

TERMS OF REFERENCE

Project Title: Organisation of Eastern Caribbean States (OECS) Skills and Innovation Project (P179210)

Position: CONSULTANCY FOR ASSESSMENT – PEDAGOGICAL ASPECTS AND INSTITUTIONAL CAPACITY

Location: GRENADA

1. BACKGROUND

The Organisation of Eastern Caribbean States (OECS) Skills and Innovation Project (SKIP) is being implemented by the Government of Grenada (GoG), the Government of Saint Lucia (GoSL), and the OECS Commission (OECSC). It is financed with \$36 million from the International Development Association (IDA), with each of the two participating countries receiving a US\$15 million credit while the OECSC receives a US\$6 million IDA grant.

The OECS SKIP aims to enhance youth transversal and advanced technical skills, strengthen regional collaboration in post-secondary education, and foster collaborative innovation.

The project consists of four components:

- (i) Fostering regional collaboration for youth skills and innovation in the post-secondary space, implemented by the OECSC,
- (ii) Strengthening post-secondary institutions to deliver priority skills and participate in collaborative innovation, implemented by the GoG and GoSL,
- (iii) Project Management and Technical Assistance, implemented by the GoG, GoSL, and OECSC, and
- (iv) Contingent Emergency Response Component (CERC), which is activated in case of an eligible crisis or emergency.

Rationale for the Assessment

Grenada's skills shortage and mismatches, low participation in post-secondary education, and graduates' lack of transversal skills are major causes of youth unemployment and low productivity levels.

Post-secondary education in OECS countries suffers from inadequate investment and limited capacity at both institutional and regional levels. National Colleges, the main providers of post-secondary education in the OECS, have outdated laboratories and workshops, which reduces the effectiveness of their programs. There is insufficient digital infrastructure to promote student engagement and facilitate learning continuity during climate- or health-related shocks. Teachers' and students' limited digital skills and lack of equipment and connectivity are obstacles to tapping into the opportunities offered by digital education. Moreover, National Colleges do not have digital devices adapted for use by students with disabilities or special educational needs, affecting equitable access. Investments in pedagogy, digital infrastructure and sustainable laboratories are needed to make education more effective, relevant, and personalized.

To this end, the SKIP will support the preparation and financing of Regional Enhancement Plans (REPs) in two post-secondary institutions in Grenada: – T. A. Marryshow Community College (TAMCC) and New Life Organisation (NEWLO). These REPs will enhance the institutions' capacity for strategic planning and implementation; they will also develop state-of-the-art learning

environments. These plans will be informed by a comprehensive set of assessments covering physical infrastructure, equipment, curricula, learning materials, program offerings, teaching practices, research activities, student services, internal quality assurance systems, governance mechanisms, project management capacity, collaboration and exchanges with other post-secondary institutions in the OECS, engagement with the private sector, EMIS, and GBV prevention and response protocols.

Through this consultancy, the Ministry of Education Grenada is therefore seeking to recruit a **Consulting Firm for an assessment on pedagogical aspects and institutional capacity** of TAMCC and NEWLO. The consulting firm will work closely with the Project Implementation Unit (PIU) and Ministry of Education, specifically Human Resource Development (HRD) unit as well as with the consulting firm carrying out the infrastructure and equipment assessment of the same two institutions.

2. OBJECTIVE OF THE ASSIGNMENT

The Consultancy for conducting the Assessment on the Pedagogical Aspects and Institutional Capacity will enable the implementation of **Sub-Component 2.1** of the project, particularly the development of Regional Enhancement Plans by each post-secondary institution.

The specific objective of this consultancy is to assess the institutional, governance and pedagogical capacity of both TAMCC and NEWLO to deliver quality programs relevant to labor market needs, with the objective to promote transversal and advanced technical skills among youth.

