



**TERMS OF REFERENCE  
PROJECT EVALUATION**

**Strengthening Disability Inclusion in Lebanese Public  
Schools**

**01/03/2022 - 30/10/2024**

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**General information (1 page maximum)**

**1.1 . About Humanity & Inclusion**

HI is an independent and impartial aid and development organization with no religious or political affiliations operating in situations of poverty and exclusion, conflict, and disaster. We work alongside people with disabilities and vulnerable people to help meet their essential needs, improve their living conditions and promote respect for their dignity and fundamental rights. Since the organization was first founded in 1982, we have set up development and emergency response programmes in more than 50 countries and responded to many emergencies. Today we have a budget of around 185 million euros, with 3,500 employees worldwide. HI is engaged in an employment policy in favour of persons with disabilities. For further information about the organization, please visit [www.hi.org](http://www.hi.org)

**1.2 About Humanity & Inclusion in the country/region**

Humanity & Inclusion (HI) has been active in Lebanon since 1992, aiming to remove the obstacles that individuals with disabilities encounter when accessing relief, protection, and recovery services. HI's operations are in North, Bekaa, Mount Lebanon, South and Beirut, focusing on six main areas of expertise: Inclusive Education, Physical and Functional Rehabilitation, Mental Health Psychosocial Support, Sexual and reproductive Health and Rights, Inclusive Humanitarian Action and Humanitarian Mine Action.

**1. Context of the evaluation (1 page ½ maximum)**

**2.1 Presentation of the project to be evaluated**

Project title	Strengthening Disability Inclusion in Lebanese Public Schools
Implementation dates	01/03/2022 - 30/10/2024 (2 phases)
Location/Areas of intervention	All Lebanese governorates
Operating Partners	Mousawat – Tamkin – MEHE
Target Groups	Children enrolled in Lebanese Public schools
Project Budget	1,191,946.05 USD

Objectives of the project	To promote the development of inclusive education in Lebanon and to ensure quality education for all children, including those with disabilities and learning difficulties.
Expected results and indicators	<b>Results:</b> Result 1: Increased access to Education

	<p>Result 2: Increased capacity of public-schools' teachers and education personnel to deliver child-centred and flexible pedagogy in inclusive environment</p> <p>Result 3: Social Behavioural Change</p> <p><b>Indicators:</b></p> <p># of children and caregivers engaged on children's rights, health awareness through RCCE actions, and psychosocial well-being disaggregated by nationality, gender and disability</p> <p># of children with disabilities provided with specialized assessments, services/rehabilitation and assistive devices in Education</p> <p># of children benefitting from a positive learning and playing environment</p> <p># of school personnel and DOPS staff trained on inclusive education strategies for children with disabilities disaggregated by subject of trainings</p> <p># of children with special needs enrolled in the inclusive schools provided with assistive devices and learning supplies</p> <p># of public-school teachers, education personnel and CERD trainers trained (including training on learning recovery) = 35</p> <p># of children with special needs enrolled in the inclusive schools provided with assistive devices and learning supplies = 1250 (Inactive)</p> <p># of individuals with strengthened community engagement capacity to implement SBCC and community-based interventions including child rights, gender, ECD, and disability</p> <p># of SBCC initiatives conducted to prevent harmful practices against boys, girls, women and caregivers in communities</p> <p># people who participate in engagement actions</p> <p># of SBCC initiatives conducted to prevent harmful practices against boys, girls, women, and caregivers in communities</p> <p># of people participating in engagement actions (for social and behavioural change)</p> <p># of individuals with strengthened community engagement capacity to implement SBCC and community-based interventions including child rights, gender, ECD, and disability</p>
Main activities implemented	<p>A.1: Provide assistive devices, learning supplies and rehabilitation services to CWDs enrolled in the IE schools to support their learning</p> <p>A.2: Train and coach teachers and/or DOPS staff on inclusive education strategies for children with disabilities</p> <p>A.3: Advocacy and partnerships for social and behaviour change</p>

