Government of Saint Lucia

Department of Education, Innovation and Vocational Training

OECS Skills and Innovation Project

Terms of Reference for the Consultancy for Assessment of Pedagogical Aspects and Institutional Capacity

Prepared: January 17, 2025

I.   Introduction

The World Bank's Board has approved US$36 million to Grenada, Saint Lucia and the OECS Commission from the International Development Association (IDA) of the World Bank Group to finance the OECS Skills and Innovation Project. Each participating country will receive funding in the amount of US$15 million credit while the OECS Commission will receive an IDA grant in the amount of US$6 million.

The OECS Skills and Innovation Project (SKIP) will provide for investments in post-secondary education to promote transversal and advanced technical skills among youth while strengthening regional cooperation in post-secondary education. Transversal skills are characterised as foundational and higher-order cognitive, socioemotional, digital, entrepreneurial, and managerial skills that are in accordance with increasing demand by the private sector in the regional and global labor market, and the importance of acquiring these skills for labor market success irrespective of sector or occupation. Priority transversal skills under the OECS SKIP that employers in the region value the most include communication, work ethic. problem-solving, adaptability, teamwork, and initiative.

Over the next six years, the OECS SKIP will benefit 40,000 youth (18 to 34 years of age) who are currently enrolled or will enroll in post-secondary institutions in the OECS region, and who will benefit from regional interventions to foster collaboration in the post-secondary education space. In addition, youth will benefit from the project's provision of new tools to assess priority skills and support teachers, as well as 120 entrepreneurs and firms that would participate in collaborative innovation projects. The project will also foster collaborative innovation within Organization of Eastern Caribbean States (OECS) Member states.

The project will seek to provide direct support to National Colleges and other selected post-secondary institutions to implement Regional Enhancement Plans (REPs), develop new or enhance existing programs for priority skills, and support collaborative innovation projects, with the objective of promoting improved learning environments and fostering better skills and innovation in the OECS to respond to increasing private sector demand for skills.

The REPs for each selected post-secondary institution will be informed by a comprehensive institutional diagnostic 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.

Central to the attainment of this objective is the conduct of assessments of the Pedagogical Aspects and Institutional Capacity of the two post-secondary institutions selected in Saint Lucia - Sir Arthur Lewis Lewis Community College (SALCC) and National Skills Development Centre (NSDC).

The Sir Arthur Lewis Community College (SALCC) is the premier tertiary education institution in Saint Lucia, renowned for its comprehensive academic offerings and commitment to national development. SALCC offers a diverse range of programs across five faculties: Health and Wellness, Engineering, Humanities and Sciences, Education and Professional Practice, and Agriculture and Tourism. These faculties serve both full-time and part-time

students, with approximately 2,000 full-time and an additional 2,000 part-time students annually.

The college provides multiple entry pathways, including CXC qualifications, prior learning assessments, access courses, and credit transfers. SALCC has strong academic partnerships with over 20 institutions worldwide, allowing graduates to transfer up to two years' worth of credits toward bachelor's degree programs. Additionally, the college supports lifelong learning and offers special training programs tailored to meet the needs of the private sector. With its mission to foster sustainability, innovation, and entrepreneurship, SALCC plays a crucial role in building human capacity in Saint Lucia and beyond.

A comprehensive institutional and infrastructural assessment of the SALCC was completed by the Government of Saint Lucia (GOSL) under the Education Quality Improvement Project (EQuIP) during the period 2019 – 2024. Institutional and infrastructural assessment of the SALCC (Education Quality Improvement Project (EQuIP): 2019-2024. The consultant reports emanating from the EQuIP should inform the extent of the institutional assessments deemed necessary for the SALCC under this OECS SKIP consultancy.

In March 2021 the World Bank also conducted a World Bank-OECS COVID-19 rapid response survey, and in late 2022-early 2023 a World Bank-Contingency Emergency Response Component (CERC) OECS National Colleges Survey.

NSDC is a non-profit, Parastatal institution which functions with a Board of Directors providing insight into various sectors of the economy and guiding policy decisions. NSDC provides services ranging from Competency Based Technical/Vocational Skills Training, Career & Life Skills Counseling, Psychosocial Counseling, Job Attachment & Placement Services, Productivity Enhancement Training (Soft/Life Skills), Micro-Enterprise Training & Information Technology Training.

The NSDC focuses on instilling the necessary attitudes, skills and knowledge into individuals for career success in the new world of work. The National Skills Development Centre, together with the support of the private and public sectors, assist in providing information and training services towards developing a skilled, informed and marketable workforce, which will contribute to the development of Saint Lucians and our Regional and International partners.

To enhance the overall capacity of the SALCC and the NSDC under the OECS SKIP, the Ministry of Education seeks to hire a consultant firm to conduct an assessment of the institutional and pedagogical capacity of the SALCC and NSDC to offer and deliver programmes and courses of relevance to market needs.

