

Terms of Reference (ToR)

Inclusive Education Disability Consultant

Organisation: SeeBeyondBorders (SBB) Australia

Funding Context: Australian NGO Cooperation Program (ANCP), DFAT

Contract Type: Short-term Consultancy

Duration: 6 months

Level of Effort: 70 to 90 Days

Location: Battambang and Siem Reap provinces, with provision for remote engagement where necessary.

1. Background

StudyBeyondborders (SBB) Cambodia, in partnership with SeeBeyondBorders Australia, is preparing for DFAT ANCP Full Accreditation. A comprehensive Desk Review and Gap Analysis conducted in January 2026 assessed organisational systems and practices against DFAT ANCP Section B – Development Approaches and Management and the ACFID Quality Assurance Framework

The assessment confirmed that SBB has a strong policy and system foundation for disability equity and rights, including a Board-approved Gender Equality, Disability and Social Inclusion (GEDSI) Policy and integrated Development, Monitoring and Evaluation (DME) and MEAL systems. However, it also identified priority gaps at the operational and implementation level, particularly under ANCP Indicator B2.2 (Disability Equity and Rights) and related indicators concerning project design, appraisal, risk management, monitoring, and learning.

These gaps relate primarily to the need to operationalise disability inclusion consistently across programs and projects; strengthen applied disability analysis at design and appraisal stages; translate policy commitments into inclusive classroom practice; strengthen staff and partner capacity to prepare for and implement inclusive education; and generate clear, auditable evidence of disability-inclusive practice for ANCP Full Accreditation.

In response, SBB Australia seeks to engage a Disability Inclusive Education Consultant to operationalise the ANCP DFAT Gaps Assessment findings and strengthen inclusive education practice across the organisation, programs, projects, and classrooms.

2. Purpose of the Consultancy

The purpose of this consultancy is to operationalise the disability-inclusive gaps and required actions identified in the ANCP DFAT Gaps Assessment by strengthening inclusive education practice across SBB Cambodia's programs, projects, and classrooms. The consultancy will translate policy and accreditation requirements into practical implementation, strengthen the capacity of SBB staff and education counterparts to prepare for and implement inclusive

education, and ensure that disability equity and rights are clearly and credibly evidenced in line with DFAT ANCP Full Accreditation expectations.

3. Objectives

The consultancy aims to translate ANCP DFAT disability-related gaps and required actions into clear and prioritised implementation areas across programs and projects; strengthen disability-inclusive education practice from organisational systems through to classroom delivery; develop practical and contextually appropriate guidelines or manuals for inclusive classrooms; strengthen the capacity of SBB Cambodia staff and education counterparts including Provincial Offices of Education, District Offices of Education, schools, teachers and school leaders; and generate credible, auditable evidence of disability-inclusive education practice to support ANCP Full Accreditation.

4. Scope of Work and Key Tasks

4.1 Operationalising the ANCP DFAT Gaps Assessment

The consultant will review and extract all disability-related gaps and required actions identified in the ANCP DFAT Gaps Assessment, particularly under Indicator B2.2, B2.5, and linked indicators. These will be translated into prioritised and practical implementation actions across organisational systems, program and project design, and classroom-level practice. The consultant will develop an Inclusive Education Implementation Framework that maps ANCP requirements to concrete actions, identifies responsible actors, and specifies evidence sources to support accreditation and organisational learning.

B2.2. ANGO demonstrates its commitment to disability equity and rights in its programming.

B2.5 ANGO periodically reviews its own policies and practices related to gender equality; disability equity and rights; and climate action, environmental sustainability and improved environmental outcomes.

4.2 Identification of Implementation Areas Across Programs and Projects

The consultant will review active SBB Cambodia programs and projects to identify priority entry points for strengthening disability inclusion, including specific programs, locations, schools, and learner cohorts, and alignment with national inclusive education priorities under the Ministry of Education, Youth and Sport. The consultant will work with program teams to integrate disability inclusion into contextual analysis, project design, appraisal, risk management, workplans, and MEAL frameworks, and will support implementation in at least one to two priority programs or projects as applied learning cases.

