

# **Terms of reference**

## **Evaluation of the**

### **NAD supported inclusive education project in Zanzibar**

#### **1. Background**

Since 2004, Norwegian Disabled People's Organisations (DPOs) have supported the efforts of Zanzibari stakeholders (government and DPOs) to move towards an inclusive education system. The Norwegian Association of Persons with Intellectual Disabilities (NFU) was involved from 2004. In 2016 NFU decided to discontinue international development projects. From early 2017 Norwegian Association of Disabled (NAD) took over the task of phasing out the Zanzibar inclusive education project that NFU had been supporting on Unguja and Pemba islands.

#### Changes since the last evaluation

The last project evaluation was conducted in 2013/2014. Based on the findings and recommendations, NFU/NAD made several changes to the programme, in close collaboration with local stakeholders.

#### Changes to the teacher education work

One of the main changes was to the inclusive education teacher training approach. There was a shift away from short, one-off training focused on delivering special educational needs (SEN) theoretical content to teachers. Teachers felt such trainings provided useful brief introductions, but they were often left frustrated by the challenge of converting the theory into practice and of dealing with unexpected problems that had not been covered by the training.

In response, an investment was made in developing a new, more collaborative teacher education approach that would extend beyond isolated short workshops. This aimed to empower teachers to become pro-active inclusion practitioners and good quality teachers who draw on resources within the school and community to overcome inclusion challenges. The approach for developing and rolling out new training courses also changed. During 2016-18 the approach has been more participatory. An external facilitator has worked with Zanzibari teachers, trainers, advisers from teacher resource centres and other stakeholders to collaboratively develop, write, test and improve training modules and activities. The process has used action research to enable these stakeholders to use, reflect on, adapt and revise training messages and methods in 8 real-life school settings (pilot schools).

The participatory training activities also grew to encompass learning about and setting up School Inclusion Teams in the pilot schools – groups of stakeholders from the school community who investigate and take action to address barriers to inclusion.

#### Changes to partner strategy

Since the last evaluation, the government unit responsible for inclusive education has developed its own strategy. This includes a focus on how to ensure inclusive education is mainstreamed into the work of the Ministry of Education and Vocational Training (MoEVT), rather than being left somewhat as an isolated issue handled by the Inclusive Education and Life Skills (IELS) Unit.

An important new development in Zanzibar was the creation of a new Education Sector Development Plan. The process started in mid-2016 and was finalised in mid-2017. This provided the IELS Unit with

an excellent opportunity to use their 2014 strategy to influence the content of the ZEDP II 2016/2017 – 2021/2022.

### Scaling back; changing focus

A comprehensive new project plan was developed by NFU in collaboration with partners in 2015. This formed part of an application for funding from Norad for the period 2016–19. The application was approved. However, when NFU decided to phase out its international work in the middle of the first year (2016), the ambitions of the Zanzibar project were scaled back. The decision was taken to focus primarily on completing the ‘boosting quality of teacher education’ aspect of the results framework, in particular to complete the development of new teacher training modules by the end of 2018.

Other parts of the 2016–19 results framework were worked on up to 2018, but in a much-reduced way. These other aspects of work included: incorporating inclusive education into MoEVT departmental workplans (based on ZEDP II), influencing pre-service teacher education to become more inclusion focused; and strengthening consultation with relevant civil society organisations.

## 2. Objectives and scope of the evaluation consultancy

NAD is phasing out the inclusive education project in Zanzibar by the end of 2018. It is therefore important to evaluate the project implemented from 2016, when the latest funding started, until the end of 2018.

The evaluator will be asked to assess project activities against the project’s 2016–19 results framework, but bearing in mind that the project was significantly scaled back and had its funding reduced.