As of the end of July 2024, the project has made important steps in providing rehabilitation services and assistive technologies to more than 2,000 children with disabilities enrolled in public schools, ensuring they receive individualized support to enhance their educational experience and functional skills. The activities included more than 16,300 individual therapy sessions, and the distribution of 184 assistive devices, to children enrolled in 81 inclusive schools and 171 non-inclusive public schools. Disaggregated data indicates that 42 % are boys and 58 % are girls, 62% Lebanese and 38% Syrian, presenting visual, hearing, intellectual, mental and physical disabilities. These efforts have been instrumental in addressing the unique needs of each child, thereby fostering an inclusive educational environment. Moreover, the project reached more than 2,500 community members through community engagement activities in 7 areas in all Lebanese governorates, aiming to prevent harmful practices against persons with disabilities.

## 2.2 Justification of the evaluation

End of project evaluation is carried out at the end of the project to determine the value or significance of the Inclusive Education project, with the aim of drawing lessons for improving policy or practices and thereby increasing the accountability of the organization. This will ensure that the project is assessed comprehensively, and the lessons learned are documented for future improvements.

The most common dominant motivation for evaluation is primary accountability and learning. This motivation focuses on extracting lessons and insights that can inform future projects, leading to continuous improvement in processes, methodologies, and outcomes.

Thus, evaluation serves two key purposes: **learning and accountability**.

The main addressees of an end-of-project evaluation typically include a range of project team, in which the team members who worked on the project need to understand what went well and what could be improved for future projects, and beneficiaries including caregivers, in which their perspectives on the project's impact are essential for evaluating success. This helps in building skills and knowledge for subsequent initiatives who are interested in the project's outcomes, performance, and impacts.

## 2. Objectives of the evaluation (3 pages maximum)

### 3.1 Overall objectives and expectations of the evaluation

The general objective of the end-of-project evaluation is to comprehensively assess the value and significance of the Inclusive Education project in achieving its intended outcomes, with a focus on learning and accountability.

This will be achieved through measuring the criteria of Relevance, Changes, Effectiveness and Efficiency (according to HI Project Quality Framework not OECD/DAC nor CHS).

### **3.2 Specific objectives**

The specific objectives of the evaluation are as follows:

1. Assess the complementary/comprehensive services of different project components (Rehabilitation and Therapy services, Provision of Assistive Technologies, Inclusive Education, Social Behavioural Change) and how it contributed to children's learning development.
2. Understand the dynamics of Disability, Age, Gender, and Status of affected population (mainly children) and how the diverse groups benefited from the project's activities and services.
3. Measure the short and long-term outcomes of the intervention on the main targeted groups of children, their caregivers and education personnel.
4. Provide specific and meaningful recommendations and lessons learned in the project phases based on achieved results of the intervention.

### **3.3 Evaluation criteria and evaluative questions**

The following represents the evaluation criteria that will guide the evaluation team as well as the evaluative questions. Below criteria are based on HI Project Quality Framework, which is built and designed based on OECD/DAC, CHS, other humanitarian and development standards.

#### **Relevance (Needs, Context, Lessons Learned):**

1. To what extent did the project identify and meet the needs of the affected populations?
2. Has the project sufficiently adapted its actions to the context of the country of intervention?
3. Has the project learned from experience throughout the project cycle?

#### **Changes (Effects, Continuity, Empowerment):**

4. Did the project produce significant positive changes in the lives of the affected populations in a sustainable manner?
5. Does the project contribute to the empowerment of actors, target populations and services?
6. Did the project anticipate, plan and formulate the continuity scenario so that the effects would continue after its end?

#### **Effectiveness (Results, adjustment, technicality):**

7. Do the results obtained contribute to the achievement of the project objective?
8. Is the technical quality of the project achievement in line with HI's technical standards and/or international standards?
9. Is the monitoring of results regular and has it allowed the necessary adjustments to the project to achieve the objectives?

#### **Efficiency (Skills, Optimisation):**

10. How much were the stakeholders' roles and responsibilities clearly defined and adapted to their expertise?
11. To what extent have the resources (human, logistical, financial, technical) available enabled the project to achieve its objectives?

