<mark>Following examples given (shaded yellow) please insert data required</mark>
	A 3-yearTerekekaState IE strategy developed.	<mark>Following examples given (shaded yellow) please insert data required</mark>
	Terekeka State authorities have the capacity to engage and influence the National State Assembly through their representatives in matters of IE in Terekeka	<mark>Following examples given (shaded yellow) please insert data required</mark>
6.	24 additional teachers complete basic IE training and they promote enrolment of CFBL into the education system	<mark>(i) Find out the number of teachers trained in basic IE and assessment in the target schools as well as their level of training. (ii) Ask the CFBL and their</mark>

		parents/caregivers about their experience regarding the teachers' skills and knowledge to support CFBL in inclusive settings (iii) Extent to which learners receive ongoing descriptive feedback to inform the progress of their learning (iv) Ask from educational authorities if in-service teacher training programmes/curriculum include Special Needs Education or inclusion related issues. (v) Ask the same if resources are set aside for appropriate professional development related to meeting special educational needs in inclusive education
	Annual teachers conference conducted for 20 teachers Relevant government authorities are lobbied to increased salaries of trained teachers as a way of motivating and retaining them.	Following examples given (shaded yellow) please insert data required
	CFBL are supported with necessary learning materials in the target schools	Following examples given (shaded yellow) please insert data required
	Annual teachers conference conducted for 20 teachers	Following examples given (shaded yellow) please insert data required
	IE ToT training in inclusive pedagogy	Following examples given (shaded yellow) please insert data required
	Lobby government to include IE component in regular TTCs curriculum.	Following examples given (shaded yellow) please insert data required
7.	1 more primary school are made accessible and disability-friendly in Terekeka.	(i) Find out the level of enrolment of CFBL in learning institutions, the level of retention and the rate of drop out according to their type of disability, sex and age (ii) Find out if there are CS groups networks, and if so, what are their

		ore role? (iii) Determine the extent that CS groups advocate for CFBL's rights and entitlements regarding access and quality of education from local to national levels (iv) Number of schools renovated/reconstructed to meet friendliness standards for CFBL and especially those with disabilities using mobility assistive devices (inclusive and accessible schools) (v) Proportion of CFBL enjoying better learning facilities and environment (vi) Extent on the use of assistive devices, including communication and mobility devices, to support individual learners. (vii) Proportion of teachers and CFBL expressing satisfaction over quality of education
	Improvement of 2 additional model schools to be accessible and disability friendly.	Following examples given (shaded yellow) please insert data required
	1 Assessment Model School (AMS) fully functional	Following examples given (shaded yellow) please insert data required
	Relevant government authorities are lobbied towards adaptation of standards for quality and inclusive environment done	Following examples given (shaded yellow) please insert data required
	1 more school has copied the infrastructure from the 3 established model schools	Following examples given (shaded yellow) please insert data required
8.	Assessment and referral services offered through the established AMS	Following examples given (shaded yellow) please insert data required
	Data base for CWDs established in all target schools	Following examples given (shaded yellow) please insert data required

	Available national curriculum has been reviewed and adapted to consider CFBL and assessment services	Following examples given (shaded yellow) please insert data required
	MoEST at state level is lobbied to establish and manage IE data base	Following examples given (shaded yellow) please insert data required
	Provision of assistive devices to the assessed needy CWDs (e.g. Wheel chairs, white cane etc.)	Following examples given (shaded yellow) please insert data required
	Assessment and referral services offered through the established AMS	Following examples given (shaded yellow) please insert data required
	Additional teachers' complete assessment training	Following examples given (shaded yellow) please insert data required

2.3 Key Assumptions related to the ToC/ Intervention logic to achieve outcome.

The consultant should also capture key information related to assumptions on the South Sudan Specific theory of change as listed in the 3 table below:

Table 4: Data required for key assumptions on the ToC.

Assumption	Information required
State Strategy is in line with South Sudan IE /SNE policy and documents	Find out if there is an IE strategy developed for Terekeka
Program members and stakeholders are committed to the development of IE in Terekeka and South Sudan country programe in general	(i) Inquire the level of commitment of programme members (NCDO and IAS SS) to the development of IE in Terekeka. (ii) Find out the challenges faced by the programme members in supporting and promoting the development of IE in Terekeka (Both Internal and external challenges)
Formal commitment letters signed between program members, MoEST and selected IE teachers prior to training	Find out if MoUs are being signed between programme members, MoEST and selected teachers before training.
Trained IE teachers are able to identify, screen and refer CFBL for further management and service	Find out If the IE trained teachers are identifying, screening and referring CFBL for further management

delivery	
The CSOs have the capacity to implement advocacy strategy	(i) Find out if advocacy strategy is in place. (ii) If it's in place, find out if the CSOs have been capacity built and if their specific work plans are aligned to it
Activities of the churches and other charity institutions promote reduce stigmatization among CFBL	(i) Ask the religious leaders if they promote children's rights and also minimizing of stigmatization and exclusion of CFBL in the community. (ii) If Yes how? And If not why?
Poverty of Parents and caregivers will not hinder them from Supporting their children with Disabilities in School	(i) Establish the proportion of parents/caregivers of CWDs who are committed to supporting their CWDs in schools (ii) Find out the economic hardships these parents are facing and how do they overcome it.
CS networks have the capacity to adopt and implement the media strategy	(i) Find out if there is a media strategy in place and how the CS networks/groups are using it. (ii) If its not in place, find out when it will be ready.
PTAs, FSGs, FDBs, PWDs and other CSOs contribute fully to the implementation of the IE program	Find out how many PTAs and FSGs are established and functional in target schools and communities. Find out the level at which the PTAs and FSGs including PWDs are involved in implementation of the IE programme.

