

**Terms of Reference for End-Term Evaluation of project:  
Inclusive Education and Right to Health for Children with and  
without disabilities in the Gaza Strip**

## Terms of Reference for Evaluation

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### CONTENTS

Evaluation Summary.....	3
1. Overview of Organizations .....	4
2. Background of Project .....	4
3. Evaluation Objective, Scope and Intended Use .....	6
4. Evaluation Questions.....	7
5. Methodology.....	11
6. Evaluation Team and Management Responsibilities .....	12
6.1. Commissioning responsibility .....	12
6.2. Evaluation Team.....	13
7. Expected Results / timeframe.....	14
8. Costs and payments .....	15
9. Application .....	15

## EVALUATION SUMMARY

<b>Project, Project Number</b>	Inclusive Education and Right to Health for Children with and without disabilities in the Gaza Strip P10314 (CBM) / NEAR-TS_2021-428-984 (EU)
<b>Partner Organisation</b>	Atfaluna Society for Deaf Children (Atfaluna)
<b>Project start and end dates</b>	01.01.2022 – 30.06.2025
<b>Evaluation Purpose</b>	This End-Term Evaluation is to assess to the overall performance of the project, implemented from 1.1.2022 to 30.06.2025, in terms of its achieved objectives and outcomes, identify successes and possible gaps and challenges
<b>Evaluation Type</b>	End-Term Evaluation
<b>Commissioning organisation/contact person</b>	CBM Christoffel Blinden Mission Christian Blind Mission e.V. (CBM) Eastern Mediterranean Program Amal Daar (Programme Officer)
<b>Proposed Evaluation Start and End Dates</b>	7.9.2025 – 16.10.2025 (30 working days)
<b>Anticipated Evaluation Report Release Date</b>	20.10.2025
<b>Recipient of Final Evaluation Report</b>	Atfaluna, CBM, Donor

## 1. OVERVIEW OF ORGANIZATIONS

**CBM** is an international development organisation, committed to improving the quality of life of people with disabilities in the poorest communities of the world irrespective of race, gender or religious belief. Based on its core values and over 100 years of professional expertise, CBM addresses poverty both as a cause and as a consequence of disability and works in partnership with local and national civil society organisations to create an inclusive society for all.

**Atfaluna Society for Deaf Children** is a local non-governmental organization, established in 1992 in Gaza City, in order to enable persons with hearing disability in the Gaza Strip to have their chance in life through education, rehabilitation, job training, and employment opportunities. From its establishment as a small school for persons with hearing disability serving 27 students, Atfaluna now serves more than 40,000 persons annually through a multitude of services and training programs implemented within an inclusive approach. These interventions aim at providing equal opportunities for persons with hearing disability in society.

## 2. BACKGROUND OF PROJECT

For most children with disabilities in Palestine and particularly in the Gaza Strip, the right to education as well as the right to health are denied. They often do not have access to inclusive education in mainstream schools. Policy recommendations or an official action plan are lacking and efforts towards inclusive education are only conducted by CSOs but are still scattered. Teachers lack knowledge and capacities on disability inclusion. Government restrictions due to the COVID-19 crisis and lack of appropriate e-learning facilities in public schools have further limited access to education and, particularly, specific needs of

### **Project Objectives:**

The project titled "Developing an Inclusive Education Environment for Children with and without Disabilities in the Gaza Strip" project is a co-funded project by the EU and CBM that aims to build an inclusive society with equal access to inclusive education and accessible health services for people with and without disabilities in Palestine. The action is fully in line with the UN Convention on the Rights of Persons with Disabilities (UNCRPD), article 24: "the right to education without discrimination and on the basis of equal opportunity... ensuring an inclusive education system at all levels and life-long learning" and article 25: "persons with disabilities have the right to the enjoyment of the highest attainable standard of health without discrimination on the basis of disability." The action contributes to influencing decision-makers by putting in place the required legislation and policies to ensure that the rights to inclusive education and health services are respected, protected, and fulfilled for all children.

**Overall Objective:** Contribute towards achieving an inclusive community where children with and without disabilities enjoy quality education in the Gaza Strip.

