



Request for Proposals / Applications

Contracting Institution	Disability Rights Advocacy Center (DRAC) Plot 690 AKON HOUSE, Idris Gidado Street, Wuye District, Abuja drac.nigeria@gmail.com
Project	Break the Cycle (BTC) Project
Type of Contract	Short – term Consultancy (RFA 012/2020)
Title	School Accessibility Audit
Purpose	<p>The purpose of this assignment is to carry out a detailed appraisal of the disability accessibility of the school environment, its facilities - buildings, assistive devices, specialist teaching and learning materials teacher training, policy/regulations in special schools in Abuja and Karu LGA, Nasarawa State.</p> <p>The study will focus on; identifying ways to improve accessibility in special schools – architectural/physical, information/communication, thereby limiting barriers children with disabilities face.</p>
Location	Abuja and Karu LGA, Nasarawa State
Issue Date	June 15, 2020
Submission Deadline	June 23, 2020
Duration	June 29 – July 31, 2020
Start Date	June 29, 2020
Reporting to	Executive Director, DRAC

Break the Cycle (BTC) Project - empowerment to combat violence against women/girls with disabilities in Nigeria - is a multi-year socio-economic empowerment project addressing the drivers of violence against women and girls with disabilities, funded by UK AID through CBM, and implemented by Disability Rights Advocacy Center (DRAC).

DRAC seeks to conduct an Accessibility Audit in special schools in Abuja and Karu LGA, Nasarawa State and therefore invites applications/technical proposals for the conduct of this research.

The Application/Technical Proposal should include an understanding of the terms of reference, the proposed methodology, an organized work plan with timeframe for deliverables, detailed budget and names and CVs of proposed personnel. Proposals should be sent to BTCProject@drac-ng.org not later than June 23, 2020.

Background:

Children with disabilities face multiple forms of discrimination which leads to their exclusion from society and school. People's attitude towards children with disabilities and a lack of resources to accommodate them in conventional schools, compound the challenges they face in accessing education. While lack of access to school is an issue, an equal concern is the inability of the education system to ensure quality education for children with disabilities. Children with disabilities were initially treated as unwanted and segregated from other children. Later, their education was carried out in special schools.

In recent times, there has been a shift towards having children with disabilities attend the same school as children without disabilities. The educationists now feel that each child should be allowed to learn in his or her own way. The concept of inclusive education has been spelt out in the Salamanca statement of action (1994) which states that all governments have been urged to adopt as a matter of law and policy, the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise.

The basic premise is that the school should meet the educational needs of all children irrespective of their disabilities or limitations. Children with disabilities are being left behind by global efforts to improve education opportunities for all, as gaps between children with and without disabilities have increased dramatically in developing countries.

Study shows that primary school completion for children with disabilities in 19 developing countries was just 48%, and as many as three in 10 children with disabilities have never been to school. The study, based on analysis of census data, also found that literacy rates and secondary school completion lag considerably behind. Only six in ten children with disabilities can read and write and only a third complete secondary school. It is of note that the gaps between children with and without disabilities have increased substantially over the last 30 to 40 years.

Children with disabilities have largely been excluded from efforts to improve education outcomes in the developing world. According to expert views, access to school for children with disabilities is often limited by a lack of understanding about their needs, a shortage of trained teachers as well as the lack of adequate facilities, classroom support and learning resources.

Evidently, this outline of the issues confronting children with disabilities gives us a clear indication of the critical need to adopt an inclusive approach when providing educational services.

Findings from the accessibility audit will be used to inform round table discussions with duty bearers like SUBEB, Federal and State Ministries of Education and other Government institutions to take action to improve access to quality education for women and girls with disabilities.

Purpose/Objectives:

Purpose:

The **purpose** of this assignment is to establish how well the school environment performs in terms of **access, inclusion** and ease of use by a wide range of potential users, including people with disabilities and the visually impaired, and also to recommend improvements, where necessary. It also consists of a detailed appraisal of the accessibility of the school environment, its facilities - buildings, assistive devices, specialist teaching and learning materials teacher training, policy/regulations in special schools in Abuja and Karu LGA, Nasarawa State.

The study will focus on; identifying ways to improve accessibility in special schools – architectural/physical, information/communication, thereby limiting barriers children with disabilities face.

