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Terms of Reference: Consultancy

Collaborative, Multi-Country Research: Investment in Inclusive Education – focus on Teachers

Background

ActionAid is a global justice federation working to achieve social justice, gender equality and poverty eradication working with over 15 million people in 45 countries for a world free from poverty and injustice. We work with communities, people's organisations, women's movements, groups and networks, social movements and other allies to overcome the structural causes and consequences of poverty and injustice. We connect the work we do at community level with broader efforts and struggles for justice at every level to make the greatest contribution towards a just, equitable and sustainable world. Our work is currently structured under 4 key Priority Areas: 1) Address the structural causes of violence against women and girls and secure women's economic justice; 2) Ensure increased civic participation and state accountability for the redistribution of resources and delivery of quality, gender-responsive public services; 3) Strengthen resilient livelihoods and secure climate justice; 4) Drive transformative women-led emergency preparedness, response and prevention. Within these 4 priority areas we deliver a wide range of interventions aimed at addressing inequality, women's rights, education, food and land rights, tax justice, democratic governance, climate change, HIV/ Aids, emergencies and conflict.

Education International is the world's largest federation of unions, representing over thirty million teachers and education workers across the globe. EI views States as the main duty bearers in the provision of free quality, inclusive education for all, as well as the nominative guarantor of teachers' and education support personnel's labour rights and decent working conditions. More information on EI's work in inclusive education and decent work for persons with disabilities can be found [here](#).

Light for the World is an international disability and development NGO aiming at an inclusive society. Light for the World strives for a world in which persons with disabilities participate equally in society, and have access to their rights. At present Light for the World works in 19 partner countries and on an international level on health, education, and livelihood. The work has a specific focus on disability-inclusive education, Community Based Rehabilitation (CBR) and eye health. Light for the World engages in the empowerment of persons with disabilities and supports them in overcoming barriers in society to bring about social change. Light for the World collaborates with local/national partners and international alliances and organizations to achieve its goals. In line, with Sustainable Development Goal 4 the overall objective of our work is to contribute to the transformation of the education systems, so they provide quality education for all learners irrespective of their abilities. Focussing on the rights of people with disabilities Light for the World strives to contribute to the transformation of policies, practices and attitudes in the education system to accommodate for the differing needs of individual students and to remove the barriers hindering children with disabilities from realising their full potential.



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Breaking Barriers is a four year, Norad-funded multi country project which seeks to address some of the key barriers that prevent children, especially girls and vulnerable children from enjoying their right to free, quality, inclusive public education Malawi, Mozambique, Nigeria and Tanzania. Included in the barriers are: discrimination, inadequate financing and the proliferation of private, low-cost schools. The project's objectives are structured around ActionAid's 4S framework for education financing, emphasising the need to ensure that:

1. Governments take actions to increase the SIZE of national budgets by raising fair tax
2. Governments take actions to increase the SHARE of funds allocated to and spent on free, quality, inclusive public education
3. Public education policies, systems and expenditure are SENSITIVE to the rights of girls and marginalised children
4. A strong active movement of community and civil society structures effectively SCRUTINISE education budgets and expenditure and hold governments to account for the provision of free, quality, inclusive public education especially for girls and marginalised children

Through a combination of participatory local research and desk research at national and international levels and guided by ActionAid's overall Research Signature, i.e. *'People-led evidence, combined with external knowledge, influences change at local, national and international levels'* the ActionAid country offices involved in the project are committed to gathering evidence to support effective advocacy and campaigning for free, quality, inclusive public education – especially for girls, children with disability and other marginalised groups - including on issues related to the provision of disability-inclusive education.

Purpose

The overall purpose of this piece of work is to complement and build on existing research on the financing of inclusive education with a **focus on the extent to which current levels of investment in teachers/education workforce development allow for the provision of quality, free disability inclusive education** in a number of countries where ActionAid, Education International and Light for the World are working (notably: **Ethiopia, Malawi, Mozambique, Nigeria and Tanzania**).

The research will then be used to inform the 3 organisations' individual and/or collaborative advocacy work on financing of free, quality, public inclusive education and the need to invest in qualified trained teachers and education support personnel at national, regional and global level.

