

Terms of Reference for Consultancy

“Specialists in Occupational Therapy and Orthopedagogy for Adapting a Manual for Kindergarten Teachers on Psychomotor Activities for KG1 Children to be Disability-Inclusive”.

About Taawon

Taawon (Welfare Association) is an independent non-profit organisation established in 1983. Taawon strives to make a distinguished contribution toward furthering the progress of the Palestinians, preserving their heritage and identity, supporting their living culture, and building civil society in the different working areas it serves: the West Bank (including Jerusalem), the Gaza Strip, the 1948 Areas, and the Palestinian communities in Lebanon.

Taawon works closely with local, grassroots organisations to address the specific needs of the Palestinian refugees living in difficult circumstances throughout the country. We support the implementation of a range of initiatives under three specific programs: Education, Community Development (including health and relief), and Culture. We work in close partnership with more than 40 local partners and touch the lives of more than 100,000 Palestinian refugees annually.

About the Consultancy

1- Background:

Since 2018, Taawon (Welfare Association) has been dedicated to supporting and enhancing the capacity of numerous kindergartens (KGs) in Lebanon, serving Palestinian communities. The objective is to promote holistic inclusion criteria by conducting training workshops for KG teachers and furnishing them with necessary technical support and tools. These workshops and resources are designed to furnish teachers with a profound understanding of the characteristics of children with disabilities and learning difficulties, equipping them with the requisite skills to establish inclusive learning environments. Within this framework, Taawon in collaboration with Saint Joseph University - the Institut Libanais d'Éducateurs (ILE) developed a manual/guide titled "**Manual for Kindergarten Teachers on Psychomotor Activities for KG1 Children**" as part of a broader initiative. This manual was created to empower educators with effective strategies for fostering psychomotor development in early childhood within Palestinian communities in Lebanon.

However, recognizing the significance of inclusivity for all children, including those with disabilities, and following the implementation of activities outlined in this manual, there is an acknowledged necessity for adaptation.

Consequently, under the "**Improved Quality Services and Enhanced Inclusion Opportunities for Palestinian People and Children with Disabilities**" project funded by UNDP, Taawon seeks **highly qualified specialists in occupational therapy and ortho-pedagogy** to assist in adapting this manual specifically tailored for kindergarten teachers in Lebanon, catering to Palestinian communities. This selected specialist will work in close collaboration with the Disability Advisor and the Advisor in Early Childhood Education at Taawon along with the specialized team at the Institut Libanais d'Éducateurs (ILE) to ensure that the adapted manual effectively addresses the diverse needs of all children in pre-school. .

2- Main Objective:

The primary objective of this consultancy is **to adapt the existing manual** on psychomotor activities for KG children produced recently by Taawon and USJ-ILE under the title "دليل المربين" ["لنشاطات التربية النفس-حركية"](#) targeting Kindergarten (KG) teachers, focusing, with a specific emphasis on making the manual inclusive for children with disabilities accommodating for the diverse needs of those children to ensure equitable educational outcomes for all children in KG settings..

3- Scope of Work:

The specialists will undertake the following tasks:

- Conduct a comprehensive analysis of the existing manual, collaborating closely with the Disability Advisor and the Advisor in Early Childhood Education at Taawon, in addition to the Psychomotor Specialist from the Institut Libanais d'Éducateurs to identify areas requiring adaptation or enhancement to ensure inclusivity.
- Develop a detailed plan outlining the adaptation process, including specific tasks, milestones, and deadlines. The plan should provide a comprehensive timeline for each phase of the adaptation process, ensuring timely completion and alignment with project objectives.
- Develop an elaborative section covering a range of topics, including but not limited to the Principles of Universal Design for Learning (UDL), establishing an inclusive classroom environment and defining the role of teachers within it, adapting teaching strategies and materials to cater to the diverse needs of all students, and exploring the foundational aspects of an inclusive educational curriculum tailored for kindergarten settings.
- Develop practical strategies and integrate Universal Design for Learning (UDL) principles into the manual to enhance accessibility and engagement for all students, including those with disabilities.
- Develop new sections within the manual aimed at equipping teachers with crucial knowledge, guidelines, and resources concerning inclusive education. These sections should encompass a broad range of topics, including but not limited to disability definitions, disability models, understanding the diverse needs and abilities of children with disabilities, early detection of disability and learning difficulties, and empowering educators to effectively utilize reasonable accommodations, assistive devices, and technologies to offer support for children with disabilities in the classroom.
- Develop comprehensive guidelines for teachers on how to interact and teach students with disabilities, including creating individualized education plans (IEPs) tailored to each child's unique needs.
- Develop a dedicated section within the manual detailing effective strategies for collaboration and communication with parents, therapists, and other professionals to facilitate holistic support for children's development.

