

Terms of Reference for a Feasibility Study

Project Summary

Planned Project/	Improved access to education and vocational training for refugees, IDPs, returnees, and people from host communities in Niger and Nigeria including women and people with disabilities.
Country/Region	Niger and Nigeria
Partner Organisation	<ul style="list-style-type: none"> • Church of Christ in Nations (COCIN) • DEMI-E • AGIR PLUS
Planned Project start date	01.08.2024
Study Purpose	The aim of the requested consultancy is to assess the feasibility of a proposed project of CBM and the above-mentioned local partner organisations and to systematically check the extent to which the project approach can plausibly achieve the planned changes under the existing framework conditions.
Commissioning organisation/contact person	CBM Christoffel-Blindenmission Christian Blind Mission e.V.
Project Funding	German Federal Ministry for Economic Cooperation and Development (BMZ)
Study duration	30 days

1. Background of the feasibility study

Church of Christ in Nations (COCIN), DEMI-E, AGIR PLUS and CBM would like to propose a project to the German Federal Ministry of Economic Cooperation and Development (BMZ), which shall contribute to improving access to education and vocational training for refugees, IDPs, returnees and persons from host communities in Niger (Diffa) and neighbouring Nigeria (Yobe, Borno) with special attention to boys, girls, women and persons with disabilities.

In Niger, the project is implemented by AGIR PLUS and DEMI-E. AGIR Plus will take the lead as a strong partner in the field of education and will be supported by DEMI-E in the field of WASH. In Nigeria, the project will be implemented by COCIN for all components of the project. CBM is responsible to the donor BMZ for the overall and legal implementation of the project.

Development for a Better Being (DEMI-E) was created in 1998 by rural engineers. DEMI-E is committed to developing and disseminating sustainable development practices in the areas of WASH, agriculture, energy, good governance, emergencies and climate change, and advocates for policy changes at the national and international levels.

Agir Plus, founded in 2011, uses a community-driven approach to work with at-risk girls from marginalised and underserved communities on the outskirts of Niamey, Niger. Agir Plus specifically engages with out-of-school girls, aged 12 to 18 with special family or personal challenges.

Church of Christ in Nations (COCIN) is a Christian denomination in Nigeria that is actively working in the field of education, health, and agriculture. It owns several secondary schools and vocational training institutes.

CBM, Christoffel Blindenmission is a Christian 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.

CBM's approach of Disability-inclusive Development is the framework of all its initiatives and the key theme which drives activities and the impact of its work. It believes that this is the most effective way to bring positive change to the lives of people with disabilities living in poverty and their communities. Through our disability-inclusive development approach, we address the barriers that hinder access and participation and actively seek to ensure the full participation of people with disabilities as empowered self-advocates in all development and emergency response processes.

2. Description of the project

The project **aims to strengthen vocational and educational opportunities** in the **border region** of Diffa (Niger) and Nigeria (Borno and Yobe) on both country sides for people, children and youth with and without disability. The project region is characterised by alternating migration flows that bring host communities to their maximum capacity.

Initial situation - Education and Employment in Niger

Niger's high population growth means that approx. 400.000 people must be integrated into the education system and job market every year. In 2021, however, the illiteracy rate stood at 63% and despite a steady rise in school enrolments and significant investments, a third of all students quits school before the end of elementary school. Literacy rate and median school life expectancy remain significantly lower for women than for men. Wide geographic gaps in school coverage, worsening educational quality and inequities mean that especially poor children in rural areas have limited or no access to education. Fewer than 60% of students enter secondary school and only 20 percent complete the cycle. This includes Niger's TVET system, which suffers from financial and logistical insufficiencies. The school system's general shortcomings are exacerbated for children

with disabilities, which suffer from a lack of participatory methods, a lack of adapted classrooms and teachers with no or little training on inclusion. School buildings are often of inadequate quality (i.e., built with straw roofs) and due to the tense security situation often get closed for long periods. In addition, according to UNICEF only 22% of schools have access to drinking water and only 26% to sanitation facilities. These preconditions partly explain why the bulk of Niger's workforce (around 75%) is working for the relatively unproductive informal agricultural sector. While formal unemployment is not a significant problem, underemployment and resulting poverty especially amongst rural workers thus affects large parts of the population. The Administrative Public Agency (ANPE) is formally responsible for, among other things, jobseeker placements and implementation of a national employment policy but seems to cover only a marginal section of the small formal labour market.