Objectives:

The main objectives of the study are:

1. Undertake a situation analysis of the special schools in Abuja and Karu LGA, Karu LGA, Nasarawa State
2. Identify critical issues and barriers faced by children with disabilities in special schools
3. Assess the extent to which national and state policies/laws affect the provision of inclusive education for children with disabilities in special schools
4. Identify gaps and opportunities for adequate inclusion of children with disabilities
5. Provide technically effective and feasible recommendations aimed at strengthening identified gaps and improving inclusion of children with disabilities

Methodology and Scope of Work:

This study will be conducted in Abuja and Karu LGA, Nasarawa State with the following in view:

1. Review of key projects and other documents and materials as deemed relevant by DRAC
2. Develop brief inception report detailing key approach
3. Mapping/Selection of Special Schools
4. Carry out preliminary work on Special Schools at the inception level to identify the challenges children with disabilities face in special schools
5. Data collection which will comprise qualitative and quantitative methods to provide diverse perspectives to the research.
6. Disaggregated quantitative research which will capture the demographics of the children with disabilities.

Tasks, Deliverables and Timeframe:

The Study will be required to be completed by July 30, 2020. Below is a tentative timescales/table of dates to be revised as appropriate.

Key Tasks	Key deliverables	Description	Timing
1. Inception and scoping meetings	Draft Inception Report and research protocol letter and document	The inception report should identify the key assessment criteria and breakdown of target groups. The report should also include a detailed methodology and activity plan for the survey / assessment / audit including draft tools and plans for collating and analyzing data A research protocol is also outlined clearly	25 th June 2020
2. Review and finalization of the inception report	Final Inception Report	A Final Inception report that has been thoroughly consulted and approved by BTC Project Coordination Group (PCG)	26 th June 2020
3. Training of research assistants 4. Pre-test of tools	Pre-tested and fine-tuned tools ready to be deployed	Data collectors understand the tools and mode of data collection	30 th June 2020
5. Field Work starts	Progress update of field work and major findings	A PowerPoint presentation with details of the field activities undertaken and preliminary findings	1 st July 2020
6. Data analysis and report writing	Draft accessibility report PowerPoint Presentation with major findings and recommendations	A report that presents major findings and recommendations.	19 th July 2020
7. Review, finalization and validation of the report	Final accessibility audit report PowerPoint Presentation with finalized major findings and recommendations	A full technical report with detailed activities, key lessons, Recommendations and next steps/plans resulting from lessons learnt	31 st July 2020

Institutional Arrangements

The assignment will be implemented under overall guidance of the Executive Director, DRAC. The consultant is expected to regularly liaise with the ED throughout the process, starting with the identification of study objectives and study destinations. These will need to be approved by the ED throughout the process.

DRAC ED will among other things, facilitate the consultant's contacts with key actors and access to relevant documents.

DRAC shall provide the workspace, office equipment, supplies, etc. for the consultant's use where and when necessary. Expected expenses should be part of the submitted quotation/estimates.

No contract may commence unless the contract is signed by both DRAC and the Consultant.

Person Specifications:

- At least 10 years' experience / expertise in accessibility audit, disability inclusion and child's right act
- Minimum of 5 years of hands on experience in conducting accessibility audit for development projects in the Nigerian context
- Strong research (qualitative and quantitative) and analysis background
- Previous institutional experience undertaking similar assignments
- Knowledge of the specific situation of children with disabilities in Nigerian context, especially issues regarding accessibility, child's right act, gender equality and social inclusion
- Excellent communication and report writing skills are required
- Good facilitation skills for internal and external consultations
- Strong analytical and good inter-personal communication skills; experience in participatory processes
- Professional command of English, both oral and written, good report writing skills
- Working knowledge and experience in gender equality work in Nigeria are an added advantage
- Knowledge/skills in disability programming is added advantage

Selection/Evaluation criteria:

Individual consultants will be evaluated based on the methodology outlined below:

The award of the contract shall be made to the individual consultant whose offer has been evaluated and determined as:

- Responsive/compliant/acceptable, and;
- Having received the highest score out of a pre-determined set of weighted technical and financial criteria specific to the solicitation.

Only candidates obtaining a minimum score of 70% of the criteria laid out in Parts A – D would be considered for the Financial Evaluation in Part E.

Beyond a review of documentation, shortlisted candidates could be invited to do a brief PowerPoint presentation of their methodology for further assessment.