**Specific Objective** The right of children with and without disabilities to inclusive education and health services based on a national disability-inclusive framework is promoted and supported by the community in the Gaza Strip

**Intermediate outcome** : The awareness about the specific vulnerable situation of girls and young women with disabilities has been raised among public decision takers, teachers and the community.

**Output 1.)** The awareness and capacity of decision-makers in the public sector in Palestine for the equal right to inclusive education are raised and a national inclusive education framework as well as a system to assess the educational needs of children with disabilities are developed and introduced.

- Activity 1.1 Situation analysis of the educational system in the Gaza strip identifying gaps, challenges and recommendations
- Activity 1.2: Sensitising and developing the capacity of public sector representatives and decision-makers on disability inclusion
- Activity 1.3: Ten round table discussions and networking with ministries, policy makers, human rights CSOs and (OPDs) to promote the right of all children to inclusive education
- Activity 1.4: Developing a national inclusive education framework and advocating for its endorsement (incl. conducting a stakeholder conference)
- Activity 1.5: Developing and introducing a standardised holistic system to assess the needs of children with disabilities

**Output 2** Innovative teaching modalities in inclusive education (accessible blending face-to face with digital modalities) are developed and evidenced in public and private schools as a basis for expanding in the public education system in the Gaza strip, and teachers have increased their competence in digital and inclusive teaching methodologies.

- Activity 2.1: Developing an inclusive education curriculum and training module on inclusion for teachers
- Activity 2.2: At least 15 training courses for teachers on inclusive education incl. appropriate digital and blended teaching modalities
- Activity 2.3: Teaching at least 2,000 children with and without disabilities in inclusive education classes and in additional remedial classes as needed (applying both blended modalities including face-to-face and online education)
- Activity 2.4: Accessibility audits in at least 20 primary schools and upgrading accessibility in at least 10 schools
- Activity 2.5: Provision of assistive devices and therapeutic support
- Activity 2.6: Establishing a Community of Practice to exchange experiences for teachers

**Output 3.)** The right of children with disabilities to access inclusive education and health is ensured in the communities, also enabling parents to facilitate remote learning (and therapeutic interventions as needed) for their children with disabilities.

- Activity 3.1: Setting up 10 peer groups of children with and without disabilities and training of peer leaders
- Activity 3.2: Financial Support to Third Parties: support to seven disability rehabilitation organizations, organized in the “Network of Rehabilitation Centres (NRC)”
  - Al Amal Society for Rehabilitation- Rafah,
  - Rehabilitation and Community Training Society- Nusairat,
  - Deir Al Balah for Persons with Disabilities Rehabilitation,
  - Palestinian Society for Rehabilitation of Persons with Disabilities,
  - Al Buriej for Community Rehabilitation,
  - Al Maghazi for Community Rehabilitation and
  - Jabalia Society for Persons with Disabilities Rehabilitation
- Activity 3.3: systematic awareness raising to parents and the community at large on the right to inclusive education and accessible health services for all children incl. e.g. competitions on best inclusion practices carried out by OPDs and the peer groups
- Activity 3.4: regular weekly consultations with parents to support their children in using digital learning modalities at home and to assist the therapeutic interventions;
- Activity 3.5: sensitization of public health workers and health CSOs on the right of children with disabilities to accessible health services and inclusive COVID-19 responses;
- Activity 3.6: developing sensitization materials in various inclusive and accessible formats (incl. films) with the participation of children with disabilities

### **The target group**

The project targets **1,500 students** with disabilities and **500 students** without disabilities, **200 teachers** (males and females), **200 public officials**, decision-makers, CSO and OPD representatives, **200** health workers from the Ministry of Health, the Ministry of Education (school health department) and health NGOs, **4,000 school children** with and without disabilities (targeted in awareness raising activities), **2,000 parents** (of the 1,500 + 500 students) and **2,000** community members.

