



# TERMS OF REFERENCE

## Consultancy for the production of a Report on “The role of rehabilitation for the realization of human rights and inclusive development”

### 1- Presentation of the service

<b>Title of the Report:</b>	Tentative: ‘Multi-sectorial approach to disability-inclusive education: it works!’
<b>Handicap International Programme:</b>	Advocacy and Institutional Relations
<b>Objective of the service:</b>	Report
<b>Duration of the service:</b>	6 working days (Between August & September 2020)
<b>Location of the service:</b>	Consultant’s usual work location
<b>ToR last updated:</b>	13/06/2020
<b>Author of ToR:</b>	Valentina Pomatto

### 2- Presentation of the Report

#### 2-1- Why this Report?

Humanity & Inclusion (HI) carried out an internal review of its advocacy priority topics, in 2019, which resulted in consensus around inclusive education as a new priority as of 2020. In this context, the global advocacy strategy and its related plan of action for 2020 set as result #1: “**Internal and external stakeholders recognise HI’s distinctive messages on inclusive education**”. One of the activities under this result is the production and dissemination of an advocacy-oriented HI publication. Building on the work done over the past years, we will consolidate HI’s positioning by making its voice more recognisable and distinct amongst those of the many actors involved in this field. So far, the advocacy focus has been more on strengthening to the voice of networks (i.e. the Global Campaign for Education, the International Disability and Development Consortium), by bringing specific expertise and angles drawn from HI operations.

Both the Strategy of the Technical Division (Stratech) and the global advocacy strategy indicate that HI's added value in the field of inclusive education lies in its **multi-sectoral and comprehensive approach**, which places the child at the center and seeks for systemic responses that address both the needs/preferences of the child with disability and the environmental barriers that hinder access to and progress in education. Therefore, this Report is intended to convey the key-message, supported by sound evidence, that effective inclusive-education policies for children with disabilities are those that ensure that multiple aspects are addressed (health, social protection, assistive devices, stigma and discrimination, household's income), in coordination and in partnership with stakeholders amongst civil society and public authorities, and in synergy with other sectors of intervention. The report will address the questions of both access to, and the quality of, education.

The outbreak of the COVID-19 pandemic has spot the light on the educational response, with school closures impacting half of the students' population. This publication cannot ignore the specific situation faced by learners with disabilities in times of crisis, like COVID-19, for which there is a welcomed increased political attention. Therefore, while the scope of the publication remains broader than the COVID-19 educational response, and the publication is intended to be used over the years to come, a specific insight will be included to show how the multi-sectoral approach also applies in times of emergency and recovery. The publication will showcase the need to build resilience in education systems and provide some examples coming from the COVID-19 context.

## **2-2- Report's objectives**

This Report aims to make the case for a multi-sectorial approach to policy-making for disability-inclusive education, building on HI's expertise and on relevant examples.

### Specific objectives:

- Provide policy-makers with a set of actionable recommendations for effectively achieving inclusive education for children with disabilities through the adoption of multi-sectorial policies on inclusive education including in times of crises, like the COVID 19;
- Inspire policy-makers to take action and focus more on the multi sectorial approach to disability inclusive education with a twin-track approach by providing examples of impactful policies, successful practices, and relevant individual testimonies;
- Lay down the key elements of HI's distinctive narrative on inclusive education;
- Make meaningful linkages with the health crisis related to COVID-19, by highlighting the need to build systems' resilience and adopt multi-sectoral approach also during emergency and recovery phases.

## **2-3- Advocacy targets of the Report**

- States (Ministries of Education, Social Affairs, Employment ... ; focal points on disability and child rights across governmental branches; focal points on SDGs), as they are the key actors to shape, negotiate and adopt policies with an impact on the education for children with disabilities .

- Donors (in particular EU DEVCO and ECHO, governmental development agencies, GLAD network, World Bank and its Inclusive Education Initiative, GPE, Education Cannot Wait, and influential private donors in the education sector) as they play a major role shaping North-South development cooperation and decide about allocation of resources/investments.
- UN agencies and actors (UNESCO, UNDESA, UNDP, UNICEF, Special Rapporteurs and Envoys), as they play a key role in framing international development strategies and high-level political processes in relation to the 2030 Agenda (SDG 4, in particular).
- Civil society organisations (disability-focused and mainstream NGOs, organisations of persons with disabilities,) as they can join forces to advocate for the needed policy changes.

## 2-4- Methodology

The HI advocacy team (with the support of the inclusive education team) will develop an initial **draft text**, which will offer the basis for the structure and the key messages of the Report. This draft will contain key arguments, background elements, evidence, recommendations, and references (policy frameworks, external and internal documents and reports, academic studies and articles).

The HI advocacy team (with the support of the inclusive education team) will collect a number of **examples, testimonies, and case-studies** showcasing how a systemic approach has been adopted and implemented in different contexts to ensure that multiple needs are addressed with coordination across stakeholders, in order to strengthen access to and progress in education for children with disabilities. A few testimonies/case-studies already exist and an initial compilation has been prepared. However, some HI Programmes might be contacted to collect further information, complement the elements we have, or collect additional testimonies/case-studies, if deemed relevant. Guidelines have been developed to support these HI Programmes to provide meaningful, relevant, and harmonized evidence to be used in the report.