### **3. Evaluation methodology and organization of the mission (1 Page maximum)**

#### **4.1 Collection methodology:**

Evaluation methods will be discussed with the HI steering committee and should be rigorous while remaining proportionate and appropriate to the context of the project intervention. The project will work across various locations in Lebanon, site visits will be scheduled in accordance with the methods chosen.

The evaluation will be based on primary and secondary data, in particular documentation directly related to the project – proposal, narrative and financial reports, monitoring datasets, surveys, financial information, and other documents produced to analyse individual project components and inform decisions regarding the course of the activities.

Finally, key stakeholders involved in the project at different stages will be mobilized for the evaluation – in addition to the whole current project team, former senior management and experts, main representatives of partners, and finally, volunteers and beneficiaries.

A mixed methodology approach will be expected from the evaluator ensuring qualitative and quantitative data collection methods, as well as triangulation with secondary and other reference data that could be used and helpful for this evaluation.

The evaluation approaches should be participative in nature ensuring the active involvement of key stakeholders in all stages of the evaluation.

#### **4.2 Actors involved in the evaluation**

The following are the actors involved in the evaluation of this project:

- Humanity & Inclusion – Handicap International (HI): lead implementation party of the project and overall responsible and authority of the evaluation.
- Partners (Mousawat and Tamkeen): project implementing local partners involved in the implementation of project activities.
- Ministry of Education & Higher Education: key partner and collaborator in the implementation of project activities,
- Service providers: suppliers and private sectors who delivered the different needed services to project beneficiaries including but not limited to assistive technologies and rehabilitation sessions.
- UNICEF: funding donor and key partner in the implementation of project activities.
- Affected populations.

#### **4.3 Organization of the mission**

The Regional MEAL Manager is the authorized person, who oversees the overall evaluation process and ensures the adherence to guidelines and procedures.

Project Manager is the responsible person to ensure the evaluation process implementation.

The steering committee of the evaluation which includes:

1. Regional Inclusive Education Technical Specialist

2. HI Project Manager
3. HI Senior MEAL Officer
4. Mousawat Program Manager
5. HI Log Manager

**The steering committee will have the following roles:**

- Selection of the evaluation team.
- Participation in the evaluation kick-off meeting.
- Validation of the inception report and tools/templates of the evaluation.
- Validation of the final evaluation report and its related deliverables (based on the quality checklist attached, chapter 6)
- Actively participate in the presentation of findings meeting.
- Complete the end of evaluation questionnaire with the evaluator and the person in charge of the evaluation (project manager).

## 4. Principles and values

### 5.1. Protection and Anti-Corruption Policy

- **Code of Conduct:**

[https://hi.org/sn\\_uploads/document/ID\\_CodeOfConduct.pdf](https://hi.org/sn_uploads/document/ID_CodeOfConduct.pdf)

- **Protection of beneficiaries from sexual exploitation, abuse and harassment:**

[https://hi.org/sn\\_uploads/document/PI03\\_HI\\_Protection-Beneficiaries\\_EN.pdf](https://hi.org/sn_uploads/document/PI03_HI_Protection-Beneficiaries_EN.pdf)

- **Child Protection Policy:**

[https://hi.org/sn\\_uploads/document/PI02\\_HI-Child-Protection\\_EN\\_1.pdf](https://hi.org/sn_uploads/document/PI02_HI-Child-Protection_EN_1.pdf)

- **Anti-fraud and anti-corruption policy:**

[https://hi.org/sn\\_uploads/document/PI04\\_IP\\_antiFraud-bribery-corruption-policy\\_1.pdf](https://hi.org/sn_uploads/document/PI04_IP_antiFraud-bribery-corruption-policy_1.pdf)

### 5.2. Ethical measures\*

HI is committed to upholding certain ethical measures as part of each evaluation. These measures must be considered in the technical offer:

- **Guarantee the safety of participants, partners and teams:** the technical offer must specify the risk mitigation measures.
- **Ensuring a person/community-centred approach:** the technical offer must propose methods adapted to the needs of the target population (e.g. tools adapted for illiterate audiences / sign language / child-friendly materials, etc.).
- **Obtain the free and informed consent of the participants:** the technical proposal must explain how the evaluator will obtain the free and informed consent and/or assent of the **participants**.
- **Ensure the security of personal and sensitive data throughout the activity:** the technical offer must propose measures for the protection of personal data.

