TERMS OF REFERENCE
CONSULTANCY SERVICES TO AUGMENT THE GRENADA READING SCREENING TOOL AND EARLY CHILDHOOD DEVELOPMENT CHECKLIST

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 Institutional Strengthening Component of the Project, there is financing to update the Grenada Reading Screening Tool and Early Childhood Development (ECD) Checklist.

1.02. The Grenada Reading Screening Tool was initially developed by a Task Force on Special Education in 2003 to support primary school teachers in identifying students reading below grade level. The tool is currently outdated, with limited scope of coverage, no formal scoring template, and a lack of consistency in its administration. Similarly, the Early Childhood Development Checklist, developed by the Ministry of Education (MOE), requires updating to align with key developmental indicators for the High Scope Curriculum and ECD standards, as well as to standardize its use and scoring. Both tools should be enhanced to recognize and address any gender-based differences in learning needs.

1.03. To address these challenges, consultancy services will be procured to review and augment both the reading screening tool and the early identification checklist, ensuring they are comprehensive and effective in identifying students' needs. The consultancy will also provide training to ECD and Special Education Needs (SEN) staff within the MOE to support their implementation.

2. OBJECTIVES

2.01 The consultancy aims to:

a) Review and enhance the Grenada Reading Screening Tool and the Early Childhood Development Checklist to ensure they align with contemporary best practices and gender- sensitive standards.
b) Develop a formal scoring system for both tools to standardize their administration and outcomes.
c) Train ECD and SEN MOE staff in the updated tools to facilitate effective use and administration.
d) Support the cascade training model, where trained ECD and SEN MOE staff will train school-level users of the tools during the MOE's annual training program.

3. SCOPE OF WORK

3.01 The Consultant will undertake the following tasks:

a) Conduct a comprehensive review of the existing Grenada Reading Screening Tool and ECD Checklist, including consultations with key stakeholders within the MOE and relevant education professionals.
b) Develop updated versions of both tools, incorporating feedback from stakeholders and aligning with international best practices, the High Scope Curriculum, and ECD standards.
c) Develop a formalized scoring system and administration guidelines for both tools to ensure consistency and gender sensitivity in their application and interpretation.
d) Design and deliver a two-day workshop for 15 MOE ECD and SEN staff on the use of the enhanced tools, including scoring and administration guidelines, with specific guidance on identifying and addressing gender-based learning differences
e) Provide post-training support, including mentoring and coaching for MOE staff, as they cascade training to school-level users.

4 DURATION

The consultancy will be conducted over a period of four months in 2026. The Consultant will be engaged for a total of 30 days.

5 QUALIFICATIONS AND EXPERIENCE

5.01 The Consultant must have:

a) Advanced qualifications in Education, Special Education, Early Childhood Development, or a related field.
b) A minimum of 10 years of professional experience in developing and implementing education assessment tools, particularly in reading and early childhood development.
c) Proven experience in delivering training programs and workshops for educational professionals, with demonstrated knowledge of gender-sensitive approaches
d) Familiarity with the High Scope Curriculum and ECD standards.
e) Strong interpersonal and communication skills, with experience in collaborating with government and education stakeholders.

6 DELIVERABLES

a) **Inception Report**: A detailed report submitted at the beginning of the consultancy outlining the methodological approach and work plan for the review and augmentation of the tools, including a strategy for integrating gender-responsive measures.
b) **Draft Grenada Reading Screening Tool**: A revised version of the Grenada Reading Screening Tool, including a scoring template and administration guidelines, submitted for review and feedback.
c) **Draft Early Childhood Development (ECD) Checklist**: An updated checklist aligned with the High Scope Curriculum and ECD standards, with standardized scoring and usage guidelines, submitted for review and feedback.
d) **Final Grenada Reading Screening Tool**: A finalized version of the tool, incorporating feedback from stakeholders and aligned with best practices, including the finalized scoring template and guidelines.
e) **Final Early Childhood Development (ECD) Checklist**: A finalized version of the checklist, incorporating feedback and ensuring alignment with ECD standards and gender equity measures, along with scoring and usage guidelines.
f) **Training Workshop Materials**: Comprehensive training materials for both the reading screening tool and ECD checklist, designed for the two-day workshop and suitable for cascading to school-level users.
g) **Workshop Report**: A detailed report on the two-day workshop, including a summary of activities, outcomes, and recommendations for further support and development.
h) **Final Consultancy Report**: A comprehensive report summarizing all consultancy activities, outcomes, feedback received, and recommendations for further development or implementation.

7 IMPLEMENTATION ARRANGEMENTS

7.01 GOGR, through its Project Coordinator, with support from the Institutional Strengthening Coordinator and the Deputy Chief Education Officers for Early Childhood Development and Special Education Needs, will facilitate the work of the consultant and make available all relevant data and information relevant to the assignment.