

**TERMS OF REFERENCE**  
**INDIVIDUAL CONSULTANCY TO SUPPORT INCLUSIVE EDUCATION CAPACITY**  
**DEVELOPMENT IN THE SOLOMON ISLANDS**

**Requesting Section: Education, UNICEF Pacific**

**Programme Area and Specific Project involved: Equitable and Inclusive learning**

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**1. Background:**

According to Ministry of Education and Human Resource Development (MEHRD) 2017 Performance Assessment Report, 2,755 (1.3%) students in primary and secondary levels were identified as having some form of disability. This is a decrease of 21.3% (754) in 2017 compared to 2016. The above data has not used any formal assessment protocols. Although it is acknowledged that this methodology does not have any rigour, it makes an attempt to provide a snapshot of students with disability in schools in Solomon Islands<sup>1</sup>.

Net Enrollment Rate (NER) in Primary was 92.3% in 2017<sup>2</sup>, with some provinces considerably lower, including Guadalcanal and Western Provinces with the lowest NER at 82% and 77%, respectively.

According to the 2019 Disability and Education Study conducted as part of the secondary analysis of 2015 DHS Solomon Islands, children of school-going age with a functional disability were 73% less likely to be in school compared to children with no functional disabilities.

There are several socio-economic and cultural barriers to access to education. The Ministry of Education and Human Resource Development (MEHRD) found that lack of awareness amongst families of the importance of school and disinterest amongst children are drivers of non-enrolment. Children with disabilities face particular barriers to accessing education, with reports indicating that they may drop out of school due to bullying and teachers' inability to cope with their needs, if they are enrolled at all. This in turn is connected to the need to improve the quality of teacher training<sup>3</sup> as there is lack of teacher capacity to provide adaptive teaching methods for children with disabilities or perceived disabilities.

While teachers in Solomon Islands refer to children who are lagging behind as “slow learners”, very few have any tools to find out the cause of lagging behind and providing support to these children and hence preventing them dropping out. In the absence of truancy policy, teachers need to be equipped with skills to help them identify children at risk of dropping out and ways to support them in classrooms to prevent drop outs, including through application of inclusive classroom strategies.

In 2018, a module for teachers was developed by MERHD with assistance from UNICEF to support teachers in managing inclusive classrooms (including issues that extend beyond inclusion of children with disabilities) and providing targeted guidance on identifying and supporting children with disabilities. The module entitled “*Inclusive Education Module: Tips for Teachers*” was developed through different stages of workshops participated by schools heads and year 1 to year 3 teachers from selected Schools in Guadalcanal Provincial Education Authority (GPEA): (i) Tips on how to assist individual children to reach their full learning potential and how to make the classroom more inclusive;

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<sup>1</sup> Performance Assessment Report 2017, MEHRD

<sup>2</sup> Ibid

<sup>3</sup> Solomon Islands Situational Analysis for Children, UNICEF

and (2) Issues that may arise in the classroom for children with a learning impairment and suggests ways to help them with their learning, including at strategies to respond to specific learning needs. As the module has been developed in collaboration and undergone consultation with MEHRD, and pre-tested draft content in selected schools in GPEA, there is demand from the MERHD to pilot the training with a National TOT and 3 provincial training in Guadalcanal Province, Central Island Province and Makira Province and conduct formative research on the design and implementation of the training and module, in order to identify how it can be effectively scaled up to improve provision of quality and inclusive learning environments for children in Solomon Islands.

## **2. Purpose of Assignment:**

The purpose of this Consultancy is to provide technical assistance to the Ministry of Education and Human Resource Development (MEHRD) in designing and implementing a pilot plan for a new inclusive education training, including mentoring and supervision, for teachers and principals and a formative research to inform how it can be effectively scaled up to improve provision of quality and inclusive learning environments for children in Solomon Islands.

## **3. Objective**

The objective of the assignment is to advance quality and inclusive education in the Solomon Islands.

## **4. Scope and methodology:**

The consultant will work closely with the MERHD team and provide technical assistance in designing and implementing the pilot of the inclusive education module with formative research to inform any necessary improvements and subsequent scale-up planning.

## **5. Work assignment/Specific tasks**

The Consultant shall work closely with the MEHRD team to undertake and deliver the following tasks:

- 1) Design a pilot plan, including the training of Master Trainers (with any necessary guidance/materials based on the module, as well as a plan for mentoring and supervision of the trained trainers as well as the trained teachers) and the formative research proposal.
- 2) Conduct the training of Master Trainers using participatory methodologies and experiential learning activities and prepare a core group of Master Trainers (including staff from MEHRD and Provincial Education Authorities) to provide mentoring and supervision to support the roll-out of the training for the pilot.
- 3) Design and conduct formative research on the design and implementation of the Module for Inclusive Education and propose relevant improvements for the next edition of the Training Module: *“Inclusive Education: Tips for Teachers”* and future training programme.
- 4) Present the key findings of the Formative Research to MERHD for any feedback and inputs before finalizing the formative research report including recommendations for the way forward.