### **3. EVALUATION OBJECTIVE, SCOPE AND INTENDED USE**

The End-term evaluation will review and analyse the overall project implementation according to the project plan from its start in January 2022 until its completion in June 2025. The evaluation shall provide a detailed account of

the achievements and challenges encountered by the project, taking into special consideration the broader context in the Gaza Strip, particularly the significant impact of the ongoing war and conflict-related challenges. Despite these severe contextual constraints, the evaluation shall specifically document and analyse how the project managed to progress and achieve its objectives. The final report will serve as a demonstration of accountability to the donor/EU, highlighting the resilience and adaptability of the project implementation amidst difficult circumstances. An Executive Summary and graphical depictions of key findings, along with targeted recommendations, will be included to facilitate stakeholder learning and future programming.

#### 4. EVALUATION QUESTIONS

The guiding questions for the evaluation are based on [the OECD \(Organization for Economic Cooperation and Development\) DAC \(Development Assessment Criteria\)](#) evaluation criteria of **relevance, coherence, effectiveness, efficiency, impact, and sustainability**.

There may also be other areas of enquiry on which you want to focus, e.g. Inclusion. **Gender and Child Safeguarding** (if applicable in the project) **are mandatory areas of enquiry for each evaluation**.

Draft guiding questions that could refer directly to planned achievements (outcomes/objectives) and their indicators that are detailed in a logframe, project plan or theory of change.

You need to know clearly the project's/programme's objectives, expected results, activities and target groups in order to complete the questions below.

The Evaluation shall measure progress and assess **relevance, coherence, effectiveness, efficiency, impact and sustainability** of the interventions in line with project outcome and output deliverables. Hereby, the End-term evaluation shall refer to timelines, budget and quality of implementation against targets set in each quarter of the project.

In line with [Disability Inclusive Development \(DID\) standards](#), the End-term evaluation will also assess the **engagement of persons with disabilities** within different phases of the project cycle. Other areas the evaluation needs to consider are **sustainability, Gender and Child Safeguarding** as mandatory areas of enquiry for each evaluation as well as environment aspects. The evaluation will identify and analyse good practices and success stories for sharing and learning. It will set recommendations and future trends that will help benefitting from this project (as a model) in the future.

### **Relevance, quality of design and appropriateness:**

- To what extent were the project's activities and outputs aligned with the needs and demands of key stakeholders and target groups?
- What factors contributed to the successful achievements of the project's intended output and outcome, and what barriers or challenges hindered the project's progress?
- To what extent did the projects fit within the specific development context considering their complementarity with initiatives of other development agencies and partners?
- To what extent the adapting procedure and contingency in the current context in the emergency situation affected the project implementation?
- What lessons can be drawn from the project's performance that could inform the design and implementation of future interventions in similar contexts?

### **Effectiveness:**

- To what extent were planned project activities implemented as scheduled and executed effectively? Have the project's objectives and intended outcomes been achieved by the end of the implementation period?
- To what extent have the project's activities contributed to promoting inclusive education? Are the implemented activities appropriate and sufficient to achieve the intended objectives, and what additional or alternative activities could have enhanced inclusive outcomes?
- What were the major internal and external factors (e.g., contextual, managerial, operational) that influenced the achievement of the project's objectives? And to what extent has the project been able to remove constraints or barriers in achieving its targets?
- Assess the quality of the project planning documentation (situation and stakeholder assessment, consideration of disability inclusiveness, gender and child safeguarding, logframe, time frame and milestones, personnel planning, planning of partnership contribution)
- How satisfied are service users with the services received and do they note a noticeable gain in mobility, accessibility and/or inclusion.

### **Coherence:**

- To what extent were the project's design, delivery and results coherent with international laws and commitments to disability rights, gender equality and rights, including the UNCRPD, CEDAW<sup>1</sup>, and the 2030 Agenda<sup>2</sup>?

<sup>1</sup> CEDAW – Convention on the Elimination of All Forms of Discrimination Against Women

<sup>2</sup> 2030 Agenda – The 2030 Agenda for Sustainable Development (SDGs)

- To what extent did the intervention support national legislation and initiatives that aim to improve equality and human rights?