4.3 Development of Inclusive Classroom Guidelines / Manual

The consultant will develop a practical Inclusive Classroom Guideline or Manual tailored to the Cambodian primary education context. The guideline will cover inclusive education and

disability rights principles; identification and support of learners with disability; inclusive teaching strategies and Universal Design for Learning (UDL); classroom accessibility and reasonable accommodation; inclusive assessment and learner participation; safeguarding, do-no-harm, and prevention of unintended exclusion; and the roles of teachers, school leaders, and education authorities. The manual will be practical, teacher-friendly, aligned with SBB pedagogical and mentoring approaches, and suitable for training delivery and ongoing reference.

4.4 Capacity Strengthening and Training

The consultant will design and deliver structured capacity-strengthening activities for SBB Cambodia staff, Provincial Offices of Education, District Offices of Education, school leaders, and teachers. Training will focus on preparing for inclusive education, implementing inclusive classroom practices, and monitoring inclusion and learner participation. Where feasible, the consultant will provide coaching and practical support during initial classroom-level implementation to reinforce learning and application.

4.5 Disability-Inclusive Risk Management and Safeguarding

The consultant will support project teams to identify and document disability-specific risks at project and classroom levels, including risks of exclusion, accessibility barriers, stigma, and unintended harm. The consultant will assist teams to define appropriate mitigation measures and monitoring actions and will produce two project-level disability risk register examples suitable for ANCP accreditation evidence.

4.6 Inclusive Monitoring, Learning, and Evidence Generation

The consultant will support teams to strengthen the use of disability-disaggregated data, qualitative inclusion indicators, and classroom-level evidence of inclusive practice. This will include preparing at least one disability-inclusive monitoring extract and documenting at least one example demonstrating how disability-related data informed learning, adaptation, or decision-making. All evidence will be prepared in a format suitable for ANCP accreditation and ongoing organisational learning.

4.7 Accreditation Support and Knowledge Transfer

The consultant will work collaboratively with the SBB Australia Development Consultant to ensure that disability-inclusive practice is coherently reflected in ANCP accreditation narratives, evidence packs, and supporting annexes. The consultant will also provide recommendations to support the sustainability of inclusive education practice beyond the consultancy period.

5. Deliverables

The consultant will be responsible for producing the following deliverables, which together will support the operationalisation of the ANCP DFAT Gaps Assessment, strengthen inclusive education practice across programs, projects, and classrooms, and provide clear, auditable

evidence of disability-inclusive practice in line with DFAT ANCP Full Accreditation requirements.

5.1. Inception Report and Detailed Workplan

A concise inception report outlining the consultant's understanding of the assignment, refined scope, methodology, implementation approach, timeline, and coordination arrangements, including a detailed workplan aligned with agreed priorities.

5.2. Inclusive Education Implementation Framework (ANCP-aligned)

A practical framework translating disability-related gaps and required actions from the ANCP DFAT Gaps Assessment into clear implementation actions across organisational systems, programs, projects, and classroom practice, including mapping of actions to ANCP indicators and evidence sources.

5.3. Inclusive Classroom Guideline / Manual

A practical, teacher-friendly guideline or manual for inclusive classrooms, tailored to the Cambodian education context, covering inclusive education principles, disability identification and support, inclusive teaching strategies (including Universal Design for Learning), classroom accessibility, safeguarding, and roles of education stakeholders.

5.4. Training Curriculum, Materials, and Reports

Training curricula, session plans, presentation materials, and training reports documenting capacity-building activities delivered to SBB Cambodia staff and education counterparts, including Provincial Offices of Education, District Offices of Education, school leaders, and teachers.

5.5. Project-Level Disability Risk Register Examples

Two anonymised project-level disability risk register examples demonstrating identification, mitigation, and monitoring of disability-related risks, suitable for use as ANCP accreditation evidence.

5.6. Disability-Inclusive Monitoring Evidence Extract

At least one monitoring evidence extract demonstrating the use of disability-disaggregated data or qualitative inclusion evidence, and showing how disability-related findings informed learning, adaptation, or decision-making.

