

**ST. VINCENT AND THE GRENADINES HUMAN DEVELOPMENT SERVICE DELIVERY  
PROJECT  
TERMS OF REFERENCE – SPECIAL EDUCATION TRAINING FOR TEACHERS & PARENTS  
SVG-HDSD-CS-INDV-2**

**1. BACKGROUND**

The education system in St. Vincent and the Grenadines provides students with two years of preschool, seven years of primary education, and five years of secondary education, and two years 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 130 Early Childhood Centres, 68 primary schools, 27 secondary schools and one community college. Total enrolments for the academic year 2017-2018 were as follows: preschools 3,655, primary schools 13,194, secondary schools 9,808 and the SVG Community College 1,946. 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 2017-2018			
Level	Male	Female	Total
Preschools	1806	1849	3655
Primary Schools	6685	6509	13194
Secondary Schools	5010	4798	9808
Community College	683	1263	1946

Despite the investment in the education sector some challenges including the low literacy and numeracy levels are evident. In addition, 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, 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 islands, not just at the Kindergarten level; but also through transfers from Primary and Secondary schools driven by their 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 St. Vincent and the Grenadines: The School for Children with Special Needs (SCSN) with two campuses in Kingstown and Georgetown, and The Sunshine School for Children with Special Needs on Bequia. The total population for the academic year 2016/2017 stands at 113 with 25 teachers (see table below).

**Student Enrolment and number of Teachers in Special Education Schools 2017/18**

**a. School for Children with Special Needs, Georgetown**

<i>Type of Disability</i>	<i>2015/16</i>	<i>2016/17</i>	<i>2017/18</i>
<i>Learning Disabilities</i>	<i>1</i>	<i>16</i>	
<i>Mentally Challenged</i>	<i>4</i>	<i>4</i>	<i>19</i>
<i>Autism</i>	<i>3</i>	<i>1</i>	
<i>Hearing Impaired</i>	<i>3</i>	<i>2</i>	<i>3</i>
<i>Visually Impaired</i>	<i>5</i>	<i>2</i>	<i>2</i>
<i>Multiple Handicaps</i>		<i>1</i>	
<i>Down Syndrome</i>			<i>3</i>
<i>Other</i>			
<b>Total</b>	<b>16</b>	<b>26</b>	<b>27</b>
<i>No. of Teachers</i>	<i>7</i>	<i>6</i>	<i>7</i>
<i>Pupil Teacher Ratio</i>	<i>2</i>	<i>4</i>	<i>4</i>

**b. School for Children with Special Needs, Kingstown**

<i>Type of Disability</i>	<i>2015/16</i>	<i>2016/17</i>	<i>2017/18</i>
<i>Learning Disabilities</i>	<i>16</i>	<i>9</i>	<i>14</i>
<i>Mentally Challenged</i>	<i>22</i>	<i>10</i>	
<i>Autism</i>	<i>8</i>	<i>10</i>	
<i>Hearing Impaired</i>	<i>6</i>	<i>4</i>	<i>6</i>
<i>Visually Impaired</i>		<i>1</i>	
<i>Multiple Handicaps</i>			<i>29</i>

<i>Type of Disability</i>	<i>2015/16</i>	<i>2016/17</i>	<i>2017/18</i>
<i>Down Syndrome</i>		9	
<i>Other</i>		17	6
<i>Total</i>	52	60	55
<i>No. of Teachers</i>	14	13	12
<i>Pupil Teacher Ratio</i>	4	5	5

**c. *Sunshine School For Children With Special Needs, Bequia***

<i>Type of Disability</i>	<i>2015/16</i>	<i>2016/17</i>	<i>2017/18</i>
<i>Learning Disabilities</i>	2	14	15
<i>Mentally Challenged</i>	3	3	4
<i>Autism</i>		1	
<i>Hearing Impaired</i>	2	2	2
<i>Visually Impaired</i>			
<i>Multiple Handicaps</i>	19	7	8
<i>Down Syndrome</i>			
<i>Other</i>			
<i>Total</i>	26	27	29
<i>No. of Teachers</i>	8	9	6
<i>Pupil Teacher Ratio</i>	3	3	5

