

**SAINT VINCENT AND THE GRENADINES**

**TERMS OF REFERENCE**  
**CONSULTANCY TO IMPROVE PSYCHOSOCIAL SUPPORT SERVICES FOR STUDENTS,**  
**TEACHERS, AND FAMILIES FOR VULNERABLE POPULATIONS AFFECTED BY**  
**CORONAVIRUS**

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**1. BACKGROUND**

The COVID-19 pandemic has had negative impacts on the mental health and psychosocial wellbeing of students, teachers, and families. COVID-19 stressors related to, inter alia, quarantine/isolation, changes in daily lives, financial hardship, school closures and distributed- learning, and grief over illness and death have contributed to increased anxiety, depression, anger, sadness, and frustration among students, families, and teachers. The eruption of the La Soufriere volcano in April 2021 has further challenged individual wellbeing, with at least 20,000 children and adults displaced from their homes as a result of the volcanic activity.

The Ministry of Education (MOE) is committed to improving mental health and psychosocial support to teachers, students, and families impacted by the multiple hazards SVG has recently experienced. As an emergency response to the volcanic eruption, the MOE implemented the Return to Happiness Program in government shelters for students, families, and teachers displaced from their homes. Additionally, school guidance counsellors along with personnel within the Student Support Services Unit have provided psychosocial support to vulnerable students and families.

Critically, the MOE does not have the institutional capacity to meet the increased demand for mental health and psychosocial support from students, parents, and teachers. There is a need for the following: (a) capacity development of guidance counsellors and teachers in providing crisis-sensitive psychosocial support for students and families, (b) clear referral processes for those seeking/needing psychosocial support or mental health services, (c) communication material regarding COVID 19 risk awareness and self-care as well as available mental health services, and (d) improved monitoring and evaluation of psychosocial support interventions.

**2. OBJECTIVES**

The outcome of this assignment is enhanced institutional capacity within the MOE for psychosocial support to teachers, students, and families as a result of COVID-19 and/or other hazards. This will be achieved through (a) improving the competence of guidance counsellors, the student support services unit, and

teachers to both provide psychosocial support to students and families and monitor interventions, (b) development of communication material to support self-care and well-being during the pandemic for teachers, students, and families and (c) preparation of referral guidelines for psychosocial support and mental health services.

### **3. SCOPE OF SERVICES**

The Consultant shall report to the Senior Education Officer in the Curriculum Development Unit (CDU) and liaise closely with the student support services unit, guidance counsellors, and other MOE officials identified by the Senior Education Officer- CDU in undertaking the assignment. Specifically, the consultant will:

- (a) Design and implement a capacity development programme for guidance counsellors, identified teachers, and student support officers in enhancing psychosocial support for students and families impacted by COVID-19 and/or other hazards. The capacity development programme should focus on, inter alia, identifying signs of emotional distress, implementing referral protocols, and enhancing self-care and also include metrics that can be used to monitor psychosocial support activities with students and families.
- (b) Develop communication material about self-care and well-being during the pandemic for use by support guidance counsellors and teachers in the provision of psychosocial support to students and families.
- (c) Document referral processes and available psychosocial support services for teachers, students, and families.

### **4. TIMING, QUALIFICATIONS AND EXPERIENCE**

The assignment is expected to take no more than 20 person-days over a period of three (3) months. The Consultant shall have the following qualifications and experience:

- (a) At least a master's degree, or equivalent, in Psychology, or a related field from an accredited institution.
- (b) At least five years of experience relevant to the scope of services; direct experience working with teachers and guidance counsellors is an asset.
- (c) Experience using online platforms for interactive training sessions.
- (d) Strong interpersonal, excellent presentation, oral and written communication skills.
- (e) Ability to establish good working relationships with stakeholders in a sensitive environment.

## 5. REPORTING REQUIREMENTS

The following reports in electronic form (editable Microsoft Word format) either by email, or flash drive, shall be submitted to MOE, and CDB at the times indicated below. The reports must incorporate feedback provided by the MOE and CDB.

- (a) **Inception Report**, within two (2) weeks of commencement of the assignment: This should include, but not be limited to, the methodology and work plan for the assignment, along with an outline for the capacity development programme. The outline should include, inter alia, proposed length, content and expected competencies to be developed.
- (b) **Draft Capacity Development Programme and Referral Processes for Available Services**, within four (4) weeks of the assignment: This should include all modules and training materials for the capacity development programme. This submission should also contain (1) the draft communication material about self-care and well-being during the pandemic that can be used by those providing psychosocial support to students and families and (2) the draft referral processes for all available psycho-social support services
- (c) **Draft final report**, one (1) month before the completion of the assignment. The report should include information on the outcomes of implementing the capacity development programme, including participant evaluations and lessons learned. Additionally, this report should include the updated referral processes for available services and communication material about self-care and well-being, based on feedback from participants in the capacity development programme.
- (d) **Final Report**, two (2) weeks before the completion of the assignment. This report should include the feedback on the draft final report and all final deliverables for the assignment

All Reports shall contain sex- and age-disaggregated data, as appropriate.