A Consultant will:

- Select, collect eventual missing information, edit and integrate 5 examples/ testimonies/ and case-studies provided by HI Programmes across geographical areas (North Africa, West Africa, Middle East, Central and East Africa, Asia) that have the greatest potential to effectively support the arguments and the recommendation contained in the Report; 1 or 2 of this examples/testimonies will relate to the COVID-19 crisis.
- Revise, adjust the structure, and consolidate the existing draft text, while ensuring coherence with the examples/ testimonies/ and case-studies, and on the basis of comments from the Editorial Committee.

- Consolidate the elaboration of a ‘box’ about resilience of education systems during crisis and in the aftermath, highlighting HI multiple experiences in this field, including COVID.
- Identify and draft 4 examples of countries and/or international organisations (i.e. World Bank, DFID, GPE, Togo, Nepal...) that have adopted and implemented a systemic approach to inclusive education, via the analysis of framework documents, education strategies, Education Sector Plans...

The final compilation and consolidation of all components in one cohesive corpus will be done by the person responsible for the Report in HI and the graphic designer.

## **2-5- Ethics**

We will ensure that high ethical and rigorous research standards are maintained, by following HI’s principles for ethical management of data:

- Comply with the HI internal policies on use of data, Disability Gender & Age, PSEA & Child Protection, etc;
- Ensure that the person’s consent is properly collected for every picture and written testimony;
- Respect copyright for pictures, obtain permissions to use pictures, and include information related to the photographers;
- Ensure that the final outputs are never used for commercial purposes;
- Ensure the respect of the dignity of beneficiaries portrait in pictures and testimonies;
- Carefully provide complete references to external sources used in the text of the publication.

### Disability, Age, Gender approach

As all HI activities are underpinned by a commitment to equal access to services for all, we therefore fully recognise the importance of adapting our intervention methods to each specific context, with systematic attention given to disability, gender and age in particular.

The organization respects the cultural values, and adapts its methodologies accordingly; seeking innovative ways to mainstream gender in all project activities.

The Report will apply gender mainstreaming, and we will look into the linkages between disability and gender every time it is possible, highlighting the intersecting forms of discriminations, and barriers in the access to services by children with disabilities.

## **3- Presentation of the service**

### **3-1- Overall objective of the consultancy service**

The Consultant will deliver a coherent, consolidated and harmonized Report, based on the draft and the additional components (testimonies, best-practices/case-studies, examples from countries) provided, elaborated by the Consultant.

### 3-2- Expected results of the service

- (1) The draft prepared by HI, serving as the 'core text' of the Report is revised and consolidated. (Approximately 10 pages)
- (2) At least 5 testimonies from beneficiaries and examples of projects carried out by HI members are further elaborated and fine-tuned to fit the purpose of different sections and to back-up key arguments. (Approximately 250 words per testimony/example)
- (3) 2 or 3 case-studies on good practices implemented by low-income countries and/or donors are further elaborated and fine-tuned. (Approximately 250 words per case-study)

### 3-3- Timeline of the consultancy service

13 August 2020 (depending on the availability of the Consultant, the kick-off can be scheduled from 4<sup>th</sup> August onwards)

The Consultant participates in a kick-off meeting with the HI contact persons.

17 August – 3 September 2020

The consultant revises and consolidates the draft, the testimonies, case-studies and best-practices provided.

4 September 2020

The consultant shares the intermediary results with the Editorial Committee to receive feedback.

7-10 September 2020

The Consultant integrates the feedback received in order to deliver final results.

### 3-4- Budget

Items	Units	Total €
Consultancy fee (including VAT)	6 jours	4000
<b>Total €</b>		<b>4000</b>

### 3-5- Mechanisms for communication and monitoring between the Consultant and Humanity & Inclusion

The recruitment and service of the Consultant will be supervised by an Editorial Committee involving all relevant internal stakeholders. The HI person responsible for this report, in the Advocacy and Institutional Relations Team, will follow up the whole process to ensure that the methodology is consistent throughout the project.

A final evaluation will be conducted focusing on overall achievements of objectives, key recommendations for ensuring continuity, lessons learned.

## 4- Requested profile

### 4-1- Requested profile

A Consultant with expertise in the fields of education, quantitative and qualitative data analysis.

### 4-2- Expertise

- Mandatory :
  - Minimum Diploma Master's degree in a relevant field: Education; Social Sciences; Disability-inclusion; Law; Political Science; International Development.
  - At least 3 years of experience in documenting good practices and in writing quality publications (provide a list of publications).
  - Experience working in education, disability or development sectors.
  - Excellent knowledge of the global education agenda.
  - Excellent analytical skills.
  - Sound understanding of international development, SDGs framework, and North-South relations.
  - IT skills - MS Office applications.
  - Knowledge working language (written & oral): English mandatory.
  - Understanding and adherence to HI's values and ethics.
- Desired :
  - Experience with an international non-governmental organization;
  - Experience in inclusive education;
  - Knowledge (written & oral) of French.

## 5- Application process

Applications must include:

- ☐ Curriculum Vitae (training, experience in the areas mentioned above, lists of key publications)
- ☐ References
- ☐ A letter of motivation
- ☐ A financial proposal including, a *minima*, details of consultancy fees

Please, send all required documents **by 03/07/2020** to the following address:  
[v.pomatto@hi.org](mailto:v.pomatto@hi.org)