Education and Employment in Nigeria

Nigeria has a growing young population with an un- and underemployment and rate of 56%, it is essential that the country's education system is strengthened on all levels. 80% of workers are currently employed in sectors with low levels of productivity (agriculture and non-tradable services) but the country lacks the education opportunities to build a large skilled workforce. In 2022, 18.5 million children did not even attend school, mostly due to terrorism and banditry in the Northern regions and other security challenges across the country. Existing schools especially in Northern Nigeria remain unsafe and vulnerable to attacks and large-scale kidnappings by armed groups. In 2021 alone, 25 schools were attacked, and 1,470 pupils abducted. If pupils are able to attend school, they face the problem that formal school curricula are outdated while vocational education institutions have been teaching students only few of the skills that are needed in the labour market. Often, schools lack basic necessities and infrastructure such as desks or washrooms. Many schools e.g., lack separate toilets for boys and girls as well as basic water, sanitation and hygiene (WASH) facilities: Only 7% of schools have basic water and hygiene facilities. Most schools are inaccessible to children with physical disabilities. Class sizes are often extremely big and in 2022, 27% of the teaching staff was unqualified. Curricular activities in the many displacement camps generally remain very limited. Universalisation of basic education in Nigeria thus remains elusive with particularly significant differences between children with and without disabilities. In 2018/2019, the chances of accessing primary school were e.g., estimated at 85%, but for children with disabilities the number was only 50%. In rural locations, the percentage drops to 48%. Children with disabilities are also significantly more likely to be illiterate compared to their peers without disabilities. While labour market policies, a public employment service and a corresponding infrastructure for labour promotion exists, the performance of the latter is unclear, and the underfunded system thus far does not address the informal sector where most jobs for lower-skilled applicants are to be found.

Target region: Border region of Niger (Diffa) and Nigeria (Yobe, Borno)

Target group: People from host communities, refugees/IDPs, returnees, youth, and school-age children. Women and persons with disabilities are particularly supported.

Overall Objective (Impact): Improving **access to education and vocational training** for refugees, IDPs, returnees and persons from host communities in Niger (Diffa) and neighbouring Nigeria, with special attention to **women and persons with disabilities**.

Project Objective (Outcome): The quality and **sustainability of inclusive and accessible** education and training in **crisis-affected areas** in Niger and Nigeria is improved.

- **Result 1:** Livelihoods are strengthened through **diversification of income-generating measures** (incl. VSLA) and access to vocational training and counselling is improved.
- **Result 2:** School **education is inclusive and safe**.
- **Result 3:** Host communities have integration and **protection mechanisms** for **peaceful coexistence**.
WASH basic services strengthen results.

An impact matrix/logframe will be shared with the consultant at the beginning of the study.

3. Purpose of the feasibility study

The project is currently in its development phase and CBM is seeking to recruit a consultant to conduct a **feasibility study to assess the feasibility of the proposed project** and systematically check the extent to which the project approach can plausibly achieve the planned changes under the existing framework conditions.

It should provide CBM and its partner(s) with sufficient information on the project **opportunities and risks** as well as **concrete recommendations** for improving the project concept. The study will be submitted to BMZ together with the project proposal.

As a first step, the study should provide an assessment on the following:

- **Situation and problem analysis** at macro, meso, micro level
- **Assessment of the local partner organization** in the respective country
- **Analysis of target groups and other actors** at macro, meso and micro level

It is important to note that the study should be complementary to any assessments/field research/information already available to CBM and its partner.

Based on this, the study should assess as a second step:

- The **feasibility of the project** concept against the **OECD/DAC criteria**¹ of relevance, coherence, efficiency, effectiveness, potential impact, and sustainability.
- —the **inclusiveness of the project**, i.e., the active participation of person with disabilities and their representative organisations in all aspects of the project.

This assessment will be made based on a first draft of the impact chain and indicators, description of activities and a draft budget to be made available by CBM and the partner organization.

4. Lead questions of the feasibility study

4.1 Initial situation and problem analysis at macro, meso, micro level

- Which current problems in the life situations of the target groups have been identified and are relevant to the project design?
Which of the causes are prioritised and addressed by the project?
- Which local potentials, existing structures (institutions, networks, umbrella organisations, etc.) and social mechanisms can be built upon? Which gaps have been identified in the system?
- Are there approaches and results from previous development measures? If so, how will they be built upon?
- What other framework conditions, for example conflict dynamics, need to be considered in the context of the planned project?