The Ministry is desirous of strengthening the pedagogy of the teachers in these special schools and providing support to selected schools in an attempt 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 SEN. The special schools are desirous of promoting a greater home-school link, including parental awareness, 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 objectives of the consultancy are as follows:

- (a) To design and implement a course for teacher training in the special schools in order to enhance existing pedagogy of students with developmental delays, emotional, behavioural and intellectual challenges in St. Vincent and the Grenadines.
- (b) To enhance teachers' ability to plan, execute and evaluate lessons for students in and special schools and selected schools

- (c) Develop relevant modules for mainstream teachers which would include awareness building, introduction modules exposing them to inclusive pedagogy and general awareness of inclusive education.
- (d) To design and implement a parental awareness program for parents of students with special needs in St. Vincent and the Grenadines.
- (e) To provide technical inputs for a public awareness programme aimed at addressing negative public reaction toward parents and students with disabilities.<sup>1</sup>
- (f) To build local capacity to deliver the programmes above after conclusion of the consultancy by conducting workshops with in country lead resources.

### **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 a steering committee consisting of the Deputy Chief Education Officer, the Senior Project Officer, the Senior Education Officer for Curriculum, the Principal of the School for Children with Special Needs, and an Education Officer for Special Education, to clarify the objectives of the Project, and to provide input in the Inception Report.
- (b) Review the approved project document and any other background material identified by the Chief Education Officer (CEO).
- (c) Conduct a minimum of five (5) focus group sessions with stakeholders (teachers, samples of students, parents) in different locations including the Northern and Southern Grenadines so as to gain an understanding of the issues.
- (d) Review a sample of relevant model programme/course outlines from other countries, including from the Caribbean, to be proposed by the consultant in the inception report and agreed by the steering committee. Make recommendations for adapting the most applicable models in SVG.
- (e) Prepare/compile training manual, inclusive of a guide to any selected online course material which will be used in the programs. At least fifty percent (50%) of the training hours must consist of interactive activities such as role plays, small group discussions, and participant delivery of practice lessons for feedback from trainer and other participants. 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, emotional and behavioural problems, and intellectual challenges. This will allow for the utilization of these materials of these materials in future staff development sessions.

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<sup>1</sup> For example, in a Focus Group Discussion (FGD) with students at the Kingstown Special Needs School, students cited that when they were leaving school they had to remove their school shirts so they can get on a bus.

- (f) Prepare training manual for mainstream teachers which would include introduction to identifying and working with students with special needs, identifying and managing behavioural issues, understanding the rudiments of an inclusive education module.
- (g) Prepare training manual for a 6-hour workshop targeted to mainstream teachers, which would include an introduction to identifying and working with students with special needs, identifying and managing behavioural issues, and sensitizing teachers to additional resources to help make their lesson plans and classroom practices more inclusive for students with special needs.
- (h) Conduct a training of trainers session in country and then provide distance support to locally based trainers (Education Officers) to deliver a total of seven (7) workshops for parents using the manual and tools.
- (i) Conduct Teacher training sessions for teachers in the special education schools:
  - i. Deliver a one week training session using a face-to-face modality.
  - ii. Follow-up training, which may be delivered in person or virtually, over the twelve (12) months following the initial training. These follow-up sessions must be a total of four (4) to eight (8) additional days of training delivered in a minimum of two (2) separate installments during the year. The sessions must also incorporate opportunities for participants to reflect on their experiences in applying the tools and strategies in their classroom practice.
- (j) Document and compile evidence-based models for supporting teachers, innovations, lessons learnt, and best practices from consultancy.
- (k) Conduct workshops for an estimated 40 teachers delivering from the tools developed for mainstream teachers.
- (l) Develop tools and train education officers on the monitoring of special schools upon completion of the twelve (12) month teacher training, including strategies and resources necessary to support effective implementation of the new pedagogy.
- (m) Using baseline data provided by the Ministry of Education, and other relevant monitoring and evaluation tools agreed with the steering committee; submit a report on the impact of training.
- (n) Make revisions to the Manual guided by the feedback at the end of the 12-month training cycle and develop additional modules or tools for ongoing learning.
- (o) Design and implement an awareness programme for parents of students with special educational needs in an effort to help them cope with the diagnosis and implementing behavioural intervention strategies at home. This would include but not be limited to:
  - i. Techniques for managing behavior issues.
  - ii. Coping skills for parenting a child with intellectual disabilities.
  - iii. Tools to encourage learning in the home environment.

