Terms of Reference: Consultancy Services for Capacity Building for Basic Education Teachers, Guidance Counsellors, and MOE Officials in Gener Norms, Practices, and Gender-Responsive Pedagogy

TERMS OF REFERENCE (TOR)
CONSULTANCY SERVICES FOR CAPACITY BUILDING FOR BASIC EDUCATION TEACHERS, GUIDANCE COUNSELLORS, AND MOE OFFICIALS IN GENDER NORMS, PRACTICES, AND GENDER-RESPONSIVE PEDAGOGY

1. Background

1.01. The Government of Grenada (GOGR) has received funding from the Caribbean Development Bank (CDB) and the Global Partnership for Education to conduct the second phase of the Grenada Education Enhancement Project (GEEP). Under the Capacity Building Component of the Project, financing has been allocated for Consultancy Services for Capacity Building for ECD-Secondary teachers, guidance counsellors, and Ministry of Education (MOE) officials in gender norms, practices, and gender-responsive pedagogies.

1.02. Pedagogy in basic education in Grenada is still largely configured in ways that do not fully meet the multiple learning needs of students. Instructional approaches lack effective differentiation and optimal use of gender-responsive instructional methodologies, which is critical for enhancing the teaching/learning process for both boys and girls. These gaps contribute to suboptimal learning experiences and outcomes, particularly for the most vulnerable students.

1.03. To address these deficiencies, consultancy services will be procured to develop a comprehensive, gender-responsive capacity-building initiative targeting teachers, guidance counsellors, and MOE officials. The consultancy will also provide advisory support to ensure the successful execution and sustainability of gender-responsive pedagogical practices in Grenada's education system.

2. OBJECTIVES

2.01. The consultancy aims to:

a) Extend gender sensitisation and Gender-Based Violence (GBV) training, currently financed with CDB resources, to ensure that 80% of teachers from ECD to secondary levels are reached, including 100% of male teachers. The training will be delivered during annual summer sessions to minimize impact on classroom time and will continue over a four-year period.
b) Equip teachers with the knowledge and tools to create gender-inclusive and equitable classroom environments.

2.02. The specific goals of the training are to:

- Introduce teachers to the concept of gender and its distinction from biological sex, explaining how gender roles and norms affect learning.
- Help teachers understand how gender relations can create power imbalances and perpetuate inequities in the classroom and school culture.
- Provide opportunities for teachers to challenge their own stereotypical beliefs about gender and to develop more expansive views on gender roles and identities.
- Introduce teachers to innovative, gender-sensitive classroom practices and instructional strategies that promote inclusivity and equity.
- Increase teachers' capacity to conduct gender analyses of curriculum materials, teaching methods, and school structures to identify and address gender biases.
- Support teachers in creating gender-sensitive learning environments, including the selection of gender-sensitive, developmentally appropriate learning materials (e.g., books, toys, teaching aids).
- Build capacity in understanding and addressing Gender-Based Violence (GBV) through age-appropriate instruction in gender relations and comprehensive sexuality education, equipping students with strategies to prevent and respond to GBV.

2.03. Additionally, the consultancy will strengthen the capacity of MOE officials to lead and sustain annual gender-responsive teacher training programs beyond the consultancy period.

3. SCOPE OF WORK

3.01. The Consultancy Firm will undertake the following tasks:

a) Conduct a thorough needs assessment, applying a gender lens to identify gaps in the current pedagogical approaches and areas requiring capacity building for teachers, guidance counsellors, and MOE officials.
b) Develop a detailed training curriculum and associated materials on gender-responsive pedagogies and practices tailored for teachers, guidance counsellors, and MOE officials at all levels of education.
c) Facilitate capacity-building workshops for teachers, guidance counsellors, and MOE officials, focusing on creating gender-sensitive classroom environments and improving student outcomes through equitable teaching practices.
d) Provide ongoing advisory support during the implementation phase to ensure the sustainability of gender-responsive pedagogies and teaching strategies in schools.

4. DURATION

The consultancy is expected to take 25 person-days over a three-year period. This timeframe will allow for the development, implementation, and evaluation of the training program, as well as ongoing advisory support.

5. QUALIFICATIONS AND EXPERIENCE

5.01. The Consultant(s) must have expertise in the following areas:

a) Proven experience in gender-responsive pedagogy, gender sensitisation, and capacity-building initiatives in the education sector.
b) Demonstrated expertise in training educators and education officials in gender equality, inclusivity, and innovative teaching practices.
c) Experience in curriculum development and the integration of gender-sensitive content and practices into educational frameworks.
d) Strong facilitation and communication skills, particularly in delivering training workshops for diverse groups of educators and administrators.
e) Advanced degree in education, gender studies, social sciences, or a related field is preferred.

6. DELIVERABLES

6.01. The Consultant will deliver the following:

a) **Inception Report**: A detailed report outlining the consultancy's approach, work plan, and timeline for the assignment.
b) **Training Materials**: Comprehensive, gender-responsive training resources for use by teachers and MOE officials.
c) **Workshop Reports**: Detailed reports documenting the capacity-building workshops and participant feedback.
d) **Final Consultancy Report**: A final report summarizing the consultancy's activities, outcomes, and recommendations for sustainable capacity building in gender-responsive pedagogies.

7. IMPLEMENTATION ARRANGEMENTS

7.01. The GOGR, through its Project Coordinator, supported by the Institutional Strengthening Coordinator and the Deputy Chief Education Officers for Curriculum, Special and Inclusive Education Needs and Early Childhood Education, will facilitate the work of the Consultant. They will provide relevant data and information necessary for the assignment and coordinate with key stakeholders to support the consultant's activities.