

**REQUEST FOR EXPRESSIONS OF INTEREST
CONSULTING SERVICES – INDIVIDUAL CONSULTANT**

**HUMAN DEVELOPMENT SERVICE DELIVERY PROJECT
SPECIAL EDUCATION TRAINING FOR TEACHERS AND PARENTS**

Saint Vincent and the Grenadines

Credit No.: 60600-VC

Reference No.: SVG-HDSD-CS-INDV-2

Saint Vincent and the Grenadines (SVG) has received financing from the World Bank toward the cost of the Human Development Service Delivery Project, and intends to apply part of the proceeds for consulting services.

The consulting services (“the Services”) includes training teachers to enhance their ability to plan, execute and evaluate lessons for students in special schools and to design and implement a parental awareness program for selected parents of students with behavioural challenges as well as those with Autism Spectrum Disorder.

The Consultant is required to review existing course outlines for similar programs in other countries, preferably Caribbean countries, for the areas identified and make recommendations for adapting the most applicable in SVG, prepare training manual and adapted materials and provide guidance to education officers on the monitoring of special schools upon completion of the teacher training. The consultancy is expected to be executed for a maximum of seventy (70) days over a two year period.

The Ministry of Finance, Economic Planning, etc. now invites eligible Consultants to indicate their interest in providing the Services. Interested Consultants shall provide information demonstrating that they have the required qualifications and relevant experience to perform the Services. The minimum requirements include inter alia a (i) post-graduate training and certification in Education, preferably Special Education/ Educational Assessment or Educational Psychology, Curriculum and Instruction; (ii) extensive experience working with teachers in the same domain (Special Education/ Curriculum Development); and (iii) at least five (5) years experience in organizing and facilitating training sessions;

The attention of interested Consultants is drawn to Section III, paragraphs, 3.14, 3.16, and 3.17 of the World Bank’s “Procurement Regulations for IPF Borrowers” July 2016 (“Procurement Regulations”), setting forth the World Bank’s policy on conflict of interest.

A Consultant will be selected in accordance with the Open Competitive Selection of Individual Consultants method set out in the Procurement Regulations.

Further information can be obtained at the address below during 9:00am to 3:30pm.

Expressions of interest must be delivered in a written form to the address below (in person, by mail, or by e-mail) by **Friday 21st September, 2018.**

Decima Corea

Director of Economic Planning (Ag)

Ministry of Finance, Economic Planning, Sustainable Development, and Information
Technology

First Floor, Administrative Centre

Bay Street, Kingstown

Saint Vincent and the Grenadines

Emails: cenplan@svgcpd.com

edfpmcu@svgcpd.com

jquow@svgcpd.com

njohn@svgcpd.com

GOVERNMENT OF ST. VINCENT AND THE GRENADINES

Human Development Service Delivery Project

Terms of Reference

SPECIAL EDUCATION TRAINING FOR TEACHERS AND PARENTS

SVG-HDSD-CS-INDV-2

1. BACKGROUND

The education system in St. Vincent and the Grenadines (SVG) provides students with two (2) years of preschool, seven (7) years of primary education, five (5) years of secondary education and two years (2) of post-secondary education. At the end of the primary school cycle (Grade 6), students take the Caribbean Primary Exist Assessment (CPEA) (prior to 2014 they took the Common Entrance Examination), which is used for placement in secondary education. At the end of the secondary cycle (Form 5), students sit the Caribbean Secondary Education Certificate (CSEC). The CPEA and CSEC are regional examinations administered by the Caribbean Examinations Council (CXC).

Presently, there are 129 Early Childhood Centres, 68 primary schools, 27 secondary schools and one (1) community college. As shown in Table 1, the total enrolments for the academic year 2016-2017 were as follow: preschools 3,564, primary schools 13,026, secondary schools 10,113 and the SVG Community College 2,109. Noteworthy is that girls outnumber boys only at the post-secondary level.

Table 1: Ministry of Education Enrolment Data by Sex for the Academic Year 2016-2017

Enrolments Academic Year 2016-2017			
Level	Male	Female	Total
Preschools	1761	1803	3564
Primary Schools	6639	6387	13026
Secondary Schools	5230	4883	10113
Community College	723	1386	2109

Despite the investment in the education sector some challenges are evident including low literacy and numeracy levels. The phased introduction of Universal Secondary Education (USE), completed in September 2005, has highlighted this concern and among other things has led to:

- A greater diversity of abilities and maturities in students entering secondary schools, especially in terms of literacy and numeracy levels;
- A recognition of low performance in latter primary years, especially in literacy and numeracy in addition to gender disparities;
- Recognition of various causes of underperformance of students. These may include undetected learning disabilities such as language based difficulties, or economic difficulties. Research suggests that if such students are not given the opportunities to improve their skills they are more likely to fall behind, become truant, disrupt classes and drop out of school.
- Over-stretched and scarce resources – human, material and physical - to meet the increased numbers, diversity and needs of the individual students.

In light of the aforementioned, there has been an increase in student enrolment at the special schools on the island, not just at the kindergarten level; but also through transfers from primary and secondary schools driven by students' behavioural and academic challenges especially as highlighted by USE.

Students are considered to have special educational needs if they require additional or different educational provision to be made for them other than that which is generally provided for children of a similar age. Exceptional or gifted students may also have special educational needs, but these services are not generally provided in the same institutions that specifically address students with disabilities. Whilst access may be an issue for physically challenged children in mainstream schools, it is recognized that many will not have special educational needs.