The primary focus of the evaluation will be on the teacher education elements of the 2016–19 results framework. There is an assumption that the MoEVT is able and willing to continue developing the new teacher education approach and rolling out use of the training modules, and that they can use funding they have secured from the Global Partnership for Education (GPE) to do this from 2018 onwards. However, an evaluation of the NFU/NAD-supported teacher education work will help inform any potential continuation by the MoEVT. The evaluation will provide evidence for the relevance, effectiveness and sustainability of the teacher education model that has so far been developed and piloted in 8 schools in Unguja and Pemba, as well as tested in a number of teacher training institutions. Emphasis should be on looking at the twin-track approach to IE, and provide evidence to show (i) ways in which the education system has changed and (ii) ways in which children with specific needs are supported and included more fully in school. The evaluation will also provide recommendations for the MoEVT on the best ways to move forward.

The evaluator will also, to a lesser extent, assess progress in the other areas of work that were retained following the 2016 scale-back. It is anticipated that the evaluator will focus approximately 75% of their investigations on the teacher education elements of the results framework, and 25% on the other elements.

### Objectives

1. Specifically, evaluate the results (output, outcome, and immediate/short-term impacts) and scalability of the approach to teacher education used 2016–18; and assess whether and how the MoEVT should continue the process.

2. More generally, evaluate results and assess the effectiveness, efficiency, relevance and sustainability of all elements of the inclusive education project that were retained following the 2016 scale-back.
3. Provide recommendations to the MoEVT for how to continue a) with the teacher education process from 2019 onwards, and b) with other initiatives started under the rest of the results framework.

The following questions will guide the collection and analysis of data. The primary focus of the evaluation will be on the teacher education work. The questions can also be used to investigate other elements of the inclusive education project, but likely in much less depth.

- A. Document the **effectiveness** of the project to date relative to the results framework 2016–19, as well as unintended results of the project.
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  - Assess progress towards achieving the outcomes defined in the results framework, keeping in mind that both resources and time were reduced. What are the key results of the project?
  - Assess the extent to which the project has contributed towards achieving the aims of the new Education Sector Development Plan. To what extent does the new teacher education model align with the ESDP goals? To what extent do other aspects of the inclusive education project align with the ESDP?
  - Have the teacher education work, and other retained elements of the project, contributed to the achievement of any results that were not anticipated in the results framework?
- B. Assess the **efficiency** of the project. Keeping in mind that the teacher education model used 2016–19 was deliberately designed in a way that sought to improve stakeholder ownership of and participation in the process of teacher professional development, to what extent have the project activities been carried out in a cost- and time-effective manner with minimal duplication and redundancy?
- C. Assess the **relevance** of the aims defined in the results framework, and of the project activities carried out.
  - To what extent are the outcomes and outputs defined in the results framework relevant to the aim of achieving inclusive education in Zanzibar?
  - To what extent have the implemented activities been relevant to the aim of achieving inclusive education in Zanzibar?
- D. What are the main **impacts** of the project?
  - What are the main achievements to date of this project?
  - While the project timescale has been too short to gather comprehensive impact data, what evidence is there to suggest any immediate/short-term impacts on:
    - i. Teachers
    - ii. Learners with disabilities
    - iii. Learners from other diverse groups



- What are the lessons and recommendations in terms the project structure:
  - i. To what extent is the current project structure effective to support the growth of inclusive education in Zanzibar? Are roles clearly defined? Are the right actors involved? Are existing collaborations effective? What other collaborations may be needed? Is there participation in and ownership of the project by the appropriate stakeholders?
  - ii. What value have NAD and NFU brought to the partnership, apart from financial, and in what areas has NFU/NAD support been particularly effective/ineffective?
- Provide recommendations for how key actors in Zanzibar can improve their strategy and approach to inclusive education in general, and to teacher education on inclusion specifically.

### 3. Methodology

The consultant is expected to develop a methodology that responds to the objectives of this ToR. It is expected that a mix of data collection methods will be used, including a review of relevant and available documents and statistics, and collection of information from relevant stakeholders during fieldwork. The evaluation should bring out a mix of quantitative and qualitative evidence.