3.0 Scope of Work for the Consultant

The consultant will undertake to:

a) Prepare Baseline survey inception report including detailed methodologies, detailed work plan and share it with South Sudan Country Programme team. This report will be shared with the MEAL coordinator (Isabel) for input and approval;
b) Review relevant materials and literature on the related topic;
c) Develop methodology and sampling framework for the survey and appropriate data collection instruments to collect necessary data from different groups of people;
d) Conduct consultative meetings with broad range of stakeholders at different levels in the target area;
e) Together with NCDO obtain relevant ethical approval for the survey to take place in Terekeka;
f) Train data collectors (enumerators) and ensure quality data through monitoring and supervising data collection process in the field;
g) Take primary responsibility of data collection in the field, compilation, analyze and interpret data as stipulated in survey design;
h) Produce draft and final reports. These should be informative and learning oriented, and include main operational recommendations as well as a table summarising data on the main programme indicators;

i)   Present findings of the survey in sharing meetings;

j)   Prepare summary report (4-5 pages) in English in consultation with South Sudan Country Programme with a copy to IE MEAL coordinator;

k)   Maintain regular communication with key contact person(s) of South Sudan Country Programme throughout the assignment period.

4.0 Methodology

The consultant is expected to develop an appropriate methodology and share it or discuss and agree upon with South Sudan Country team. The consultant is also expected to provide a detailed methodology of the survey which should mainly cover the following sections: the survey areas, design, sampling procedures and sample size, data collection methods and tools, pre-testing arrangements, quality checks, data analysis and presentations.

It is also recommended that the methodology of the survey covers a good mix of both quantitative and qualitative data collection methodologies and tools, taking into consideration the needs of the Results Framework.

4.1 Key Stakeholders

The key stakeholders will include but not limited to the community members in the four target counties in Terekeka State including; learners both with and without special educational needs, parents/caretakers of CFBL, PTA members, CSOs, PWDs/DPOs, FBOs, other local and international NGOs working in the target area/sector, media and teachers. Under the government, the stakeholders will include MoEST, Ministry of Gender, Child and Social Welfare, Community Development and other relevant key leaders and stakeholders. The religious and traditional leaders/ chiefs and other local leaders will also be among stakeholders to be interviewed to identify the existing situation on the ground.

5.0 Expected Deliverables

The key expected deliverables of the in the baseline survey include but not limited to the following:

(i)   An inception report with detailed work plan. This should include the consultant's understanding of the ToR and comments, survey design, proposed methodology, sampling and sample frame, data collection instruments/tools, field visit plan and reporting outline

(ii)   Data collection instruments/tools

(iii) A summary report (4-5 pages) hard and soft copy. This should include among others the major findings, summary of conclusions and recommendations.

(iv) Draft baseline survey report. The draft report should have the following contents; methodology, presentation of findings, conclusions and recommendations.

(v)   3 bound hard copies and soft copy of the final report at the agreed timeline. The final report should incorporate comments from IAS and NCDO and other key stakeholders consulted for validating the draft report. The main report should be concise and not more than 30 pages (excluding Annexes).

(vi) Data set (in SPSS), qualitative scripts and other relevant documents

6.0 Budget

The ToR should include a detailed budget clearly listing the cost of each item/activity required in undertaking the baseline survey such as consultancy fee, transport, stationery, enumerators training, accommodation, meals, upkeep, etc.

7.0 Tentative Time Frame of the Survey

The survey will last for about 21 days upon appointment of the consultant and signing of the contract. The days will be planned to complete all tasks including, planning and inception report, travel, field work, report writing, debriefing workshop, etc. Table 2 below indicates the tentative schedule.

S/No	Key activities	Expected Results	Time Frame (No of days)	Actual Dates
1.	Review of available literature/ programme documents	Understanding of IE programme, list of questions and observations.		
2.	Developing inception report including data collection tools	Submission, presentation, redrafting, and sign off of inception report outlining consultant's interpretation of the ToR, detailing methods and approach to be used, and providing detailed work plan for the exercise.		
3.	Travel to Terekeka & introduction meeting with key stake holders	Travel day from Juba to Terekeka and meeting with stakeholders for survey preparations		