5.7. Final Consultancy Report

A final report summarising activities undertaken, key achievements, lessons learned, challenges, and practical recommendations to support the sustainability and continued strengthening of inclusive education practice beyond the consultancy period.

6. Management and Reporting Arrangements

The consultant will work under the direct supervision of the SBB Australia CEO International Operations and will work collaboratively with the SBB Australia Development Consultant to ensure alignment with ANCP accreditation requirements and broader system-strengthening

initiatives. Day-to-day coordination will be supported by SBB Cambodia program and MEAL teams, including the Battambang Provincial Manager. All deliverables will be reviewed and approved by the SBB Australia CEO International Operations.

7. Duration and Level of Effort

The consultancy is expected to run for [insert duration], with an estimated level of effort of 0.8 FTE consultancy days over the six months. Inputs may be delivered through a combination of in-country and remote work, subject to agreement with SBB Australia.

8. Required Qualifications and Experience

The consultant will have an advanced degree or equivalent experience in inclusive education, special education, or disability studies/training; demonstrated experience in inclusive classroom practice and teacher training; experience working with education systems including Provincial and District Offices of Education, schools, and teachers; strong ability to understand or knowledge of DFAT ANCP, GEDSI, and rights-based inclusion frameworks; and proven ability to translate policy commitments into practical tools, manuals, and training programs.

9. Ethical and Safeguarding Considerations

All work under this consultancy must comply with SBB's safeguarding, child protection, GEDSI, and ethical standards. The consultant will ensure that all engagement with children, teachers, and people with disability is respectful, inclusive, and grounded in a rights-based and do-no-harm approach.

10. Expected Results and Performance Indicators

This consultancy is expected to contribute directly to strengthening SBB Cambodia's compliance with DFAT ANCP Indicator B2.2, B2.5, and related indicators by translating identified gaps and required actions into operational practice across programs, projects, and classrooms.

At the organisational and program level, the consultancy is expected to result in clearer operationalisation of disability inclusion across the project cycle, including consistent disability analysis at design stage, explicit consideration of disability equity in appraisal and risk management, and improved visibility of disability inclusion in monitoring and learning systems. Performance will be demonstrated through the existence and application of an Inclusive Education Implementation Framework mapping ANCP requirements to actions, responsibilities, and evidence sources.

At the project level, expected results include strengthened disability-inclusive design and implementation within selected priority programs or projects. Performance indicators will include documented disability analysis in project designs, explicit disability-related risks and mitigation measures in risk registers, and disability-responsive actions or indicators embedded within workplans and MEAL frameworks, evidenced through completed project documentation suitable for accreditation.

At the classroom and delivery level, the consultancy is expected to strengthen inclusive education practice by equipping educators and education authorities with practical guidance and skills. Performance will be demonstrated through the development and use of an Inclusive Classroom Guideline or Manual, delivery of training to SBB staff and education counterparts, and documented evidence of improved preparedness to implement inclusive classroom strategies.

In relation to capacity building, performance will be demonstrated through training delivery records, participant attendance, training materials, and documented reflections or feedback showing increased understanding and confidence in inclusive education practice.

For monitoring, learning, and evidence generation, expected results include improved use and presentation of disability-disaggregated data and qualitative inclusion evidence, demonstrated through at least one disability-inclusive monitoring extract and at least one documented example showing how disability-related data informed learning or adaptation.

Overall, the consultancy is expected to reduce residual accreditation risk under ANCP B2.2, B2.5, and related indicators by producing clear, credible, and auditable evidence of disability-inclusive education practice and by strengthening SBB Cambodia's capacity to sustain inclusive education beyond the consultancy period.

11. Application Process

Interested consultants based in Cambodia are invited to submit the following:

- A concise (maximum 2 pages) outline of how they would approach the consultancy
- Current CV including contact details for two professional referees.
- Copy of valid Working With Children Check or equivalent clearance.

Expressions of Interest should be submitted to hr.cambodia@seebeyondborders.org