#### Desk review

The consultant will need to conduct a rapid review of available project and related documentation, both to inform the final methodology design and research questions and to extract data for analysis. The document review should include, but is not limited to:

- The Long-Term Plan 2016–19 for Zanzibar that was submitted to Norad for funding, via the Atlas Alliance
- Training materials (manuals, handouts, etc) developed during 2016–18 period. Where possible, reference should also be made to samples of training materials used in previous project periods, before 2016
- Draft guidelines for how Zanzibar education authorities can replicate/adapt in their own districts the teacher education and related activities so far tested in the 8 pilot schools
- Reports of previous evaluations of NFU/NAD-funded inclusive education work in Zanzibar (2007, 2011 and 2013/14)
- Inclusive Education Policy for Zanzibar (yet to be adopted)
- Zanzibar Education Development Plan (ZEDP) II 2017/18 – 2021/22
- Annual project plans, budgets and reports.

Further documents, reports and statistics from MoEVT/IELS Unit may be available as a useful source of information. Further information, particularly on financial matters, may also be obtained from Zanzibar Association of Persons with Developmental Disabilities (ZAPDD) documentation. NFU/NAD funds for the Zanzibar inclusive education project have mostly been channelled through and managed by this DPO, with the exception of the funds provided to Enabling Education Network (EENET), the project partner that has been facilitating the development, testing and revision of the new training modules and action research activities in schools (2016–18).

## Field work

During fieldwork, it is expected that the consultant will collect information from relevant stakeholders inside of and outside of MoEVT/IELS Unit. These include, but are not limited to:

- Teacher trainers<sup>1</sup> (in-service and pre-service), teachers, head teachers and learners with and without disabilities in the 8 pilot schools and their surrounding communities, including members of School Inclusion Teams, parents, and Sheha representatives
- Disabled People's Organisation, and other organisations representing other children vulnerable to exclusion from school, representing the beneficiary target groups
- Zanzibar Institute of Education (ZIE), MoEVT, which is the government agency responsible for all matters related to the curriculum for schools and colleges, and lead agency on the IE teacher education project
- Department of Teacher Education, MoEVT, the department responsible for in-service training
- The Office of Policy, Planning and Research, MoEVT, which is responsible for ZEDP II 2017/18 – 2021/22
- Relevant higher education institutions, including CCK (Islamic Teacher College) and State University of Zanzibar (SUZA), that has been part of the process of developing the new teacher education approach
- Other relevant national authorities.

The consultant will need to visit Stone Town, Zanzibar, where MoEVT/IELS Unit and other key offices are based, as well as a selection of school communities across Zanzibar (Unguja and Pemba islands).

For data comparison reasons, the consultant may decide it is relevant to visit other schools that have been part of the inclusive education project, but which are not currently among the 8 schools piloting the new teacher education activities. To some extent this will depend on how well existing documentation adequately conveys the pre-2016 experiences, achievements and challenges; and whether such additional visits are viable in the time available.

In October 2018, a final closing workshop will be held with the team of trainers that have been trained since 2016. This is an opportunity for the evaluator to meet the trainers in one place, gain insight into the teacher education model that has been developed, and collect evidence on the process of change that has taken place. The evaluator should therefore aim to include at least part of this workshop in the field work process.

## Other key informants

The consultant will need to interview (in person or via Skype) key personnel from NAD and from EENET. The personnel from NAD will include the Programme Adviser responsible for Zanzibar. The personnel from EENET may include the senior consultant / lead facilitator who has worked consistently on the teacher education aspect of the project 2016–18 and other consultants/facilitators who have contributed to the project.

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<sup>1</sup> This includes Inclusive Education (IE) Teacher Centre Advisers and Resource Teacher, representatives from teacher training institutions, from the inspectorate and from several other key institutions

## 4. Reporting outputs

### Inception report

The consultant will be required to prepare an inception report (maximum 10-15 pages) detailing:

- Brief contextual introduction, summarising the consultant's understanding of the Zanzibar context, project background, and relevant global discourse
- Summary of initial evidence from the desk review
- Detailed research questions and data collection tools for use during the field work (actual tools may be presented as appendices)
- Outline schedule for the field work
- Instructions to guide the partner (IELS Unit) with the logistical arrangements they need to make on behalf of the consultant. This will include information on how the selection of school communities will be made (if it is not possible to visit all 8 pilot schools), information on which stakeholders to meet, for how long and what type of meeting it will be and thus what facilities/materials are needed

### Presentation of initial findings

At the end of the field work, the consultant will present and discuss their preliminary findings with local key stakeholders during a half-day or full-day workshop.