4.2 Local project implementing partner organization in the partner country

- Which organisation(s) was/are selected as local project(s) and according to what criteria?
- Who had the project idea? How is the ownership of the local executing agency strengthened?
- To what extent are existing agreements between actors formalised? Are there formal agreements between actors?

¹ For more information, please see: [Evaluation Criteria - OECD](#)

- Are the resources and strengths of the partners known individually and at the organisational level?
- Which relevant technical, methodological, and political competences should be developed individually and at the organisational level?

4.3 Target groups and other actors (at micro, meso and macro level)

- How and by whom are the direct target groups selected according to which criteria?
- What is the composition of the respective target groups? How homogeneous or heterogeneous are the target groups in terms of factors such as gender, residential status, citizenship, ethnicity, age, sexual orientation, language, disability status, capacities and to what extent does the project have to take this into account?
- Which self-help potential does the respective target groups have? How can local problem-solving capacities be strengthened?
- Do the target groups and other actors have a common understanding of the problems, prioritisation, and objectives of the project? Are there convergences or conflicts of interest between other actors?
- How strong is the support, for example in the form of own contribution, of the different actors for the project? What is their ability to influence the project?

5. Assessment according to DAC Criteria

*The guiding questions on the criteria serve as orientation for the content of the study. They are to be understood as **a collection from which the relevant questions can be prioritised**. This allows the criteria to be weighted differently according to the study's interest in knowledge. Questions should be **selected and adjusted in agreement between PD, CO, and Initiatives** according to the specific study requirements identified. **Overloading of the study should be avoided.***

Relevance - To what extent is the planned project doing the right thing?

- Does the planned project approach address a developmental problem or a crucial developmental bottleneck of the partner country or region?
- Are the focus, prioritisation, and objectives (approach) of the planned project aligned with the target groups and are they clearly defined?
- To what extent do the project objectives and design adequately consider the specific needs of the target groups and structural obstacles in the project region, partner/institution, policy programmes?
- Are norms and standards of the approach compatible with those of the target groups?
- Is the project designed in a conflict-sensitive way (Do-No-Harm principle)?

Coherence - How well does the intervention fit?

- How coherent are the planned activities with human rights principles (inclusion, participation), conventions and relevant standards/guidelines?
- To what extent are there synergies and linkages between the planned project and other interventions by the same actor (organisation) and other actors?
- What are the similarities or intersections between the target groups and the projects of other actors in the same context? To what extent does the project add value and avoids duplication?

Effectiveness - Which project approach can best achieve the objectives?

- Does the effect chain make sense? What negative effects could occur?
- Is the chosen methodological approach (please mention here the specific approach/es) appropriate to the context and sufficient to achieve the project objective? Are alternatives necessary?

- At which level (multi-level approach) are additional measures to increase effectiveness to be envisaged?
- How are changes measured? Which indicators (fields) are more suitable for this?

Efficiency - *Does the use of funds planned by the project appear economical in terms of achieving the objectives?*

- To what extent can the planned measures be implemented with the budgeted funds and personnel in the planned duration?
- To what extent are the planned expenditures used economically and are the investments, operating expenses, and personnel in proportion to the intended objectives?

Impact - *To what extent does the planned project contribute to the achievement of overarching developmental impacts?*

- What specific contribution does the project objective (outcome) make to the overall objective (impact)?
- To what extent does the planned project have a structure-building, exemplary and broad impact?
- At what levels will norms or structures be changed?

Sustainability - *To what extent will the positive effects (without further external funding) continue after the end of the project?*

- How can the sustainability of the results and impacts be ensured and strengthened? (Structural, economic, social, ecological)?
- What long-term capacities are built up in the target group to be able to continue the implemented measures on their own?
- What positive changes (role behaviour, mechanisms, networks, and others) benefit civil society in the long term?
- Which personal risks for the implementers, institutional and contextual risks influence sustainability and how can they be minimised?

5.1 Recommendations

Based on the main findings and the assessment according to the DAC criteria, the consultant should provide **concrete recommendations** for the project concept. These recommendations should be within the **thematic and financial scope** of what the project aims to achieve. They should be **practical** and **implementable**.

In particular, the following should be addressed:

- Recommendations on **any components, measures, approaches that might be missing or not fitting** in the project concept.
- Recommendations regarding **any components or measures where potential negative effects** have been identified.
- Recommendations **on the impact matrix** of the project:
 - Anything that can strengthen the effect chain of the project.
 - Recommendations on indicators demonstrating progress.