Transversal skills are defined as foundational and higher-order cognitive, socioemotional, digital, entrepreneurial, and managerial skills. These skills are increasingly demanded by the private sector in the regional and global labor market, irrespective of sector or occupation. They include the skills that employers in the region value the most (such as communication, problem-solving, adaptability, teamwork, and initiative). Advanced technical skills will focus on prioritized sectors (e.g., sustainable agro-industry, blue economy, bioeconomy, circular economy, smart and sustainable tourism, renewable and clean energies, health sciences, and creative industries)

The Consulting Firm will engage the private sector, current, former, and prospective students, teachers, counselors, other support staff, and administrators to participate in the assessment aimed at ensuring the quality and relevance of the educational offerings and strengthening the capacity of post-secondary institutions to share resources and conduct knowledge exchanges with other OECS Member States. The constraints faced by male and female students and teachers, as well as learners with disabilities, will be considered as part of the assessment.

3. SCOPE OF WORK

The responsibilities of the **Consulting Firm for the Assessment on Pedagogical Aspects and Institutional Capacity** will include an assessment of the following aspects in the T. A. Marryshow Community College (TAMCC) and New Life Organisation (NEWLO):

Management and Governance

- Review existing documentation and reports on the two institutions' *programmes* and institutional strategies.

- Review institutions' activities in line with the desired institutional profile and mission.
- Review roles and responsibilities of the institutions' decision-making bodies
- Review links between central services and faculties/departments and how cooperation is coordinated.
- Review mechanisms and structures in place to promote research and partnerships.
- Review private sector involvement and role.
- Review policies in place for quality assurance, internationalization, research and innovation management.
- Review mechanisms for selection, admission and promotion of staff, review the human resource policy in view of the goal of promoting transversal and advanced technical skills.
- Review mechanisms to involve internal and external stakeholders in institutional governance and decision-making;
- Review the institution's communication strategy to internal and external stakeholders;
- Analyze the total budget and decision-making processes about budget allocations.
- Review revenue streams and suggest recommendations to develop sustainable revenue streams.

Academic Offering

- Review labor market studies and employers' studies.
- In line with these, review program offering, curricula and learning materials across disciplines and levels in line with current and projected job market demands and industry needs including emerging fields.
- Review curriculum structure in terms of coherence and alignment of the curriculum with learning objectives.
- Review the integration of transversal and digital skills in the curriculum.
- Review the integration of advanced technical skills in sectors prioritized by the Project (e.g., sustainable agro-industry, blue economy, bioeconomy, circular economy, smart and sustainable tourism, renewable and clean energies, health sciences, and creative industries)
- Evaluate the extent to which national and regional standards and qualifications frameworks are integrated in the programming of both institutions and promote alternative pathways for the upward mobility of students.
- Review local/regional strategic public and private partnerships to develop/enhance curricula.
- Review the status and requirements for the accreditation of the institutions' programs.
- Review the adequacy and allocation of funding to support program delivery and development.
- Review processes for curriculum review and revision based on feedback, industry trends, and academic research.
- Review processes for internal quality assurance

Pedagogy/Teaching Practices

- Identify gaps and needs in terms of pedagogical practices through interviews and focus groups
- Review the qualifications, competencies, roles and responsibilities of faculty/staff in view of the goal to of promoting transversal and advanced technical skills
- Identify professional development opportunities in place to incentivize faculty/staff, reward and upgrade professional skills.

- Analyze the current competency standard related to teaching technique, assessment methodology and qualification for trainers and trainees.

Information Systems and Student Services

- Review the current institution's information and learning management systems, including available policies, system soundness, quality of data and utilization for decision-making.
- Evaluate students' services, access to information on employers and labor market needs for students and propose an action plan to improve career services and better support students' transition to the labor market. These should include health services, counselling, academic support and career guidance.
- Evaluate the extent to which provisioning is made for students with special educational needs (SEN).

For All

- Carry focus groups with institutions' leadership and management, students, teachers, private sector, alumni.
- Provide recommendations to address gaps identified in the respective assessments.
- Engage a wide range of stakeholders to ensure comprehensive assessments are conducted.
- Use a thorough methodology that will allow the two post-secondary institutions – T. A. Marryshow Community College (TAMCC) and New Life Organisation (NEWLO) to understand and embrace the diversity of their own school community, identify the needs of these diverse groups and assess the impact of the institution's activities and culture.

