

## TERMS OF REFERENCE

TITLE	School to Work Transition Programme for Students with Special Education Needs
LOCATION OF ASSIGNMENT	Kingston, Jamaica
TYPE OF CONSULTANCY	INDIVIDUAL / INSTITUTIONAL
LANGUAGE(S) REQUIRED	English
DURATION OF CONTRACT	7 months (01/06/2021 – 30/11/2021)
CONSULTANT REPORTING TO	UNICEF Education Specialist

### I. BACKGROUND

Research indicates that students with special needs have greater difficulty than their peers transitioning into the world of work and are less likely to gain or retain employment. According to the United Nations Department of Economic and Social Affairs, unemployment of persons with disabilities (PWD) in developing countries is between 80-90%. In Jamaica, the unemployment rate among persons with disabilities is 91.2 % (Statistical Institute of Jamaica (STATIN) 2014). In order to address the deficit regarding PWDs accessing and retaining employment there is the need for a formal School to Work Transition (STWT) programme for students with disabilities. STWT is defined as: ‘A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities (IDEA<sup>1</sup>, 2004)’. Students with Disabilities (SWD) therefore, need to be exposed to a comprehensive programme of training that not only equips them with technical/vocational skills, but also provides them with specific knowledge and competencies needed to function effectively in the workplace and in the community. For most SWDs these skills need to be explicitly taught through a structured School to Work Transition programme which the general curricula does not adequately address. The STWT process is highly person-centered, interest-focused and requires a coordinated and collective set of activities involving school, home, community and service agencies to create a solid and interactive network of opportunities, services and support.

The goal of transition planning is to prepare the student for life beyond school; regardless of the identified or categorized aspect or degree of exceptionality. Transition needs vary, not only according to expressed interests and preferences of the individual, but also in relation to diagnoses, disabling conditions and the extent to which these issues influence the range of support and services required. The talented and gifted student, for example, may require completely different arrangements for transition than the student with a diagnosis of a learning disability, intellectual disability, mental health needs, visual impairment, health impairment, physical disability or emotional/behavioural disorder. Transition planning, therefore, requires a comprehensive examination of the current state of the education system to ascertain the present approaches to school to work transition, the vision for creating and maintaining employment and the various pathways towards certification for

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<sup>1</sup> (Individuals with Disabilities Education Act, USA)

employment. This also needs to be matched with the readiness of the job market to accommodate persons with disabilities.

## II. A SCHOOL TO WORK TRANSITION PROGRAMME

The Ministry of Education's response is a project which aims to develop a model for STWT by developing a "user-friendly" implementation manual and creating training and sensitization modules for system-wide application. The project will be implemented in two phases. The first phase is through a consultancy, which will identify deficiencies and best practice, locally and internationally, and use this information to develop a framework that will inform inter-agency and inter-ministerial partnerships to create a structured and standardized programme for persons with disabilities. This specialized STWT programme should include: (a) career interest and readiness evaluation, (b) career planning and development, (c) job preparation and work experience (d) preparation for post-secondary education, (e) leisure/other pursuits, (f) job certification and (g) community access and independent living utilizing a systematic, sequential, collaborative approach to preparing youth with disabilities or special needs for the world of work and independent living. Based on the outputs from the consultancy the Special Education Unit will carry out a pilot of the School to Work Transition Programme which will inform full implementation.

## III. ABOUT THE CONSULTANCY

A STWT Programme seeks to provide a framework for schools to equip students with the requisite skills to make a successful transition to the world of work, higher education or independent living. The purpose of this Consultancy is to provide **technical support** to the Special Education Unit in the Ministry of Education, Youth and Information **to develop an implementation framework and a manual for a School to Work Transition Programme for students with disabilities**. Through school, family and community support students will develop the requisite skills to include, but not limited to: Academic skills, Social Skills, Communication skills, Vocational skills, Life Skills. The research for this consultancy may involve activities considered to have elevated child safeguarding risks, given likely engagement with particularly vulnerable children.

### Scope of Work

Under the guidance of UNICEF and the Ministry of Education, Youth and Information (MOEYI), the Consultant will work in collaboration with UNICEF, the Special Education Unit of the Ministry of Education, Youth and Information (MOEYI) and other relevant partners, to carry out the following activities:

- **Conduct a study** on existing School to Work Transition activities in Jamaica, to:-
  - **provide data** to create a framework for a system wide transition programme.
  - **review and identify linkages** between the various curricula and programmes, to include but not limited to CSID, City and Guild, NSC, NCTVET, Career Counselling and the National School Leaving Certificate (NSLC);

- **map competencies and processes** required for certification and effective transition, and how these may be leveraged in the School to Work Transition process.
- **be informed by best practices** in jurisdictions that are leaders in the education of students with special education needs
- **Prepare a School to Work Transition Manual - a draft** will be developed based on the findings of the study, mapping of curricular and programme linkages and the existing School to Work Transition guide provided. This draft manual will be reviewed in consultation with key stakeholders to develop a final document incorporating relevant feedback. **The final manual** will outline the programme, the roles of various stakeholders and a monitoring and evaluation framework.
- **Develop and deliver training modules** for selected trainer of trainers, in collaboration with the SEU.
- **Report on activities and findings**, as scheduled and agreed with UNICEF and the Ministry of Education, Youth and Information. Reporting will include an **inception report**, regular (monthly) updates on activities and a **final report** with recommendations for certification and accreditation, inter-agency partnerships and a pilot implementation plan for the programme.

