

## Summary

<b>Title</b>	International Consultant – IE for Pre-Service and INSET (To develop Inclusive Education (IE) Module for Pre/In service Education Training (INSET))
<b>Purpose</b>	Two-fold purpose: a) Develop IE Pre/In-Service Teacher Training module based on review of both international and national good practice. b) Plan and lead the initial Training of Trainers at the National and Regional levels.
<b>Expected fee</b>	To be determined
<b>Location</b>	Accra, Ghana with travel to the field for training
<b>Duration</b>	50 working days spread over a period of 4 months
<b>Start Date</b>	March 2016
<b>Reporting to</b>	Education Specialist
<b>Budget Code/Grant No</b>	<b>1620/A0/04/005/019/0.</b>
<b>Project and activity codes</b>	<b>05-02-06</b>

## Background

In 2015, the Government of Ghana completed the development of an Inclusive Education (IE) Policy. The Policy defines the strategic path of the government for the education of all children with special educational needs. The Policy Objective three (3) emphasizes the need to promote the development of a well-informed and trained human resource cadre for the quality delivery of IE throughout Ghana. This policy builds upon sections in the 1992 Constitution, the National Development Agenda, the Education Strategic Plan and International Commitments to achieve national as well as international goals for creating an environment for addressing the diverse educational needs of Ghanaians.

As part of evidence generation to inform the Policy development process, the Ghana Education Service (GES) through the Special Education Division (SPED) completed the formative assessment of the Inclusive Education interventions implemented in the initial five districts. The aim of the assessment was to determine the extent to which each of the three programme strategies originally initiated have benefited the districts, the schools and the pupils, by assessing: the teaching practice, the enrolment/attendance of children with disabilities, screening practices, the physical school environment, and attitudes/support towards children with disabilities. The formative assessment used the IE Monitoring Tool developed to support the process as well as regular monitoring of IE interventions.

The study found that there was a general improvement of Inclusive Education (IE) situation in all 5 districts: more children with disabilities were enrolled, more teachers trained on IE, smaller teacher/pupils ratio, etc. In addition, there was also increased acceptance of children with disabilities in school, mainly through the screening and community sensitization, to some appreciable extent and which require further continuous improvement. However, the formative assessment also revealed a number of weaknesses in the implementation of the strategy, especially in the area of capacity development of key GES personnel. It observed that the content of the teacher training materials

currently available were mainly information-based with a focus on technical and theoretical issues framing IE within schools and provided inadequate practical and problem solving strategies in actual classroom settings. This made it very difficult to transact the training material and contributed to the reduced success in supporting head teachers and teachers from drawing practical lessons and adopting strategies to promote child participation and inclusive education in classroom and schools. Additionally, UNICEF has supported Teacher Education Division of the GES to mainstream IE issues into the Curriculum for all 43 Training Colleges. The next phase is to develop a pre-service modular for training in the Training Colleges.

Following the recommendations of the formative assessment and the need for pre-service module for the Training Colleges, an international consultancy is proposed to develop Inclusive Education (IE) Modules for Pre/In-service Education Training (PRE/INSET).

## Justification for a consultant for the assignment

Capacity development is one of the three strategies of inclusive education identified to enhance the knowledge-base, practice and to improve the skills for head teachers and teachers for a successful classroom management to promote inclusion. However, as indicated above, the content of the training materials while technically strong has not been able to effectively support head teachers and teachers with skills to practically solve issues that arise in the classroom and ensure inclusion of children with disabilities. Students enrolled who complete the Teacher Training Colleges also require the knowledge and skills to practice when deployed to the basic schools. There is clearly the need for a further review of materials to include a more practical and problem solving approach to improve teacher's understanding and skills in order to promote inclusive education and improved learning outcomes.

In order to strengthen Teacher Training Colleges and training of teachers on Inclusive Education, the Ghana Education Service (GES) with support from UNICEF is proposing to review and strengthen the existing pre/in-service training materials on IE with a view to developing a modular training package with content which is more interactive and participatory as well as practical and relevant to the needs of the teachers.