## **6. Work Schedule/Work plan**

The consultant is expected to commence this assignment by 25 January 2020, with an expected duration of 30 working days until 31 May 2020. The below timeline is indicative only.

<b>Deliverables</b>	<b>Duration (Estimate # of days)</b>	<b>Timeline/ Deadline</b>	<b>Schedule of payment</b>
<p>Inception Report detailing desk review, strategies, timeline, and plans in conducting the consultancy assignment, including an indicative plan for the formative research.</p> <p>Final Training agenda and training materials (in consultation with MERHD)</p>	5 days		20%
<p>Completion of:</p> <ul style="list-style-type: none"> <li>the National ToT on the use of the Training Module: “Inclusive Education – Tips for Teachers” as key facilitator (in collaboration with MEHRD).</li> <li>1 provincial training for teachers and principals on the use of the Training Module: “Inclusive Education – Tips for Teachers” (Central Island Province)</li> </ul>	10 days		NA
Training Report & Final Formative Research Plan (methods, tools, and work plan, etc.). The report should describe the training and outline best practices, challenges, ways forward and recommendations to improve subsequent trainings at national and provincial levels, as well as a detailed plan for Formative Research, reflecting agreements with MEHRD and UNICEF.	2 days		30%
Draft report of Formative research, including findings from monitoring of the application of the Training Module “Inclusive Education – Tips for Teachers” by school teachers and summary PowerPoint presentation	20 days		30%
Final Formative Research Report including recommendations for the way forward, and attachments of all activity reports or field trip reports; Final versions of all deliverables	3 days		20%

In addition to the deliverables mentioned above, the contractor will be required to submit annexes to all reports clearly indicating progress and status of all deliverables and all consultations held / persons met.

## **7. Payment Schedule:**

As per UNICEF DFAM policy, payment is made against approved deliverables. Payments will be made upon successful completion, review and quality assurance of deliverables specified above.

All deliverables must be submitted to Chief of Education, and Education Specialist based in Suva and certified as adequate quality and meeting the terms of the deliverables before payments will be made by UNICEF Pacific.

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## **8. Supervision:**

The Chief of UNICEF Field Office for Solomon Islands will provide overall operational and administrative supervision for this individual contract and will supervise this position on a day-to-day basis. This will be done in close collaboration with the MEHRD, and the UNICEF Education Officer. The consultant will also receive technical guidance and oversight from UNICEF Pacific Chief of Education in close consultation with the Education Specialist based in Fiji.

## **9. Official travel**

- The Consultant will arrange his/her own travel from place of residence to countries where work is carried out. Air tickets will be purchased in Economy Class for the most direct and most economical itinerary, provided it is not longer than the lowest fare by more than 4 hours.
- Where applicable living allowance will be paid for field work to cover subsistence and accommodation. Consultant must put this as part of the financial proposal.
- The consultant should not travel without a signed contract and authorization to travel prior to the commencement of the journey to the duty station.
- The candidate selected will be governed by and subject to UNICEF's General Terms and Conditions for individual contracts.

## **10. Work Place:**

The consultant will be based in UNICEF Solomon Islands Field Office and a shared office space and temporary internet access within the office will be provided. The consultant will join Education officer for planning meetings with MERHD staff as required. The consultant is expected to bring his/her own telephone, laptop and camera and other equipment to perform the tasks as UNICEF will not be providing those. The Consultant will budget for office supplies to be used during this consultancy and must be included in the proposal.

## **11. Qualifications:**

**Education:** Completed Master's Degree in Education, specialized in Inclusive education, or Social Sciences, International Development or a related field required

**Experience:** At least 5 years of strong professional work experiences at national or sub-national level on education programming particularly on inclusive education, including the preparations of quality reporting and communication assets, policy development and research;

Experience of working in the Pacific particularly with Ministry of Education or with government counterpart in PICs considered an asset, including the provision of technical support or implementing programmes in relation to education equity, inclusion, capacity building and analytical research.

**Skills:** teachers training and research, project management, planning and coordination skills

**Knowledge:** Sound knowledge of the education sector in PICs and Ministry of Education policies and processes; familiarity with UNICEF work and communication standards strongly preferred; familiarity with the Pacific region particularly the Solomon Islands is an asset.

**Languages:** Fluency in written and spoken English is required

**Competencies**

- Strong technical expertise on education equity issues and interactive pedagogy
- Ability to work in a team in a multi-cultural environment and strong interpersonal skills,
- Ability to multi-task and work irregular and long hours
- Ability to travel

**APPLICATIONS**

Applicants must submit: (i) a cover letter including: a narrative explaining proposed relevant methodology, relevant experiences and dates of availability for this consultancy; (ii) financial offer (professional fees, living allowance and travel cost estimates); (iii) Updated CV