Upon return from the field work, the consultant will present a summary of preliminary findings to NAD (in person or via Skype, depending on where the consultant is based).

### Report

The consultant will write a report of around 30-35 pages (approx. 13,000-15,000 words). The report should include:

- Executive summary
- Contextual, introductory and methodology sections
- Findings, with analyses and recommendations clearly linked to the relevant findings
- Conclusion and summary of recommendations
- Appendices

### Presentation of draft report

The consultant will present and discuss the draft report (in particular the analyses and recommendations) with NAD, prior to making revisions and finalising the report.

## 5. Anticipated timeline

Selection of consultant	By 13 August
Completion of contractual arrangements / consultancy start date	By 31 August
Inception report	By 17 September
Discussion and revisions to inception report	By 24 September
Field work	October/November
Draft report	By 19 November
Feedback on draft report	By 30 November
Final report	By 10 December

## 6. Responsibilities

The consultant will be responsible for:

- Making arrangements for their international travel, airport transfers and accommodation (hotel suggestions can be provided)
- Managing the budget for the evaluation
- Advising the local partner(s) regarding field work schedule, logistical arrangements, facilities and materials needed for the field work activities
- Preparing and delivering the outputs specified above.

The local partner(s) will be responsible for:

- Providing the consultant with relevant documents, reports and manuals in a timely manner
- Arranging/booking field work meetings, venues and facilities
- Arranging local travel between field work sites
- Providing timely feedback on the draft inception and evaluation reports

NAD will be responsible for:

- Recruiting and managing the consultant
- Providing the consultant with relevant documents, reports and manuals in a timely manner
- Providing timely feedback on the draft inception and evaluation reports.

## 7. The consultant

It is anticipated that the successful candidate will have:

- Documented experience in the fields of inclusive education and teacher education
- Documented experience in conducting participatory evaluations within the area of inclusive education and/or teacher education
- A postgraduate degree in a relevant field
- Experience of rights-based work on the issue of disability and with DPOs
- Preferably good country knowledge of Tanzania, Zanzibar in particular
- Good command of the English language, preferably good command of Kiswahili. Depending on the consultant's language skills, an interpreter may be used, in which case the candidate should be experienced at facilitating meetings through interpretation
- Excellent analytical and report-writing skills (shortlisted applicants may be asked to provide a sample of a previous similar report written by themselves).

## 8. Application process

Applicants should submit a proposal to NAD **by 6 August 2018**.

Applications should include:

- CV of consultant (multiple consultants may be considered if the applicants feel it is viable within the available budget)



- Short proposal (maximum 5 pages) outlining your understanding of the assignment, proposed methodology and approach, availability and timeline, and explaining how your skills and experience match the requirements of this ToR.
- Budget spreadsheet, to include:
  - Fees (daily rate and number of days, broken down by stages of the assignment). We estimate the assignment will require approximately 30-35 days
  - Travel costs – international and local
  - Accommodation and subsistence costs for the field work period
  - Logistical costs for field work (e.g. hiring venues, purchasing materials, lunch and refreshment costs for participants where relevant, etc). The local partner(s) will assist with making in-country logistical arrangements and may be asked to hold the budget for these costs, but the consultant needs to outline their estimate for such costs.
  - The total available budget is 160 000 NOK

## 9. Statement regarding ownership and confidentiality

When undertaking the evaluation all information and documentation are considered confidential and the property of NAD. All documents will be returned to NAD once the evaluation is completed. The consultant shall be discrete about any information they may receive or encounter during the evaluation.

**Please send applications to Elise Bjåstad ([elise.bjastad@nhf.no](mailto:elise.bjastad@nhf.no)) by 6 August 2018. If you have any questions to the ToR or the application process, please contact Eirin Næss-Sørensen ([eirin.naess-sorensen@nhf.no](mailto:eirin.naess-sorensen@nhf.no)).**