In order to do this UNICEF is looking to recruit an international expert in Inclusive Education and teacher training to support GES in the review and development of the revised modular training package. Additionally, the consultant will develop a training plan for GES staff on IE and plan and lead the initial training of trainers. The process of development will involve the national and district personnel. The training document once completed will serve as a comprehensive training package for both Pre-service and In-service with different modules for different training stages (be it initial and refresher trainings) for Inclusive Education in Ghana.

## Purpose and Scope of work

**The purpose of the consultancy is two-fold:**

- Develop IE Pre/In-Service Teacher Training module based on review of both international and national good practice.
- Plan and lead the initial Training of Trainers at the National and Regional levels.

**The assignment is expected to involve the following:**

**1. Secondary review of available materials, including:**

- Inclusive Education documents including the IE policy, plan, and formative assessment;
- Revised IE Curriculum for both General and Early Childhood Programmes
- IE training materials and accompanying documentation.
- International and national good practices in IE training;

**2. Consultation with key stakeholders**

- Field visit to consult with Training Colleges Principals, teachers and district training teams (attached is the list of districts) to get first hand feedback on IE training needs;
- Map and propose key stakeholders - NGOs, DPOs (Disabled People Organizations)<sup>1</sup>, inclusive and special teachers as well as academics working in the field of inclusive education – who will form the technical working group to support the training package development.
- Collaborate with the Special Education Division (SPED) to perform the task to ensure effective participation of all stakeholders.

**3. Drafting of IE training modules** Flash Disk as the content of training will include videos

- The training modules that will be developed is expected to include a pre and post-test, trainee and Training of Trainer (ToT) booklets<sup>2</sup>
- Presented to the, Teacher Education Division, SPED Directorate (involving personnel from GES-HQ, Division, Braille Unit, Assessment Centres and Special Schools, NGOs, GFPD) prior to field testing.

**4. Testing of IE training modules:**

- Testing and feedback of drafted module by a selection of relevant stakeholders.
- Additional stakeholder consultations

**5. Design and lead the training of trainers (ToT)**

- Design the ToT together with officials from the Training Colleges
- Training of Trainers (50 officials including Training College Teachers, IE Coordinators, Training Officers, Private Schools, NGOs, SPED) in each of 2 different locations to be determined. Ideally participants should include persons with disabilities where available.
- This should include a booklet with DVD or Flash Disk.

**6. Report writing and dissemination:**

- The final report should delivered in hard copy and soft copy in the form of DVD or flash disk etc.
- Presentation to key stakeholders
- Recommendations for roll out of Training plan.

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<sup>1</sup> DPOs shall be consulted regarding the development of activities regarding them (“Nothing about us without us”), it is a development best practice.

<sup>2</sup> Training package should include booklet with DVD/Flash Disk as the content of training will include videos. Considering the lack of electricity in most of the rural area, it is advised to still print booklets for the trainings.

UNICEF will make arrangements for the consultant’s international air travel as well as travel via vehicle/air to the training locations and other field visits. Additionally, UNICEF will run copies and project presentations will also be provided including the provision of DVD and Flash Disk.

## Deliverables

Activity	Deliverables	Estimated days
Secondary review of available materials to inform the development of the Ghana specific IE in service education training modules.	1. Detailed Report of the Preliminary findings of the desk review on relevant documents; & outlining the overall strategy, steps, and timeline to achieve the objectives of the consultancy.	7 days
Develop IE in service education training modules (in consultation with identified key stakeholders.  Field-test the draft modules	2. Draft IE Training modules developed in consultation with stakeholders;  3. Revised training modules in the form of a booklet and accompanied by DVD	25 days
Lead the delivery of Training of Trainers workshop- Plan and lead the delivery of ToT for key GES personnel using the revised modules in two different locations.	3. TOT training and detailed report of the training	10 (5 days for each location)
Report writing and dissemination:	4. Final report including recommendations for roll out of the Training plan and modules delivered in hard copy and soft copy in the form of DVD or flash disk etc.  5. Copy of presentations made to key stakeholders orienting them on the training modules submitted to UNICEF-GES;;	8 days
<b>Total Days</b>		<b>50 days</b>

## Supervision and Reporting

The Special Education Division will set up a Technical Working Group (TWG) which will include representatives from Curriculum Research Development Division, Teacher Education Division and Special Education Division.