4.	Selection and training of enumerators and pretesting of the tools	Enumerators identified, trained on the methodology and tools (including pre-testing of the tools)		
5.	Field work/ survey/data collection	Data collected as per the methodology, quality assured.		
6.	Travel back to Juba			
7.	Data processing/analysis (punching into computers and transcription of qualitative information)	Data input, cleaned, and quantitative data presented in Excel or SPSS and qualitative information in scripts		
8.	Development and presentation of the draft report	Copy of a detailed draft report		
9.	Findings validation	Sharing the draft report with IAS, NCDO and selected key stakeholders		
10.	IAS, NCDO and stakeholders' feedback	Giving feedback to the consultant within 3 days		
11.	Consultant incorporating feedback and finalizing the report	IAS, NCDO and other key stakeholders' inputs and feedback incorporated; submission of the final draft to IAS		
12.	Development and submission of the final report	Submission of the final report with NCDO, IAS and stakeholders		

Total number of days		21	

8.0 Payment Schedule

Payment will be effected in two instalments:

- 40% upon submission of an inception report and signing of the contract
- 60% on acceptance of the final report

The total amount agreed upon should include 10% withholding tax which will be deducted before payment.

9.0 Baseline Report Format

The final report should be learning oriented and take a strong gender sensitive approach in the analysis. The report must contain the following:

1. Table of contents page
2. List of abbreviations/acronyms
3. Executive Summary (max 3 pages)
4. Background/Introduction (short description of context and project, including objectives)
5. Methodology (what/by whom/ how (tools) data was collected, sample size, target population, limitations, data management procedures and analysis)
6. Findings: This section should include a summary table showing information against each of the project indicators. It is critical that there is baseline data for each indicator.
7. Discussion of the findings
8. Conclusions
9. Recommendations
10. Lessons learnt
11. Annexes: These will include:
    - Itinerary/schedule
    - List of people/organizations consulted (Indicate positions and telephone contacts if available)
    - References/ list of documents reviewed
    - All data collection Tools (questionnaires, FGDs and Key Informant interview guides, etc.)
    - Full data tables of results
    - The Baseline ToR

NB: The main report should be brief and concise. The report should not be more than 30 pages (excluding the annexes).

10.0 Ethical Considerations

NCDO is present in the project area and is well known to local authorities and government officials. So the consultant should ensure that there will be nothing in the survey which may be harmful for respondents regarding legal or medical ground. No one would be forced to provide information for the survey. The survey objectives will be clearly explained to all the respondents before gathering data from them. The data collectors will be abstained from collecting data from those who will deny or show any kind of disinterest in providing information. Thus, verbal consent of the respondents will be taken before collecting data. The data collectors will be highly committed to the respondents to keep the privacy of their information and source of data as well as will put heartiest endeavor to be unbiased in collecting data. The Baseline report will not reveal the identity of the respondents, as per the Research Policy and Standards.

11.0 Bindings

All documents, papers and data produced during the Baseline survey are to be treated as South Sudan Country Programme property and restricted for public use. The consultant will submit all original documents, materials and data to the country programme

12.0 Consultants' Qualifications/ Required competence of the consultant.

The consultant or consultancy team to carry out the survey should have (minimum academic qualification) of;

(i) Masters' or bachelor's degree in education, development studies, social sciences or any other related fields.
(ii) Expertise in education and experience in conducting baseline surveys and evaluation in the field of education
(iii) Strong record on long term experience in producing high-quality baseline survey reports.
(iv) At least 5 years of work experience in relevant technical areas.
(v) Experience in working with international donor frameworks will be an added advantage.

13.0 Proposal Submission

Interested consultants who have the skills and competencies as described above should submit their technical proposal with proposed approach and methodology on how they will approach and complete the baseline survey exercise, including implementation plan and budget by 8th May 2019. The proposal should include the following documents;

a) A short profile of the individual or consultancy firm;
b) The available human resource expertise in relation to the baseline as specified above;
c) A detailed CV of the consultant;
d) A costed work plan with clear deliverables and dates.

14.0 Consultancy Application Process

South Sudan Country Programme invites interested individuals and consultancy firms to submit the following application documents:

(i) Expression of interest (cover letter) outlining how the consultant meets the selection criteria and his/her understanding of the ToR and methodology;

(ii) A proposed activities schedule/work plan with time frame;

(iii) CV including references;

(iv) One recent example of similar research/evaluation report written by the applicant;

(v) A budget proposal detailing consultant's itemized fees, data collection and administrative costs.

NB: If persons intend to work in a team, they should indicate the team members and attach their CVs and also clearly highlight the Team Leader.

Interested consultants should therefore submit application to:
Programme Manager, IAS South Sudan (zaitun.rogota@ias-intl.org) with a copy to:
Executive Director, NCDO (joseph.malish@ncdosudan.org)

The deadline for applying is 29th November 2019 by 4:30 pm Juba time

15.0 Evaluation and Award of Consultancy

A team of four people drawn from IAS SS and NCDO will review and award contract to the consultant or firm that has met the criteria and the consultant will be notified about the decisions taken.

16.0 Annexes (Documents to be shared with the Consultant)

Documents to be shared with the consultant include;

1. IE Programme Proposal document (Phase 2)

2. Baseline survey (done in 2017)

3. Operational research report (Phase 1)

4. Results Framework (South Sudan Country Programme)