Assessment Area	Average Total Score
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<p>A) General Understanding of TORs</p> <p>The proposal demonstrates clearly the way in which the consultant understands the expectations expressed in the terms of reference.</p> <p>The proposal demonstrates the consultant’s understanding of the context, purpose and objectives and intended users of the School Accessibility Audit. The consultant makes an effort to interpret the objectives/themes to be examined and does not simply just “cut and paste” or paraphrase from the TORs, demonstrating an understanding of the separateness yet collectiveness of the proposed research.</p> <p>The proposal provides sound analysis of available information with a view to answering research questions/assumptions. The reasoning is explicit and well-founded.</p> <p>The proposal describes the central scope as regards its temporal, geographic and regulatory dimensions (especially accountability and other ethical considerations). It justifies the choices made for selecting the scope.</p>	<p>20%</p>
<p>B) Technical Feasibility of Proposed Indicative Methodological Design</p> <p>The proposal describes the data collection and analysis methods to be applied in the process. The methods should be feasible within the study context.</p> <p>The proposal shows how the selected methods will allow all the study objectives to be addressed appropriately. The choices of the methods are discussed and reasons for selection are coherent. The methodology presents a sound sampling approach – indicate how the sample size will be determined (if applicable).</p> <p>Possible sources of qualitative and quantitative data are also stated and a self-assessment of the reliability of data is provided. Possible limitations to validity of data sources are clearly stated and how they might be handled.</p> <p>The proposed methodology presents a clear detailed work plan and realistic time schedule for completing the assignment</p>	<p>40%</p>

<p>D) Consultant Competencies</p> <p>The consultant and or proposed team have the necessary competencies (as described in the TORs) to carry out the school accessibility audit.</p> <p>The proposal demonstrates clear understanding of accessibility barriers and challenges faced by various disability types.</p> <p>Knowledge of the elements of universal design and accessibility standards is key.</p> <p>The proposal includes the core BTC team, their field of expertise and their role. CVs are written in the standard format and declarations of absence of conflict of interest included accordingly.</p> <p>The experiences of the consultants are sound with clear references (<i>This will be verified as part of assessment</i>)</p>	<p>30%</p>
<p>E) Financial Proposal</p> <p>The consultant presents a clear and adequate cost and financing plan (budget) in Nigerian Naira (NGN) ONLY for the entire process broken down in their specifics.</p> <p>The budget clearly aligns with the detailed work plan</p>	<p>10%</p>

Adherence to DRAC Values and Policies:

DRAC is committed to the principles of equality and equity in terms of gender, nationality and culture. Individuals from minority groups, indigenous groups and persons with disabilities are equally encouraged to apply.

DRAC does not tolerate sexual exploitation and abuse, any kind of harassment, including sexual harassment, and discrimination.

Consultants and their Agents (and their teams where applicable), contracting with Disability Rights Advocacy Center (DRAC) are required to observe and adhere to the following values of the organization in the form of policies, statements and forms.

It is the Consultants' or Agents' responsibility to familiarize themselves with and adhere to the policies, including the standards, behaviors and principles.

Child Protection and Adult Safeguarding:

DRAC recognizes that we have a fundamental duty of care towards all children and adults we engage with, including a duty to protect them from abuse.

Anti-fraud and Corruption:

In line with the Corrupt Practices and other related offences Act 2000 and the EFCC Establishment Act 2004 DRAC has a 'zero tolerance' policy towards fraud, bribery, corruption and money-laundering.

Confidentiality:

The documents produced during the period of this consultancy will be treated as strictly confidential, and the rights of distribution and/ or publication will reside solely with DRAC.

The contract signed with the consultant will include other general terms defined by DRAC.

Method of Application:

Persons Interested in this assignment should submit a detailed proposal to: BTCProject@drac-ng.org. This should include but not limited to the following:

- Details on understanding of the ToR, scope of work, draft methodology to be used and key criteria for the accessibility audit
- Understanding of the subject area and recent developments on the topic in Nigeria
- Demonstrating your approach to delivering the study that has representation and credibility with details on how you propose to effectively execute this at community level
- Timeline, with specific dates from commencement to final submission of all deliverables
- Detailed budget breakdown with work plan based on expected daily rates and all likely expenses with clear distinction on cost of delivery at all levels. The consultant should submit necessary documents pertaining to licenses; a Tax Identification Number (TIN) or Value-added Tax (VAT) certificate is mandatory.
- CV of the lead researcher and other contributing individuals (if planning to work in a team)
- Cover letter
- Names, Organizations, and Contact details of three Referees whom we may contact
- Sample of previous work done