#### IV. DELIVERABLES, TIMELINES & PAYMENT

The following results/outputs are expected from the consultancy:

1. **An Inception report** outlining approaches and target dates for the execution of the assignment.
2. **An Initial Review Report** of existing School to Work Transition programmes.
3. **A Curricular and programme linkages Report** with identified competencies and processes that could be leveraged in STWT Programme.
4. **A Draft STWT manual.**
5. **The Finalized STWT Manual.**
6. **Training plans and reports** on the capacity building webinars/workshops/activities conducted.
7. **A Final report** to include a **pilot implementation plan.**

Deliverables	Timeline	Payment
<b>Part 1</b> <ol style="list-style-type: none"> <li>1. Inception Report</li> <li>2. Initial Review Report.</li> <li>3. Curricular and Programme Linkages Report</li> <li>4. Draft STWT programme manual</li> </ol>	June 15, 2021	30%
<b>Part 2</b> <ol style="list-style-type: none"> <li>1. Feedback forms from stakeholder consultations on manual</li> <li>2. Revised STWT manual</li> <li>3. Training Plans</li> <li>4. Training Reports and artifacts</li> </ol>	July 15 -September 30, 2021	40%

5. Post Training Report		
<b>Part 3</b>	November 30, 2021	30%
1. Final Report		

### Reporting Responsibilities

The successful candidate will report to UNICEF Education Specialist and will inform regularly the identified MOEYI personnel on the progress of the consultancy. Updates will be provided to UNICEF and MOEYI according to an agreed schedule.

## V. SUBMISSION AND SELECTION PROCESS

A consultant will be selected following a competitive process. To be considered, an individual or agency must submit:

1. A **technical proposal (3-5 pages)**, including:
  - a. Purpose Statement
  - b. Project activities, methodology, outcomes, timeline
  - c. Communication strategy
  - d. Risk Management strategy
  - e. Justification for approach
  - f. Summary/conclusion
2. A **financial proposal**, including:
  - a. Detailed cost estimate for all deliverables outlined in the TOR in Jamaican dollars.

### Qualifications

- An advanced University degree in Education
- A minimum of 5 years of professional experience practicing in special education
- Sound knowledge and or experience in Technical Vocational Education
- Research skills
- A minimum of three years' experience in School to Work Transition program planning and delivery
- Excellent interpersonal, networking, advocacy and facilitation skills
- Demonstrated ability to work in a multicultural environment and establish harmonious and effective working relationships.
- Experience in conducting training, programme development and supervision
- Excellent oral and written communication skills in English is essential.

### Timelines

- May 15, 2021 Submission of Proposal and cost-estimate
- June 1, 2021 Notification of Selected Individual
- June 1- November 30, 2021 Delivery of Activities and Reports

### Criteria for Selection

Candidates will be evaluated based on a cumulative methodology, i.e. the award of the contract will be made to the candidate whose offer has been evaluated and determined as:

1. Responsive/compliant/acceptable, and
2. Having received the highest score out of a pre-determined set of weighted technical and financial criteria specific to the solicitation.

Technical component score Max 80 points

Financial component score Max 20 points

Total score Max 100 points

Only candidates obtaining a minimum of 65 points (of the total technical points) will be considered for the financial evaluation.

### Technical Evaluation

Technical Criteria	Technical Sub-criteria	Maximum Points
Technical Proposal	<p><b>With:</b></p> <ul style="list-style-type: none"> <li>a. Purpose Statement</li> <li>b. Project activities, methodology, outcomes, timeline</li> <li>c. Communication strategy</li> <li>d. Risk Management strategy</li> <li>e. Justification for approach</li> <li>f. Summary/conclusion</li> </ul>	20
Education	An advanced University degree in Education	15
Work Experience	<ul style="list-style-type: none"> <li>• A minimum of 5 years of professional experience practicing in special education</li> <li>• A minimum of three years' experience in School to Work Transition program planning and delivery</li> </ul>	15

<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Sound knowledge and or experience in Technical Vocational Education</li> <li>• Research skills</li> <li>• Excellent interpersonal, networking, advocacy and facilitation skills</li> <li>• Experience in conducting training, programme development and supervision</li> <li>• Excellent oral and written communication skills in English is essential.</li> </ul>	5  10  5  5  5
<b>Total Maximum obtained for Technical Criteria</b>		<b>80</b>
<b>Minimum score for technical compliance</b>		<b>65</b>

## VI. CONTRACTUAL REQUIREMENTS OF UNICEF JAMAICA

UNICEF has a zero-tolerance policy on conduct that is incompatible with the aims and objectives of the United Nations and UNICEF, including sexual exploitation and abuse, sexual harassment, abuse of authority and discrimination. UNICEF also adheres to strict child safeguarding principles. All selected candidates will, therefore, undergo rigorous reference and background checks, and will be expected to adhere to these standards and principles.

Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant

Individuals engaged under a consultancy or individual contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures, and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.

## VII. HOW TO APPLY

To apply, **click** on the Apply link found either at the beginning or at the end. Submit the supporting documents and 3 references.

- **Technical Proposal must be submitted as a separate document.**
- **Financial Proposal must be submitted as a separate document.**

In case of doubts please send your queries to Charlene Buckley [cbuckley@unicef.org](mailto:cbuckley@unicef.org) at least 3 working days before the deadline.

Finalized by:

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Education Specialist

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Date

Reviewed by:

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Deputy Representative

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Date

Approved by:

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Representative

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Date