4. EXPECTED DELIVERABLES

- **Inception Report and Work Plan:** Within **one (1) week** of contract signing
- **First Progress Report:** This report shall be submitted by the consulting firm no later than **six (6) weeks** after the submission of the inception report. The consulting firm shall also present key aspects of this report to stakeholders in a formal setting. The consulting firm must report modularly on the individual tasks outlined in the following sections/ modules of the scope of work:
 1. Management and Governance
 2. Academic Offering
- **Second Progress Report:** This report shall be submitted by the consulting firm no later than **six (6) weeks** after the submission of the first progress report. The consulting firm shall formally present the report's key aspects to stakeholders. The consulting firm must report modularly on individual tasks outlined in the following sections/modules of the scope of work:
 - i. Pedagogy/Teaching Practices
 - ii. Information Systems
 - iii. Student Services

Individual modules are to be submitted for stakeholder review and feedback on completion.

- **Final Report:** On completion of the assignment, the consulting firm shall consolidate the First and Second progress reports into a Final Report and submit it to the Permanent Secretary w.r.f. Human Resource and Educational Development, Ministry of Education together with copies of any materials prepared for the work carried out, recommendations, and an action plan that will provide valuable inputs into the development of REP.

5. REQUIRED QUALIFICATIONS AND EXPERIENCE

This assignment is to be carried out by a suitably qualified firm. The consulting firm is required to possess the following minimum competency requirements.

- Minimum five (5) years previous experience in higher education administration, education planning, educational leadership, curriculum design, workforce development, public policy, economics, finance, management information systems or related fields.
- Proven record of at least two (2) completed assignments related to education sector assessments with demonstrated ability to conduct institutional and pedagogical assessments of post-secondary institutions.
- Proven record of at least two (2) completed assignments related to higher education sector assessments with demonstrated ability to **develop** capacity development plans.
- The Firm shall have a team lead and at least two (2) key experts with the following qualifications:

Team Member	Qualifications and Experience
Higher Education Expert (Team Lead)	<ul style="list-style-type: none"> ▪ MSc degree in higher education administration, education policy and planning, public policy, educational leadership, or a related field. ▪ The consultant shall possess at least 7 years' experience in programming and design, research, and pedagogical assessments in post-secondary education institutions. ▪ Experience with a minimum of one similar assessment successfully completed within the Caribbean region.
Higher Education or Teacher Training and Development Expert	<ul style="list-style-type: none"> ▪ MSc degree in Pedagogy or related field. ▪ The consultant shall have a strong knowledge of the principles of higher education teacher development policy, labour market needs, human resource development, and possess at least 10 years' experience in teacher training and development at the postsecondary level. ▪ Experience with a minimum of one similar assessment successfully completed within the Caribbean region.

Finance Expert	<ul style="list-style-type: none"> ▪ MSc degree in accounting, finance, or a related field or a recognized professional accounting qualifications. ▪ The consultant shall possess at least five (5) years' experience in financial management assessments in post-secondary institutions. ▪ Experience with a minimum of one similar assessment successfully completed within the Caribbean region.
----------------	--

6. WORKING AND REPORTING ARRANGEMENT

The Consulting Firm for the Assessment on the Pedagogical Aspects and Institutional Capacity will work closely with the Ministry of Education, specifically the Human Resource Development (HRD) unit.

In addition, the Consulting Firm will provide reports to the National Project Coordinator and collaborate closely with the OECS Skills and Innovation Project, Project Implementation Unit (PIU) in Grenada.

7. CONTRACT DURATION AND LOCATION

Duration

The Consulting Firm will be engaged for a period of 5 months.

Location

The Consulting Firm will work with the project implementation unit (PIU) at the Ministry of Education. Some level of remote work can be allowed.