6. Scope of the feasibility study

6.1 Stakeholders

The consultant will work closely with all partners, including the CBM and (partner organisations) and (relevant local government/non-government agencies). He/she will report to the CBM team (and ...Director...). The consultant will execute his/her mission in complete independence and will

receive only general instructions by CBM, justified by the necessities of the independent collaboration between the parties and the orderly execution of the confined tasks.

6.2 Geographical Scope

The project is in **Niger (Diffa) and Nigeria (Yobe and Borno States)**. Thus, the study shall analyse the situation in the communities from the table below.

NOTE: Following recruitment, the consultant will be informed of the selected Local Government Areas (LGAs) and Communities for Yobe and Borno States.

State	Implementing Partner	Local Area	Government	Community
Borno (Nigeria)	Church of Christ in Nations (COCIN)	TBD		TBD
		TBD		TBD
Yobe (Nigeria)	Church of Christ in Nations (COCIN)	TBD		TBD
		TBD		TBD
State	Implementing Partner	Department in Niger		Municipality in Niger
Diffa (Niger)	Agir Plus/ DEMI-E	Diffa		Diffa, Chetimari
		Mainé Soroa		Mainé Soroa

6.3 Documents to be reviewed.

The following documents are not intended to limit the Consultant's research. They only provide an overview of the essential documents that need to be analysed.

- Inclusive Education Training Guide 2021 by CBM
- Latest La Crise (Phase 3 de l'IPC) s'étend à Diffa et Maradi suite à une perturbation de l'assistance alimentaire by FEWS
- Situation reports by OCHA
- Global Report on Internal Displacement 2023 by IDMC
- Stratégie du Cluster Education du Niger sur l'éducation en situations d'urgence, 2021-2023 by UNICEF
- Education in Emergencies Working Group Strategy: Northeast Nigeria 2021-2023 by Education Cluster and UNICEF
- Regional Development Plan 2022-2026 by Diffa Regional Council
- Analysis of the situation of persons with disability in displacement (IDPs and Refugees) in Diffa Region, Niger

6.4 Methodology

Independent of the methods to be used, there are mandatory mechanisms that 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 (informed consent)

The evaluator is expected to use a variety of methods to collect and analyse data. Participatory methods should be used to collect qualitative and quantitative data. The consultant shall indicate the methodology he/she intends to use in his/her offer.

6.5 Limitations

Niger: In July 2023, the Nigerien government was couped. The coup's aftermath brings a high potential for domestic unrest and regional conflict, a surge in militant activities and international sanctions. The opening of the airspace is not secured, making it difficult to reach the project region in Diffa. **Cooperation with Nigerien military junta is prohibited, as is cooperation with ministries working under the military junta.**

Nigeria: Yobe and Borno states have been significantly affected by insurgency and conflict, particularly by the Boko Haram insurgency. These security challenges can severely hinder the movement of evaluation teams and limit access to certain areas making it difficult to gather comprehensive data.

Situational analysis and the use of locally sourced enumerators for data collection that understand the socio-political early warning indicators and safety measures depending on their context will be necessary in the event that there is an increase in insecurity across the country. Even more remote approaches, such as document reviews, phone interviews, online sessions, etc., may be required while conducting assessments. It is imperative that consultants are familiar with these techniques.

Following the signing of the contract, CBM will carefully assess the situation to determine whether the study can be conducted as planned. Additionally, CBM will give a report on the current security situation and support as much as it can to guarantee the safety of the team and other participants in the process.

7. Management Responsibilities and Consultant Team

7.1 CBMs' Responsibilities

- Contract the consultant selected through a robust procurement process;
- Oversee the implementation and quality of the evaluation;
- Review and approve inception report
- Monitor and assess the quality of the assessment and its processes
- Provide guidance and institutional support to the external consultant
- Facilitate access to study areas;
- Facilitate and participate in briefing and de-briefing meetings
- Review draft assessment report
- Pay the consultant based on the agreed terms and conditions specified in the expression of interest
- Approve the final report; all products related to the assessment shall be submitted to CBM Nigeria at the end of the assignment and upon approval of the final report.