**Efficiency or cost-effectiveness (of planning and of implementation):**

- Did the partnership approach and cooperation between CBM and Atfaluna contribute to an efficient and cost-effective planning and implementation of the project?
- Were project funds used appropriately? Were the resources efficiently managed and utilized? Were the costs for the planned activities in line with local standards?
- How efficiently is the project well embedded in the programme structure of Atfaluna and how does it complement other initiatives?
- Were mechanism such as lessons learned, reflection, and internal review sufficiently used to improve project implementation? Did the project reach the right beneficiaries in the right quantity and quality?

**Impact - Contribution to change:**

- To what extent has the project made progress toward the results in the project level framework, i.e., to which extent has the inclusive education already been implemented? Has the project already affected any long-term changes with regard to the project objective and results? What has happened as a result of the project?
- What real changes have resulted from the project's interventions and activities, and what impact have these had on the target group? How many people were affected (disaggregated by gender, age, disability, etc.)?
- Has there been an effect that has not been anticipated or expected? Were there also negative effects and consequences?
- How is the project perceived by the public? Does it receive visitors, requests, etc.? Does it receive media attention and coverage? How could the project be rated in terms of impact of each component?
- What internal and external factors affect the project's achievement of intended results? How could factors negatively affecting the project be prevented?

**Sustainability:**

- What obstacles were faced during project implementation that could affect sustainability, and what are the major factors, both positive and negative, influencing the sustainability of project? What recommendations can be made to mitigate risks in future planning?
- To What extent are the net benefits of the project likely to continue after its completion, and to what extend that the capacity building for the teachers, the national inclusive education framework, standardized holistic system helped to promote the substantiality of the inclusive education with the public schools

- How did persons with disabilities participate in the project design, implementation and monitoring or other assessment? Have capacities of Persons with Disabilities (and their families) been strengthened to become aware on their rights?
- Assess the level of government and community participation in disability initiatives at local level and the dialog mechanisms between citizens, civil society and the government
- Have the projects awareness raising activities and advocacy work led to a change in the behaviour of the target groups?

#### **Gender:**

- Has there been any change in the participation of women and men in community, social, economic or political/decision-making life within the target area? What is the link between the work of our project and these changes?
- Did female and male adults/children have equal access to the project activities? Did both men and women receive the appropriate and needed support so that their needs are addressed?
- Is there a difference in activities / trainings in terms of gender equality?

#### **Child Safeguarding**

- How has a safe environment for children been established and maintained throughout the stages of planning and implementation? Assess whether there have been any project activities that have created unforeseen negative impacts on children's safety.
- Assess the awareness of involved stakeholders about the rights of children and about child protection/safeguarding, and what prevention and protection activities were undertaken.
- What measures have been put into place to ensure the partner organization and any other actors involved respect the safeguarding principles? What kind of control mechanism is in place? Assess the degree to which the CBM child safeguarding standards are known and understood by the various stakeholders.
- Assess how stakeholders (partner organisations, community groups, etc.) will keep a safe environment for children and how they will keep prevention and protection measures. What feedback mechanisms are in place to report the violation of child safeguarding?

#### **Disability Inclusion**

- Has the awareness and understanding of disability increased amongst program staff? Has this occurred in the community? What can be learned about the initiatives undertaken? Were some more successful than others?

- Has the community formed a deeper respect and understanding for people with a disability and their families, including decreased stigma and discrimination and increased appreciation of capacities and contribution?
- Did women and men with a disability equally gain a better understanding of their rights and entitlements?
- Were women, men, girls and boys with a disability equally able to access the full range of services offered? What difficulties did each of those groups have in accessing the services, and what are recommendations for addressing the barriers in the future?
- Have organisational policies, procedures and project decisions been reviewed and updated to be disability inclusive?

## 5. METHODOLOGY

The detailed methodology shall be developed by the evaluation team in close consultation with the local partner and CBM. The evaluation shall be results based (outcome and impact) rather than activities based. It shall be a participatory process conducted by involving the implementing partner, stakeholders, and representatives from the target group. Particular attention shall be given to people with disabilities in terms of their involvement in the program and accessibility of the intervention. Therefore, sampling should deliberately include persons with disabilities from the target group. The evaluation shall involve both, males and females. Necessary accommodations in the methodology (sign language, accessible venues, additional time) must be made to ensure inclusion. The following mechanisms must be adhered to during the entire process:

- Participatory and inclusive
- Safeguarding of children and adults at risk
- Data Disaggregation (gender/age/disability)
- Data Security and privacy (data storage and informed consent)

The consultant is expected to employ a variety of data collection and analysis techniques for both quantitative and qualitative data to ensure a comprehensive evaluation exercise. This will likely include, at a minimum:

**Document and systems review:** Review of existing documentation, including; project reports, project log frame, and monitoring and evaluation data.