The above and other elements added would be included in a manual.

- (p) Develop a public awareness campaign in collaboration with the Human Development Service Delivery (HSDS) Project Communication Consultant.
- (q) Support the design and evaluation of the public awareness program by developing and supervising the administration of a tool to capture Knowledge, Attitude and Perceptions (KAP) of students with disabilities. Analyze baseline and endline results, and share feedback provided through a structured evaluation tool to support the design of the public awareness programme.

#### **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 Review and Observation Report detailing the results and observations of the teachers in current classroom setting with suggestions from other Caribbean countries, including evidence-based practices, and recommendations for improvement in the pedagogy to be acquired.
- (c) Draft Training Manuals and supporting tools.
- (d) Revised Training Manuals and supporting tools reflecting feedback from draft materials.
- (e) Report on the Delivery of Training conducted by the consultant for the initial five (5) days face-to-face teacher training and at least one parent workshop.
- (f) Report on follow-up sessions held for teachers and an update on parent workshops to include development of a Lessons Learnt Log.
- (g) A report on the results of the KAP and recommendations for the public education awareness programme.
- (h) Final Manuals following the completion of :
  - i. initial five (5) day face-to-face training of special education teachers.
  - ii. Initial delivery of the 6 hour module to mainstream teachers.
  - iii. 3 follow-up workshops for teachers of special education teachers.
  - iv. Hosting of four (4) parent face-to-face workshops and supporting the delivery of the additional sessions.
  - v. Initial three (3) day face to face of training of mainstream teachers
  - vi. 3 follow up workshops for mainstream teachers

#### **5. SPECIAL REQUEST**

Collaborate with other consultants implementing other elements of the HSDS in the MOE which may impact on the development of the quality of special education and inclusion.

## 6. TIMING

It is expected that the assignment will be over a twenty-four (24) month period with the Consultant required to be in St. Vincent and the Grenadines for elements of the assignment.

## 7. QUALIFICATIONS

The desired consultant should possess a range of skills, experience, qualifications and demonstrated knowledge in the areas described in the scope of services above. These include but are not limited to:

- (a) post-graduate training and certification in Special Education/Educational Assessment or Educational Psychology, Curriculum and Instruction and a minimum of ten (10) years' experience working with teachers in the same domain (Special Education/Curriculum Development);

or

- (b) first degree and certification in Special Education/Educational Assessment or Educational Psychology, Curriculum and Instruction and a minimum of fifteen years' experience working with teachers in the domain of special education and programme development.

And.....

- (c) Demonstrated experience preparing training manuals which are interactive and designed for adult learners;
- (d) Evidence of having worked in a learning environment with children with range of behavioural disorders in a classroom environment.
- (e) Working knowledge of good practices for inclusive education.
- (f) At least ten (10) years' experience in organizing and facilitating training of adults;
- (g) Strong interpersonal, excellent presentation, oral and written communication skills

Desired:

- (a) Evidence of delivering sessions to parents on critical skills for parent children with behavioural challenges;
- (b) Developed KAP surveys and or a part of such an exercise in the social development space.