

Terms of Reference**DESIGN OF A CHILD-TO-CHILD STRATEGIES IMODULE FOR TEACHERS AND ASSOCIATED TOOLKIT FOR CHILDREN IN SCHOOLS****1.0 INTRODUCTION**

Working with our partners, Sightsavers is supporting inclusive education for children with disabilities (CWDs) in several countries in West and Central Africa. Different approaches are being used to ensure inclusion and participation of CWDs in mainstream education, including a child-centred approach.

In order to facilitate children socialization and peer-support within our inclusive pilot schools, our projects intend to develop child-to-child activities/strategies for peer learning, i.e. ways in which children can support one another's learning and development inside and outside the classroom.

In order to build on good experiences from our pilot schools and embed initiatives into existing systems, but also to learn from other partners having successfully tested child to child strategies in mainstream schools, Sightsavers has commissioned two national consultants (one in Senegal, one in Cameroon) to collect and analyse:

- good practices implemented by relevant partners involved in the field of education, e.g. PLAN, Save the Children, UNICEF, Humanity & Inclusion, World Vision; as well as practical tools developed in this area.
- good practices in place in our pilot schools in these countries.

We are now seeking a consultant (based anywhere in the world) who can complete our work in the field of child-to-child activities/peer learning.

2.0 OBJECTIVES OF THE CONSULTANCY

The consultancy will achieve the following:

- Produce a desk review analysing:
 - relevant international literature, including teaching and learning manuals and tools, articles in peer-reviewed academic journals;
 - with a focus on contextually-based literature in West and Central Africa;
 - especially documentation developed by PLAN, Save, UNICEF and UNESCO;
 - using the analysis of good practices and tools collected in Senegal and Cameroon, and other Sightsavers education projects.
- Develop a teacher training module on child to child strategies:
 - using good recommendations and practices from the desk review;
 - using Sightsavers existing training modules on the subject (TTP, IC handbook, VI manual, etc...)
- Develop a simple friendly and accessible tool kit for children acting as peer (for children with and without disabilities), with support from Sightsavers communication team.

3.0 OUTPUTS

The consultant will provide:

- a desk review (10 pages max) with a summary (2 pages)
- a teacher training module (for 1 day max)
- a tool kit for children peers (5 simple tools max)

4.0 PROCESS

The consultancy should start around June 2019 and end in November 2019 the latest.

The following process has been identified:

- Advertisement: May
- Recruitment of a consultant: June
- Orientation meetings with Sightsavers GTL (3 GTL): July
- Desk review and production of report: July, August
- Production of 1st drafts of teacher training module and associated tool kit: August
- Revision by GTL: September
- 2nd drafts and skype feedback by the consultant: October
- Collaboration with Sightsavers communication team for branding and accessibility of tools: October
- Last versions: 15th of November
- Translation into FR or EN: 30th November
- Teachers training delivery: December

The consultant will be line managed by the GTL (Education and Social Inclusion, West Africa), and can be based anywhere in the world. The consultant will be line managed by the Global Technical Lead (GTL), Education and Social Inclusion, WARO and have regular Skype discussions with her.

5.0. EXPECTED PROFILE

The consultant should meet the following criteria:

- Experience in inclusive/special education, disability, child to child strategies
- A tertiary qualification, ideally to Masters level
- International field experience, in West and Central Africa if possible
- Good reporting, analytical and research skills
- Experience in teacher training module development
- Experience in the development of IEC materials, in accessible formats and for children if possible
- Ability to work independently
- Fluency in reading and writing in English, good French reading skills

6.0 PROPOSED SCHEDULE

Days	Activities
1	Orientation meetings with Sightsavers GTL
5	Desk review Production of report
4	Production of the teacher training module
4	Production of IEC materials for children
14	Total of 14 working days

7.0 TERMS AND CONDITIONS

The daily rate will be negotiated with the consultant. Payment will be made on satisfactory delivery of all outputs.

Anyone interested in the consultancy is invited to send one page letters of application with curriculum vitae to Paul Appleby at pappleby@sightsavers.org by COB 17 May, 2019.