- Adapt existing psychomotor activities in the manual to make them inclusive for KG1 students, covering various themes and skill areas while ensuring active participation and engagement of all children, including those with disabilities.
- Develop supporting tools to assist teachers in adopting inclusive activities and effectively managing inclusive/comprehensive classrooms.
- Plan, prepare and deliver training for 31 teachers on the adapted manual for testing purposes, providing guidance on its implementation, and offering support in effectively utilizing its resources to create inclusive learning environments.
- Attend meetings and actively engage with the 31 teachers as needed to gather insights and feedback on the effectiveness and usability of the adapted manual on disability-inclusive **Psychomotor Activities for KG1 Children**, ensuring their perspectives are considered throughout the adaptation process and to incorporate in the manual accordingly.
- Conduct a comprehensive review of the manual with the team following its testing period by the 31 teachers. Incorporate necessary amendments based on both team and teachers' recommendations to ensure ongoing enhancement and alignment with classroom need.
- Provide pertinent advice on the design of the manual and its components and review the designed copy to ensure it is error free, clear, appealing, and user-friendly.
- Ensure continuous collaboration with the concerned team, including the Disability Advisor and the Advisor in Early Childhood Education at Taawon, in addition to the Psychomotor Specialist from the Institut Libanais d'Éducateurs, throughout all phases of adapting the manual, training, evaluation, and final amendments.

By achieving these specific tasks, the consultancy aims to fulfill the main objective of developing an inclusive manual that empowers kindergarten teachers to create supportive and enriching environments for all children.

4- Required Expertise:

Ideal candidates should possess the following qualifications and expertise:

- Advanced degrees in occupational therapy/ortho-pedagogy.
- Demonstrated experience working with children with disabilities in inclusive educational settings, especially in pre-school education.
- Expertise in inclusive education, curriculum adaptation and psychomotor development.
- Proficiency in written Arabic for manual adaptation entails a thorough command of Arabic language and cultural nuances, technical writing skills to accurately convey educational

content, and the ability to adapt and refine materials to suit the needs of Arabic-speaking educators and learners.

- Strong communication and collaboration skills to work effectively with a multidisciplinary team, including fluency in Arabic.
- Strong computer skills entail proficiency in essential software applications, internet navigation, and communication tools.

5- **Deliverables:**

The specialists will deliver the following:

- A comprehensive plan delineating the adaptation process, including task breakdowns, key milestones, and associated deadlines.
- An adapted manual tailored for kindergarten teachers, focusing on disability-inclusive psychomotor activities, adhering to the agreed-upon outline.
- Implementation guidelines and supplemental resources to empower teachers in seamlessly integrating inclusive strategies into their practices.
- Supportive tools aiding teachers in adopting inclusive activities and adeptly managing comprehensive classrooms, featuring a customizable template for individualized education plans (IEPs) designed to meet the specific needs of children with disabilities.
- A comprehensive training delivered by the consultants to 31 teachers, equipping them with the necessary knowledge and skills to effectively utilize the manual in their teaching practices, fostering inclusive learning environments.
- A refined final manual, improved in effectiveness and user-friendliness and prepared for printing, following a thorough post-implementation review, incorporating feedback from teachers to align closely with classroom needs.

6- **Timeline:**

The manual is anticipated to be finalized within a five-month timeframe beginning May 15, 2024, with delineated milestones and deadlines as per the project plan. Training and evaluation phases are projected to conclude by the end of October 2024, while final amendments to the manual are scheduled for completion by the end of November 2024.

7- **Evaluation Criteria:**

Candidates will be assessed based on the relevance of their expertise, their knowledge and comprehension of inclusive education principles and practices.

8- Submission Guidelines:

Interested candidates are invited to submit their CVs on recruitment@taawon.org detailing their qualifications and relevant experiences, along with a cover letter summarizing their qualifications and interest in this opportunity. Additionally, candidates are encouraged to provide samples of any previous documents or manuals they have contributed to in the field of disability-inclusive education.

Upon selection, Taawon will reach out to the chosen candidate, and a contract will be offered and signed based on the agreed terms.