\*These measures may be adapted during the completion of the inception report.

### 5.3. Participation of stakeholders and populations

Several stakeholders will be involved in the evaluation as follows:

- ✓ **Direct beneficiaries:** Boys, and Girls with and without disabilities (and their caregivers) who were identified and received rehabilitation, assistive technologies, inclusive education and social & behavioural change services.
- ✓ **Families of persons with Disabilities (indirect beneficiaries):** Family members of the direct Project beneficiaries.
- ✓ **Local partners:** (management and technical team)
- ✓ **HI:** Project staff, mission management, MEAL staff, and support services.
- ✓ **Ministries/governmental bodies:** Ministry of Education & Higher Education
- ✓ **Service providers.**

### 5.4. Others

It is essential that the process of data collection, as well as storage of data, be supported by careful ethical practice, including informed consent/assent, anonymity, confidentiality, Do-No-Harm, and protection of data and data storage. Informed consent needs to include awareness of the evaluation data collection process, and that the evaluation report may be published and publicly disseminated. Extra precaution must be taken in involving project beneficiaries considering the sensitivity of the thematic issues tackled by this project. To protect the anonymity of communities, partners and stakeholders' names or identifying features of evaluation participants (such as community position or role) will not be made public.

The evaluator should engage in respecting the following ethical principles:

- ✓ Child protection principles;
- ✓ Integrity (respect for gender sensitivity issues, especially when performing interviews/focus groups, religion, and beliefs);
- ✓ Anonymity and confidentiality;
- ✓ Independence and objectivity;
- ✓ Veracity of information;
- ✓ Coordination spirit;
- ✓ Intellectual property of information generated during and by the evaluation (including report and annexes) will be transferred to the evaluation commissioner;
- ✓ Quality of reporting;
- ✓ Respect for timelines, in case of late submission of the report, HI reserves the right to terminate the contract.
- ✓ Project Quality Policy and Project Quality Framework.



## 5. Expected deliverables and proposed schedule

### 6.1. Deliverables

- ✓ An inception report (maximum 15 pages excluding annexes) refining / specifying the proposed methodology for answering the evaluation questions and an action plan. This inception report will have to be validated by the Steering Committee.
- ✓ A presentation document presenting the first results, conclusions and recommendations, to be presented to the Steering Committee.
- ✓ A final report of approximately 20-30 pages maximum (excluding annexes) with the following structure:
  - Cover page



- Acknowledgement
  - Table of content
  - Executive Summary (that can be used as stand-alone external document).
  - Presentation of the intervention evaluated (about HI, evaluation objectives, activities deployed during intervention)
  - Presentation of the evaluation (specific objectives, evaluation questions, methodology, limitations, etc.)
  - Results (by evaluation criteria and evaluative question).
  - Conclusions
  - Recommendations
  - Appendices: ToR, inception report, tools and guides/protocols, profiles/persons interviewed (cartography), bibliography, conflict of interest, photos, etc.
- ✓ A summary of 5 pages that can be used as external document.
  - ✓ Transcript of qualitative data collected (in English).
  - ✓ Raw and analysed quantitative data

The final report should be integrated into the following template:	The quality of the final report will be reviewed by the Steering Committee of the evaluation using this checklist:
 TS8_Template_Final_Report.docx	 TS7_Final_Report_Quality_Checklist.docx

## 6.2. End-of-Evaluation Questionnaire

An end-of-evaluation questionnaire will be given to the evaluator and must be completed by him/her, a member of the Steering Committee and the person in charge of the evaluation.

## 6.3. Evaluation dates and schedule

Total mission duration: **34 working days (approximately 68 calendar days)**

It is expected that the evaluation process will take around **2 months** from the period **23<sup>rd</sup> September 2024** until the **29<sup>th</sup> November 2024**. A detailed action plan will be submitted as part of the inception report. The draft final report shall be shared from the evaluation team by **6<sup>th</sup> November 2024**, while the final validated evaluation report shall be submitted by **19<sup>th</sup> November** by the evaluation team.