There are three Special Education schools that cater to children with special needs in SVG: The School for Children with Special Needs (SCSN) Kingstown and Georgetown and The Sunshine School for Children with Special Needs in Bequia. The total population for the academic year 2016/2017 was 113 with 25 teachers (see Table 2).

Table 2: Student Enrolment and Number of Teachers in Special Education Schools, 2016/17

a: School For Children With Special Needs, Georgetown

Year	Type of Disability									No. of Teachers
	Learning Disabilities	Mentally Challenged	Autism	Hearing Impaired	Visually Impaired	Multiple Handicaps	Down Syndrome	Other	Total	
2015/16	1	4	3	3	5				16	7
2016/17	16	4	1	2	2	1			26	6

b: School For Children With Special Needs, Kingstown

Year	Type of Disability									No. of Teachers
	Learning Disabilities	Mentally Challenged	Autism	Hearing Impaired	Visually Impaired	Multiple Handicaps	Down Syndrome	Other	Total	
2015/16	16	22	8	6					52	13
2016/17	9	10	10	4	1		9	17	60	12

c: Sunshine School For Children With Special Needs, Bequia

Year	Type of Disability									No. of Teachers
	Learning Disabilities	Mentally Challenged	Autism	Hearing Impaired	Visually Impaired	Multiple Handicaps	Down Syndrome	Other	Total	
2015/16	2	3		2		19			26	7
2016/17	14	3	1	2		7			27	6

The Ministry is desirous of strengthening the pedagogy of the teachers in these special education schools in order to provide the teachers with the necessary tools to improve student performance. This includes helping some students return to the mainstream schools where possible, ideally prior to the CPEA in order to ease the secondary transition. In cases of more severe learning disabilities, teachers need support to meet the functional needs of those students in their care. In addition, the teachers will be equipped to meet the learning needs of students with behavioural disorders and those on the spectrum for autism - an area of great pedagogical demand in the last few years.

Parental involvement is acknowledged as a critical aspect of the education of children with special educational needs. Therefore, the special education schools are desirous of promoting a greater home-school link in order to encourage early stimulation and the transfer of effective behavioural intervention strategies. In order for this to materialize, parents must be empowered.

2. OBJECTIVE

The objective of this contract are as follows:

- (a) to develop and as appropriate, adapt related materials to cater to various learning styles and abilities of students in special schools
- (b) to design and implement course outline for teacher training in the special education schools in order to enhance existing pedagogy of students with developmental delays, behavioural and intellectual challenges as well as those with autism spectrum disorders.
- (c) to enhance teachers' ability to plan, execute and evaluate lessons for students in special education schools.
- (d) to design and implement a parental awareness program for selected parents of students with behavioural challenges as well as those with Autism Spectrum Disorder (ASD).

3. SCOPE OF WORK

The scope of work is understood to cover all the activities necessary to accomplish the stated objectives, whether or not a specific activity is cited in these terms of reference. The main tasks/ activities are as follows:

- (a) Conduct a briefing meeting with representatives of the education monitoring committee to clarify the objectives of the Project.
- (b) Review the approved project document and any other background material identified by the Chief Education Officer (CEO).

- (c) Review existing course outlines for similar programs in other countries, preferably Caribbean countries, for the areas identified and make recommendations for adapting the most applicable in SVG.
- (d) Prepare/compile training manual and adapted materials which will be used in the programs. As appropriate, training materials will include researched strategies to work with the needs of diverse students, particularly those on the spectrum for autism, dyslexia, developmental delays, behavioural problems and intellectual challenges so that these materials can be utilized in future staff development sessions.
- (e) Implement the initial teacher training sessions in collaboration with education officials. Provide guidance to education officers on the monitoring of special education schools upon completion of the teacher training, including strategies to support effective implementation of the new pedagogy.
- (f) Design and implement an awareness programme for parents of students with ASD who need help coping with the diagnosis and implementing behavioural intervention strategies at home.
- (g) Document and compile evidence-based models for supporting teachers, innovations, lessons learnt and best practices from the consultancy.

4. REPORTING AND DELIVERABLES

The Consultant will report to the Chief Education Officer (CEO), and will deliver the following reports for review and acceptance:

- (a) An Inception Report detailing the proposed work plan within two calendar weeks of commencement of the assignment.
- (b) A First Interim Report detailing the results of discussions and observations of the teachers in current classroom setting with suggestions from other Caribbean countries, including

evidence-based practices, recommendations for improvement in pedagogy to be acquired within six (6) weeks of commencement of the assignment.

- (c) A second Interim Report including the adaptation of the proposed training manual after receiving comments from the CEO and progress of the training within one month of delivering the content.
- (d) A draft Final Report.
- (e) At least one teacher training session and one parental awareness session implemented in collaboration with education officers.
- (f) A final Report with the five copies of the final version of the manual attached within two weeks of receipt of comments from CEO on the third Interim Report. The final report should document activities, challenges, lessons learned, and best practices for future implementation.

5. DURATION

It is expected that the assignment will require a maximum of seventy (70) days over a two year period.

6. QUALIFICATIONS

The desired consultant should possess a range of skills, experience, qualification and demonstrated knowledge in the areas described in the scope of services above. The consultancy will require but not limited to:

- (a) A Master's degree in Education, preferably Special Education/ Educational Assessment or Educational Psychology, Curriculum and Instruction;

- (b) At least five years' experience working with teachers in the same domain (Special Education/ Curriculum Development);
- (c) At least five years' experience in organizing and facilitating training;
- (d) Strong interpersonal, excellent presentation, oral and written communication skills