However, the main purpose of the research will be to analyse the current state of investment in disability inclusive education in each of the 5 countries, with an emphasis on:

1. **Obligations and Commitments:** assessing whether there are laws, policies, budgets and/or discourse that support the provision of disability inclusive education in theory across the 5 countries.
2. **Provision vs Need:** this will include mapping out the distribution/concentration of teachers and education support personnel qualified to provide disability-inclusive education as well as distribution/allocation of funds across the 5 countries, comparing this with actual needs. This may also include exploring issues such as teacher deployment to rural/remote areas and any motivation provided. Are trained teachers and experts deployed and retained in schools where there is a need? What is the provision of specialised special needs teachers?
3. **Investment in Teachers and Education Support Personnel (e.g. Special Needs Teachers based at schools, Peripatetic Teachers, itinerant teachers, Resource Centre Staff, specialists in child development (speech therapy, occupational therapy, physiotherapy, etc.):** this will involve scrutinising the budget for evidence of investment in pre- and in-service training on disability-inclusive education for teachers and comparing this to legal/policy provisions and



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primary data illustrating what is actually happening on the ground in a sample of schools from each country. In the process of examining support to the sample of schools, issues around capacities/competencies, understanding and commitment of the school leadership, pedagogical directors and inspectorate, etc. linked to the school will also be explored to determine what training or investments have been made to upskill them and by whom.

4. **Workforce Development:** this will involve analysing the type of training being provided for teachers and education support personnel at different levels (against UNESCO guidelines) and identifying key actors engaged in the process. It may also cover issues related to teacher licensing, leadership/management development, integration of inclusive education principles in current training and investment made in upskilling current academics delivering the courses. How are teachers with disabilities supported to become teachers, especially first-hand users of sign-language and braille, disability specific skills that are currently being invested in. All countries in the study have ratified the UNCRPD the recruitment of teachers with disabilities is an integral part of ensuring disability-inclusive education.
5. **Costing Models:** where possible produce financial projections for the delivery of different training models on disability inclusive education for pre- and/or in-service training.
6. **Identifying Gaps:** using the above analysis to identify gaps in financing, policy and provision of disability inclusive education with a particular focus on the investment in quality, trained teachers and education support personnel. This will include analysis of investment in teacher training, Continuous Professional Development and support systems.

A cross-cutting gender and disability perspective will be applied throughout the research, with a particular focus on legislation, statistics and other secondary data on teachers and Education Support Personnel, also taking into consideration intersecting factors such as socio-economic or class status, age, ethnicity, religion or any other significant factors that may emerge from the research

The findings will be used to improve understanding of the situation of education in each country and provide a **series of concrete recommendations for improved policy, investment and practices to ensure** governments honour commitments made with regards to the realisation of the right to education for all children, including those living with disability by ensuring adequate investment in qualified trained teachers.

It is hoped that the final report will contribute to the body of research being incorporated in the 2020 Global Education Monitoring Report.

In addition, report findings will be disseminated at a range of fora and moments including, but not limited to: Global Action Week on Education, CIES, UKFIET, World Disability Day.

Audience

The main audience for this piece of work include:

- National stakeholders including Ministries and other government authorities at decentralised level, Teachers' Unions, Education and Tax Justice Coalitions and other relevant CSOs in Ethiopia, Malawi, Mozambique, Nigeria and Tanzania.
- Global-level civil society organisations (development and human rights sectors), donors and policy-makers.
- GPE, World Bank, EFA 2030 SC, UNESCO GEM Report etc will also be important audiences.
- Teacher training institutions and professional bodies in professions allied to education where available.



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Approach and methodology

The study will most likely involve a combination of participatory primary and secondary research at local, national and international levels, including for example: key informant interviews, policy/literature review focussing on current legislation and policy in each country and building on existing research including academic literature, research carried out by ActionAid, Education International and Light for the World amongst others.

Some primary research and secondary data is currently being collected as part of the Breaking Barriers project's multi-country baseline being conducted in Malawi, Mozambique, Nigeria and Tanzania. This will generate useful up-to-date evidence on information regarding:

- Existence of Inclusive Education Policies/Strategies
- Extent to which the National Education Budget is sensitive to Inclusive Education issues and any allocations for this
- Some primary data from 55 schools on the extent to which teachers are trained and supported to deliver disability inclusive education

The following existing sources of data will be of relevance:

- Education International (2018) Are we there, yet? Education unions assess the bumpy road to inclusive education. Retrieved from https://issuu.com/educationinternational/docs/2018_eiresearch_disability_arewethe
- Tania Principe (2018) Rethinking disability: A primer for educators and education unions. Education International. Retrieved from https://issuu.com/educationinternational/docs/rethinking_disability_-_a_primer_fo
- (Forthcoming) ActionAid, Consolidated Baseline Report 2018-19 and country-level reports
- IDDC (2016) #Costing Equity: the case for disability-responsive education financing https://www.light-for-the-world.org/sites/lfdw_org/files/download_files/costingequity_the_case_for_disability-responsive_education_financing_15032017_acs_pdf.pdf

Deliverables

1. One International Report. This will have separate sections for each country which will be used to build understanding and support advocacy at local, national and international levels. Each country report should include practical recommendations for each country.
2. Policy Brief/s with infographics
3. Shared file with all relevant documents

Roles & Responsibilities

This piece of research will be conducted in collaboration between ActionAid, Education International and Light for the World. Broad expectations in terms of roles and responsibilities during this process are summarised below:

ActionAid, Education International and Light for the World:

- In collaboration with the consultants, contribute to the development of the research framework, questions and tools
- Coordinate with country organisational staff, teacher unions and education coalition members
- Support with the identification of key respondents and, where necessary access to implementation areas
- Provide feedback on draft reports



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- Coordinate design and layout of final reports
- Support the dissemination of findings

Consultants

- Produce a brief inception report confirming understanding of the task and outlining methodology, timeframe and budget
- Work with ActionAid, Education International and Light for the World to design the research framework, questions, methods and tools
- Draft the overall multi-country report using agreed research framework, questions, methods and tools (submit at least 2 drafts before finalisation)
- Produce final multi-country report as well as any photographs or other relevant accompanying material

Proposed Budget & Timeframe

The total proposed budget is in the region of US\$32 000 and we would require the final product to be completed no later than end August 2019. An indicative timeline for further discussion follows below:

Task	Responsible	Indicative Timeline
Consultants submit inception report and final research framework and questions	Consultants	By 21 st June
Review existing data and legal framework and compile new information and data (desk research) for 5 countries (Ethiopia, Malawi, Mozambique, Tanzania and Nigeria)	Consultants	By 4 th July
Conduct any further research in country	Consultants	By 9 th August
First draft consolidated report submitted	Consultants	By 16 th August
Second consolidated draft submitted	Consultants	By 27 th August
Final draft submitted	Consultants	By 30 th August

Specifications

ActionAid, Education International and Light for the World are looking for a **qualified and experienced consultant, or team of consultants** with a background in education (in particular issues related to education financing, budget analysis, disability inclusive education and the teaching profession) and experience of social research, who will be able to lead on this research initiative.

Essential:

1. Advanced Degree in the field of Education, Human Rights, Social Research, Economics or another relevant Social Science subject.
2. Understanding of issues related to human rights, especially the right to education as well as current discourse around education financing, disability inclusive education and teacher education
3. Experience of secondary research and legal/policy analysis and proven track record of relevant research focussing on the above-listed issues in one or more of the project countries
4. Experience of working with international NGOs, national education coalitions and disability rights organisations



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5. Fluency in written and spoken English and the ability to write clearly and concisely for diverse audiences.

Desirable:

1. Experience of working with any of the 3 commissioning organisations (ActionAid, Education International and Light for the World)
2. Understanding of/familiarity with human rights-based approach to research and advocacy on education financing, tax and privatisation
3. Fluency in another relevant language (e.g. Portuguese, Amharic, Chichewa, Kiswahili etc.)
4. A team that is able to draw on researchers, research institutes or postgraduate students based in each of the focus countries

Selection Process

Candidate selection will be based on the following criteria:

1. The ability to respond to and meet the essential and desirable specifications outlined in this term of reference
2. Demonstrated capacity to undertake the type of services sought
3. Relevant academic and professional qualifications and experience
4. Proposed budget and schedule

Applications

We invite interested candidates to submit the following application documents:

- A copy of the CV or CVs of the consultant or consultants who will be assigned to conduct the work
- A brief technical proposal (max 4-6 sides of A4) detailing:
 - a) how the consultant/s meet the selection criteria
 - b) their understanding of the Terms of Reference
 - c) financial proposal
 - d) availability
- A sample of relevant reports or publications
- Contact details of 2 independent referees

Please send your applications to: hrworkspace@actonaid.org by Friday, **May 31st 2019**.