7.2 Responsibilities of the Consultant

- The consultant will develop an inception report for review by the CBM and approval by CBM Country Offices (CO) Nigeria and Niger.
- The draft assessment report will be shared with CBM for review and feedback. The final assessment draft will also be sent to CBM for approval and signing off. The final instalment of consultant's fees will be disbursed following sign off.
- The consultant will be responsible for all logistics arrangements, flight, vehicles, accommodation and disability-inclusive venues for interviews and group discussion, and for training data collectors as needed.
- The consultant will be responsible for arranging all data capturing tools/devices for the data collectors.

- The consultants will ensure that all data collectors have the basic skills to translate English into local languages used in areas of proposed interventions, for easy understanding of the respondents.
- The consultant will be responsible for data security and anonymity.
- All consultants, enumerators, and persons otherwise directly engaged with the target groups/project participants must sign the Code of Conduct and Safeguarding Policy and must adhere to its stipulations.

8. Deliverables and schedule

8.1 Deliverables

- **Inception report** including proposed data collection tools and feasibility study question matrix (matching feasibility study questions with data collection tools);
- **Final report** (max. 30 pages without annexes) according to CBM's report template and in accessible format;
- **Any data sets collected/analysed** and other documents related to the feasibility study;
- A **summary Power Point Presentation** highlighting main findings and recommendations;
- **Presentation of findings and recommendations** in a validation workshop online or on site.

8.2 Time Frame and schedule

The study is expected to start no later than **October 15 taking 30 days**. An itemised action plan should be submitted with the expression of interest.

Availability of the consultant for the proposed timeframe is crucial.

Activity Description	Duration/ days	Expected Dates	Location
Briefing of consultant	1	Week 1 of contract	Remote/ online
Review of relevant documents	3	Week 1 of contract	remote
Tools development and review	3	Fist 2 weeks of contract	remote
Inception Report (to be presented in meeting)	1	2 weeks after contract start	Online meeting
Data collection	13	October – November	On site
Data analysis and preparation of draft report	5	October – November	remote
Validation meeting (incl. ppt presentation)	2	Online: December 2023 On-site: in January 2024	Online or on-site
Finalisation of feasibility study and submitting final report	3	October – November	Remote
TOTAL	30		

9. Application and selection procedure

9.1 Skills and Experience of Study Team

The consultant(s) should have the following attributes among others;

- Academic Degree and extensive expertise and experience in social/political science, pedagogic/education or any other related discipline that is relevant for the project.
- Proven record in working in development cooperation
- Proven record of carrying out similar studies in the region for similar institutional donors such as BMZ
- Track record in designing and conducting quantitative and qualitative studies;
- Experience in undertaking research with remote and marginalized communities;
- Knowledge of international instruments and national statutes for persons with disabilities;
- Excellent interpersonal and communication skills including ability to facilitate and work in a multidisciplinary team;
- Strong analytical skills and ability to clearly synthesise and present findings;
- Ability to draw practical conclusions and to prepare well-written reports in a timely manner and availability during the proposed period;
- Ability to speak local languages including Hausa, Kanuri and Shuwa
- Fluent in English and French

Safeguarding Policy: As a condition of entering into a consultancy agreement the evaluators must sign the CBM's or the partner organisation's Safeguarding Policy and abide by the terms and conditions thereof.

9.2 Expression of Interest

We are looking for an (international) consultancy working in *both* countries and preparing a *joint* feasibility study. The consultant(s) are expected to submit a technical and financial proposal including:

- A description of the **consultancy firm**,
- **CV** of suggested team members,
- An outline of the **understanding of these TORs** and **suggested methodology**
- At least two (2) **reading examples** of previous evaluation reports or two references
- A detailed **work plan** for the entire assignment.
- A **detailed budget** for the expected assignment shall include all costs expected to conduct a disability inclusive and participatory study, and taxes according to the rules and regulations of the consultants' local tax authorities.

CBM reserves the right to terminate the contract in case the agreed consultant/s are unavailable at the start or during the assignment.

All **expressions of interest should be submitted** by email to: procurement.nigeria@cbm.org latest by 09/10/2023.

9.3 Selection Criteria

Only **complete Expressions of Interest** will be considered for selection. The assessment is broken down as follows:

Criteria	Score
Budget	20%

Technical proposal:	80%
Experience in the related task	20%
Qualifications of team	20%
Technical proposal and methodology	40%
Total	100%

We would like to further promote diversity in our teams and therefore welcome applications from people of different ethnic and social backgrounds, religions and world views, different ages and genders, and especially from people with disabilities.