**Surveys:** Application of structured survey questionnaires with a representative, random sample of the target population to quantitatively assess outcomes. This will be greater in scope, breadth, and depth compared to standard routine project monitoring.

**Focus Group Discussions:** With target groups and other stakeholders to assess implementation experiences and effectiveness, document successes, challenges and lessons learned and develop recommendations for future improvement.

**Key Informant Interviews:** Consultations with key project stakeholders, including field staff and partners.

The project team will share a matrix of key partners and stakeholder with the evaluator so that s/he is aware on who to include in the sampling.

## **6. EVALUATION TEAM AND MANAGEMENT RESPONSIBILITIES**

### **6.1. COMMISSIONING RESPONSIBILITY**

The End-term evaluation will be under the responsibility of the CBM Eastern Mediterranean Programme. However, as CBM holds the contract with the EU, respective approaches in terms of methodology, final reports etc. will be aligned with CBM for their input and alignment.

Responsibility of CBM Eastern Mediterranean Programme includes:

- Tendering of Evaluation Team/ Consultancy Company
- Facilitate the initial evaluation briefing and the post –review session
- Review and approval of detailed methodology and work plan
- Review and approval of final evaluation report and recommendations according to the reporting template provided by CBM.
- Conclusion of Contract with Evaluation Team
- Arrangement of Payments to Evaluation Team
- Complete process and report finalisation.

The local implementing partner Atfaluna will be involved in drafting the Terms of Reference, reviewing and providing their input to the final report in close communication with CBM. Furthermore, Atfaluna has the responsibility to make sure that relevant stakeholders are aligned and available for discussions. Atfaluna will also communicate with the consultant/evaluation team leader on any significant issues arising before and during the evaluation. Atfaluna can support logistical arrangements as needed.

### **The consultant will be expected to:**

- 1- Review relevant project documents, including but not limited to: project reports, project log frame, household survey reports and data.
- 2- Develop, test and apply survey questionnaires. A representative random sample of the target population should be interviewed to assess outcomes and establish impact of the project interventions in line with log frame indicators. The project places a strong emphasis on the need to collect information on outcome indicators
- 3- Design and conduct focus group discussions with relevant community members, both male and female, to assess implementation experiences and

effectiveness, document successes, challenges, and lessons learned, and develop recommendations for future programming.

- 4- Conduct key informant interviews i.e. consultations with key project stakeholders, including field staff and partners.
- 5- Collect and analyze data.
- 6- Incorporate feedback and submit a final evaluation report to CBM, reflecting comments from relevant stakeholders.
- 7- Ensuring appropriate translation or interpretation is covered as needed, including potential provision of sign language interpretation.

The recommendations of the evaluation shall be used to draft a Management Response (template to be provided through CBM for further action).

## **6.2. EVALUATION TEAM**

Within the team conducting this evaluation the following qualifications are required:

- Master's degree or higher academic degree related to Social Sciences, International Development, economic and social development related studies, Organisational Development or similar (at least the Team Manager)
- Proven working experience with NGOs or INGO and the Government sector in the field of livelihood, economic development
- Proven consultancy experience of at least 5 years with a record of providing high quality, creative expert advice
- Proven experience in the evaluation of projects/programmes by specific donors (BMZ, EU, DFAD, DFID, etc.)
- Experience in applying qualitative and quantitative evaluation methods, with a minimum of 10 years of professional experience in program and project evaluation of relevance to policy making demonstrating a strong record in designing and conducting/leading evaluations.
- Experience in evaluation of similar programmes and sound knowledge of (Inclusive) Project Cycle Management and evaluation criteria
- Experience in participatory approach is a must as well as facilitation skills
- Knowledge about local culture, policies and laws to understand the reality for persons with disabilities in Gaza/Palestine.
- Ideally teams should consist of men and women and should include persons with disabilities

Verification of these qualifications will be based on the provided curriculum vitae. Moreover, references, web links or electronic copies of two or three examples of recently completed evaluation reports shall be provided together with the technical proposal.