UNICEF Education team will provide technical advice and logistical/administrative support including:

- Arranging for meetings with key stakeholders (Special Education Division, Ministry of Education, representatives from Private Special School, NGOs and other relevant stakeholders. These stakeholders will be available for interviews/consultations and provide guidance to the Education consultant.
- Participating in field activities where possible.
- All draft reports/ revised trainings modules will be shared with the TWG and UNICEF for review.

The consultancy will be managed by the Education Specialist at UNICEF.

## Fees and Payment Schedule

The contract amount will be negotiated with successful candidate being guided by UNICEF applicable fee range.

Proposed payment schedule:

- 20% of fee upon completion of deliverable 1
- 20% of fee upon completion of deliverable 2
- 20% of fee upon completion of deliverable 3
- 40% of fee upon completion of deliverable 4

**Payment will only be made for work satisfactorily completed and accepted by UNICEF.**

## Timeframe

The total effective work time under this proposed assignment is 50 working days as indicated above with an expected start date in March 2016.

## Expected background and Experience

The consultancy will be undertaken by an international consultant with the following profile:

- Advanced University degree in education, or other relevant subject.
- Experience in development of education assessment instruments/tools
- At least 8 years of experience in Inclusive Education work at both international and national levels.
- Familiarity with education systems in Sub-Saharan Africa and previous work experience with UNICEF, an advantage.
- Extensive experience in training and capacity development.
- Solid experience in issues of marginalized constituents (disabled children, ethnic minorities, girls) and in tailor making training material to diverse contexts
- Excellent communication and interpersonal skills

- Experience on results tracking and monitoring
- Knowledge of the Ghana education sector would be an asset
- Experience in monitoring and evaluation will be an advantage.

**General Conditions:**

- UNICEF will provide office space and access to facilities such as printers and the internet at its offices.
- The consultant is expected to bring his/her own laptop computer.
- UNICEF will not pay for the use of printers, the internet and other services used outside its offices.
- UNICEF will provide transport when field visits are undertaken.

**Policy both parties should be aware of:**

- Under the consultancy agreements, a month is defined as 21 working days, and fees are prorated accordingly. Consultants are not paid for weekends or public holidays.
- Consultants are not entitled to payment of overtime. All remuneration must be within the contract agreement.
- No contract may commence unless the contract is signed by both UNICEF and the consultant or Contractor.
- For international consultants outside the duty station, signed contracts must be sent by fax or email. Signed contract copy or written agreement must be received by the office **before Travel Authorisation is issued.**
- No consultant may travel without a signed travel authorisation prior to the commencement of the journey to the duty station.
- Unless authorised, UNICEF will buy the tickets of the consultant. In exceptional cases, the consultant may be authorised to buy their travel tickets and shall be reimbursed at the “most economical and direct route” but this must be agreed to beforehand. All travel will be in economy class.
- Consultants will not have supervisory responsibilities or authority on UNICEF budget.
- Consultant will be required to sign the Health statement for consultants/Individual contractor prior to taking up the assignment, and to document that they have appropriate health insurance, including Medical Evacuation.
- The Form 'Designation, change or revocation of beneficiary' must be completed by the consultant upon arrival, at the HR Section.

**Application Procedure:**

**Interested individuals who meet the minimum requirements should please submit their application (indicating the title of the consultancy in the subject line) with a copy of their CV and P11 form to, 'hrghana@unicef.org' by Wednesday 16 March 2016**

**Candidates are also required to indicate their fees for the services to be provided in dollars. The fee should be expressed as a daily rate.**