# 6. Means

## 5.1 Expertise sought from the consultant(s)

- ✓ Academic background in Education/Curriculum development, Disability, Social Sciences, and/or developmental studies with a minimum of a master's degree in the relevant field (or bachelor's degree compensated with 3 years of experience).
- ✓ Solid experience in project evaluation and related methodologies for at least 5 years.
- ✓ Demonstrated Experience in conducting participatory (qualitative and quantitative) evaluation techniques.
- ✓ A broad experience in all aspects of project cycle management.

- ✓ Experience working with persons with disabilities and other vulnerable populations, in general, is an asset.
- ✓ Practical knowledge of rights-based approaches and Inclusion.
- ✓ Strong analytical and report-writing skills.
- ✓ Excellent speaking and writing skills in English
- ✓ Speaking skills in Arabic within the evaluation team
- ✓ French language is a plus.
- ✓ Experience in project evaluation and related methodologies with UNICEF (or UN) funded projects is a plus

The consultancy team/firm must be available for the implementation of this evaluation, with no or limited other assignments currently ongoing with them.

**The scoring of applications will be based on Consultancy Team Experience (20%), Technical Offer (50%), and Financial Offer (30%).**

## **5.2 Budget allocated to the evaluation**

The overall cost of the evaluation including transport costs (international and local), logistics costs, accommodation, and translation costs; with proposals for payment modalities shall be submitted by the evaluator with a detailed budget.

Payments for the evaluation are according to the following:

1. First payment: 20% - after submission of inception report.
2. Second payment: 30% - after submission of first draft evaluation report.
3. Third payment: 50% - after validation of final report and submission of all deliverables.

Please note that the last payment is conditional on the validation of the final report and not on the sending of the final report. By validation, we mean validation of the quality and under no circumstances of the appreciation of the project evaluated (based on the quality checklist attached, chapter 6).

## **7.3. Available resources made available to the evaluation team**

Project documents, logical framework, donor reports, Outcome monitoring Analysis report, Community engagement reports, and other documents that could be relevant as agreed in the kick-off meeting.

## **7. Submission of applications**

Bids from interested individual consultants or firms should include:

- A detailed technical offer that includes the methodology and evaluation plan (maximum 5 pages)
- A detailed financial offer that covers all anticipated costs (withholding tax, travel, accommodation, transportation, insurance, translation, venue, etc.) in **USD**.
- A Resume (list of Resumes) detailing relevant skills and experience of the consultant and her/his team of no more than 3 pages each, including contactable referees. In the case of a team of experts, the **Team Leader must be clarified**.
- A minimum of two samples of a relevant previous evaluation, preferably for an international donor-funded project in a similar area, sectors, or context.

Note: Humanity & Inclusion reserves the right to accept or reject any proposal without giving reasons and is not bound to accept the lowest or the highest bidder.

Bids must be sent by email to this address: tenders@lebanon.hi.org Please put “*Consultancy for final UNICEF IE project evaluation - [name of consultant]*” in the subject of the email.

Deadline for submission of applications: **Tuesday, August 13th, 2024 @ 17:00 PM (Beirut Local Time).**

Applications submitted after the deadline (day or hour) will not be considered. Selected consultants will be invited for an interview. Also, candidates who only submit resumes without technical and financial offers will be disregarded.

Humanity & Inclusion is committed to protecting the rights of children and opposes all forms of child exploitation and child abuse. HI, contractors must commit to protecting children against exploitation and abuse.

Persons with disabilities are particularly encouraged to apply.

## 8. Appendices

- HI's Quality Framework, on which all evaluators must base their evaluation. [https://hinside.hi.org/intranet/upload/docs/application/pdf/2022-12/posterqualityframeworkhi\\_pqp\\_en.pdf](https://hinside.hi.org/intranet/upload/docs/application/pdf/2022-12/posterqualityframeworkhi_pqp_en.pdf)
- The Disability - Gender - Age Policy, which must guide the approach and the construction of evaluation tools in the technical offer. [https://hi.org/sn\\_uploads/document/IP\\_DisabilityGenreAge\\_1.pdf](https://hi.org/sn_uploads/document/IP_DisabilityGenreAge_1.pdf)