

Scope of Work: External Evaluation

This scope of work details the consultancy work expected to deliver an external evaluation for Inclusion International and the International Disability Alliance.

Assignment Title:	External Evaluation of the Project “ <i>Accelerating quality, inclusive, and equitable education in emergency for girls and boys with disabilities through partnerships with OPDs including pilot interventions in Niger and Colombia</i> ”
Client Organisation:	Inclusion International
Location:	Remote, with virtual coordination meetings Optional trip to Kenya to observe final project activity
Duration:	Estimated 20 days, running from May 1 - June 15, 2026
Deliverable Deadlines:	Final evaluation report due June 15, 2026

Background

Inclusion International, in partnership with the International Disability Alliance (IDA) and members in Colombia and Niger, has been implementing a project funded by Education Cannot Wait (ECW). The project addresses systemic barriers to education in emergencies, aimed at ensuring children with disabilities are not left out of crisis response efforts.

The project has worked toward four primary goals:

1. Supporting Organisations of Persons with Disabilities (OPDs) to engage in Education in Emergencies (EiE).
2. Building connections between OPDs and humanitarian organisations.
3. Working with ECW’s Multi-Year Resilience Programmes (MYRPs) in Colombia and Niger to strengthen inclusive practices
4. Creating global knowledge products to make humanitarian work more inclusive

Key activities have included collecting data on the experiences of children with disabilities, delivering joint workshops for OPDs and humanitarian actors, creating learning tools, and training teachers on inclusive practices.

Objectives of the Evaluation

Inclusion International seeks an external evaluator to conduct a final project evaluation. The objective is to assess the relevance, effectiveness, efficiency, impact, and sustainability of the intervention in Niger and Colombia.

Specifically, the evaluation must assess if the project met its goals and assess how the project has had an impact on collaboration between OPDs and humanitarian actors, as well as the impact the knowledge products will have on effectively reducing barriers for children with disabilities.

Key Evaluation Questions

This section guides the evaluation.

- **Relevance:**
 - To what extent did the project activities respond to the challenges identified in the initial scoping?

- **Effectiveness:**
 - How effective was the project at engaging organisations of persons with disabilities in education in emergency space?
 - How effective was the project in building sustainable connections between OPDs and humanitarian actors?
 - Did the teacher training help teachers increase their understanding of inclusive methods in the classroom?
 - To what extent did the project activities (e.g., teacher training, family workshops) strengthen the capacity of key actors like teachers and family members in the emergency contexts of Niger and Colombia?
 - To what extent did the project contribute to create new resources to support more inclusive education in emergencies?

- **Impact:**
 - Are humanitarian actors now better equipped to deliver on inclusion of children with disabilities in education in emergencies?
- **Learning & Scalability:**
 - What are the key lessons from the pilot activities in Colombia and Niger that can be applied to humanitarian organisations worldwide?

Evaluation Design and Methodology Expectations

The consultant is expected to design a *participatory methodology* that aligns with the project's dynamics. We expect the design to:

- **Be Co-Constructed:** The methodology should not be extractive. It must include consultation with the National Project Teams in Colombia and Niger during the inception phase.
- **Centre OPD Voices:** The design must prioritize the perspectives of organisations of persons with disabilities.
- **Use Mixed Methods:** We expect a combination of desk review (analysing background materials like the "Unlocking Inclusive Education in Emergencies" tool and teacher training guides) and qualitative data collection (interviews, surveys of OPDs and humanitarian actors).
- **Context Sensitivity:** The design must account for the specific emergency contexts in the four provinces of intervention across the two countries.

Activities and Deliverables

The evaluation will be conducted in phases (Total estimated days: 20 days).

Phase 1: Inception and Design

- **Activity:** Review background materials (project proposals, training reports).
- **Activity:** Briefing with the Project Manager and National Teams.
- **Deliverable:** Proposed methodology, data collection tools, and work plan.

Phase 2: Data Collection

- **Activity:** Design feedback survey for humanitarian actors involved in the project.
- **Activity:** Design feedback survey for OPDs involved in the project.
- **Activity:** Conduct interviews/focus groups with project staff, OPD partners, humanitarian actors, and beneficiaries in Niger and Colombia (remote*).
- **Activity:** Collect evidence on project outcomes.

* Note that there is also an option to hold some interviews in person and to observe the final project workshop in Nairobi, Kenya. This activity will run from May 15-18th, 2026.

Phase 3: Analysis and Drafting

- **Activity:** Analyse data against the Key Evaluation Questions.
- **Deliverable:** Draft Evaluation Report for review by Inclusion International and IDA.

Phase 4: Validation and Finalisation

- **Activity:** Facilitate a validation workshop (remote) with the project team to discuss findings, recommendations, and framing of the final report.
- **Deliverable:** Final Evaluation Report (including an executive summary and a 2-page "Key Lessons" brief for external dissemination).

Reporting & Communication

- Regular progress updates via email.
- Coordination meetings at key milestones (Inception, Post-Data Collection, Draft Submission).
- The final report must be submitted in English.

Proposed Criteria for Selection of Evaluators

Given the specific nature of the project (EiE and Disability Rights), technical expertise is essential. Based on the project's focus on OPD partnership and technical tools, the project team will review applicants based on the following selection criteria:

A. Essential Technical Expertise

1. **Evaluation in Humanitarian Settings:** Demonstrated experience conducting project evaluations in emergency or crisis contexts (EiE preferred).
2. **Disability Rights Frameworks:** Deep knowledge of the UN CRPD (Convention on the Rights of Persons with Disabilities) and the IASC Guidelines on Inclusion. The evaluator must understand that inclusion is a matter of rights, not charity.
3. **Participatory Methodologies:** Proven experience using inclusive data collection methods that accommodate persons with disabilities (e.g., accessible focus group facilitation, Easy-to-Read consent forms).

B. Regional and Linguistic Knowledge

1. **Language Skills:** The project is implemented in Niger and Colombia. Therefore, the evaluation team should preferably possess working proficiency in French and Spanish to conduct direct data collection without relying entirely on translators.
2. **Contextual Experience:** Experience working in the Sahel region (Africa) and/or South America is highly desirable.

C. Partnership Approach

1. **OPD Engagement:** Evidence of having worked previously with Organisations of Persons with Disabilities (OPDs). The evaluator must demonstrate respect for and understanding of the motto "Nothing about us without us".

D. Quality of Proposal

1. **Methodological Rigour:** The financial and technical proposal will be assessed on how well the methodology section addresses the "Design Expectations" listed in the Scope of Work.

Application Process

Applicants must submit:

1. A cover letter detailing their proposed approach and relevant experience, highlighting experience delivering evaluations for humanitarian projects

2. A copy of their CV (in the case of an individual evaluator) or organisational profile (in the case of a team or firm)
3. A sample of previous work, if available. Final evaluation reports preferred.
4. A breakdown of the number of days anticipated to complete this work, and your proposed fee to deliver this work. This can be included in the cover letter.

To apply for this consultancy, please forward a copy of your CV and a cover letter to Federica Settimi at fede@inclusion-international.org.

Cover letters can be addressed to Federica Settimi, Programme Manager for Inclusive Education.

Applications will be accepted until 11:59pm GMT on April 17, 2026.

Please copy olivia@inclusion-international.org and kimber@inclusion-international.org on the submission of your application.