Candidates are also encouraged to submit other references such as research papers or articles that demonstrate their familiarity with the subject under review.

The evaluation team is expected to be medically insured during the time of service under this consultancy. The contracting agencies, CBM and EU, will not take responsibility for any damage, injury, or loss in the framework of this evaluation.

**Child Safeguarding Policy:** As a condition of entering into a consultancy agreement the evaluators must sign the CBM Child Safeguarding Policy and abide by the terms and conditions thereof.

## 7. EXPECTED RESULTS / TIMEFRAME

The End-Term evaluation is expected to start in September 2025 with an inception phase followed by intensive data collection (desk review, interviews, and surveys), analysis, and report writing. A workshop for presentation and discussion of preliminary findings, and the final revised evaluation report should be conducted in October 2025,

The consultant will provide the following deliverables to the CBM and Atfaluna team within the timeframe stated:

**Inception Report:** within 6 working days of evaluation launch, a detailed report on the evaluator's proposed approach to the evaluation will be submitted for approval. This will provide preliminary findings/understandings based on document review, rationale, and a detailed description of the methodology and tools, research questions, analytical methods, budget with a breakdown of costs, and detailed work plan for the entire exercise. Any draft questionnaires or interview forms will also be submitted for review at this stage.

**Data collection:** testing questionnaires, refining data collection tools, and administering data collection within 24 working days of the evaluation launch.

**Data analysis and reporting:** Preliminary Report and Presentation: within 30 days of the evaluation launch, the consultant will present the preliminary findings for discussion with CBM and Atfaluna steering team. This should include a draft set of recommendations and lessons learned. At the end of the workshop, a report incorporating comments by stakeholders and, where necessary, responses will be submitted to CBM.

**Final Report:** within two weeks after submission of draft evaluation report. The main evaluation report should be brief (no longer than 30 pages – excluding the executive summary and annexes), to the point, and written in plain English. The report must explain the purpose of the evaluation, exactly what was evaluated, and the methods used (with their limitations). The report will present evidence-based and balanced findings, consequent conclusions, lessons, and recommendations, which will be cross-referenced to each other. The report should be presented in a way that makes the information accessible and comprehensible. Any dissident views in response to evaluation findings will be appended in a

footnote or annex as appropriate. To avoid repetitions in the report, the authors will use numbered paragraphs and make cross-references where possible.

**A PowerPoint presentation** outlining key findings and implications, and recommendations for future programming to be presented at a Stakeholders' Workshop.

## **8. COSTS AND PAYMENTS**

Once the consultancy/evaluation contract is signed, transfer of payment can be arranged as two instalments. A first instalment of 50 % shall be done after signing the contract. The remaining balance will be paid to the evaluator upon clearance of the final report by the partner and CBM and no later than 14 days thereafter.

All logistic costs besides professional fees shall be paid upon receipt of proper invoices. The quality assessment and - if indicated - quality clearance by CBM will be communicated no later than 14 days after receipt of the finalized evaluation report. Both payments can only be processed based on an invoice, including an overview on payments and supported by receipts of all expenditures and time sheets.

**The partner and CBM reserve the right to terminate the contract in case that the agreed team members are not available at the agreed commencement of the assignment and if no adequate replacement can be provided.**

## **9. APPLICATION**

Expressions of Interest shall be submitted by (**August 12, 2025**) to (**info.em@cbm.org**) and shall include:

- Brief description of the company, of the suggested team members, incl. CVs
- Suggested methodology of the evaluation
- Suggested implementation structure and schedule
- Confirmation of availability during the time frame given above.
- Financial proposal, incl. evaluation fee, taxes, airfares, accommodation, visa fees, local transport costs etc, if applicable.

Incomplete offers or applications received after this deadline will not be considered.