II.   Consultancy Objective:

To conduct an assessment of the institutional and pedagogical capacity of the SALCC and NSDC to offer and deliver programmes and courses of relevance to market needs.

III.   Scope of Work:

The consultants shall through primary and secondary research processes evaluate the following:

A. GOVERNANCE/MANAGEMENT STRUCTURE

The consultants shall:

1. Review the existing governance structures of the SALCC and NSDC. Specifically, the consultant firm shall conduct interviews, focus groups or surveys with relevant stakeholders (this includes, but is not limited to: institution leaders/managers, institution Faculty/staff, current students, alumni, private and public sector agencies on the existing governance/management structures and strategies within the NSDC and SALCC) and shall evaluate the following:

   a. the roles and responsibilities of the institution's decision-making bodies.
   b. the level of synergy or cooperation between central services and faculties, departments, or supporting units or sites.
   c. policies in place to foster effective governance, quality assurance, internationalisation, research and innovation management.
   d. alignment between established or proposed policies of the NSDC and SALCC and the overall strategic direction of the institutions.
   e. activities are aligned with the desired institutional profile, missions or overall strategic direction of the NSDC and SALCC.
   f. the hierarchical structures or decision-making power and reporting structures over academic, research activities, curricula or general programming within the SALCC and NSDC.
   g. the level of internal (including students) and external stakeholder involvement in institutional governance and decision-making.
   h. the communication strategies utilized by the NSDC and SALCC to communicate information regarding institutional activities to its internal and external stakeholders

2. Identify existing gaps or limitations of existing governance/management structures of the NSDC and SALCC, in reference to items **1 a to h** above, and the promotion/development of transversal and advanced technical skills among youth.

3. Provide recommendations to resolve or address limitations identified in Task 2 above. Recommendations should include but are not limited to:

   a. enhanced governance/management structures to foster the integration of transversal skills in institutional programming.
   b. enhanced governance/management structures to foster improved acquisition of advanced technical skills in prioritized sectors (e.g., sustainable agro-industry, blue economy, bio-economy, circular economy, smart and sustainable tourism, renewable and clean energies, health sciences, and creative industries).
   c. enhanced overall governance of the NSDC and SALCC.

B. ACADEMIC QUALITY

The consultants shall evaluate the academic quality of the SALCC and NSDC as follows:

I. Programme Diversity and Relevance

The consultants shall review existing, and where applicable, proposed programming of the SALCC and NSDC. This evaluation includes but is not limited to a review of:

1. the range or variety of programmes offered, or proposed for offering, across different disciplines and levels (e.g., undergraduate, graduate, professional, certificate, diploma).

2. the alignment of programmes with current and projected labour market studies and demands, industry needs or emerging fields or trends. Such studies include but are not limited to: the Caribbean Digital Transformation Project (CarDTP) for OECS countries and World Bank financed projects in Saint Lucia (example, the Human Capital Resilience Project (HCRP)).

3. the extent to which Saint Lucia's National Qualifications Framework (NQF) is integrated into the programming of the SALCC and NSDC, to provide alternative pathways or opportunities for the upward mobility of students. This includes, but is not limited to, the integration of National Vocational Qualifications (NVQs) and Caribbean Vocational Qualifications (CVQs) into the programming of the SALCC and NSDC.

II. Curricula Design and Content

The consultants shall review existing, and where applicable, proposed curricula of the SALCC and NSDC. This evaluation includes but is not limited to a review of:

1. **Structure**: clarity, coherence, and alignment of the curriculum with learning objectives and outcomes, as well as the extent to which the curriculum articulates pathways from secondary to post-secondary education.

2. **Relevance**: relevance and currency of existing and proposed programmes as it relates to the promotion of entrepreneurship and advanced technical skill development within post-secondary education.

3. **Skill Acquisition**: the extent to which soft, transversal and digital skills are integrated into existing and proposed programmes of the SALCC and NSDC.

4. **Review Processes:** Regular processes for curriculum review and revision based on feedback, industry trends, and academic research.

5. **Stakeholder Involvement:** Involvement of faculty, students, employers, and other stakeholders in the curriculum review process.

6. **Continuous Improvement:** Commitment to ongoing improvement and adaptation of programs and curricula to meet changing needs and contexts.

III. <u>Academic Standards and Quality Assurance</u>

The consultants shall review existing, and where applicable, proposed academic standards and quality assurance structures/mechanisms of the SALCC and NSDC. This evaluation includes but is not limited to a review of:

1. **Accreditation:** Status and requirements of program accreditation from relevant authorities and bodies.

2. **Internal Quality Assurance:** Mechanisms for continuous monitoring and improvement of program quality. The consultants shall evaluate the following regarding existing and, where applicable, proposed programmes of the SALCC and NSDC:

   a. Resources for teaching and learning
   b. Accreditation status of programmes.
   c. Internal quality assurance policies and procedures
   d. Faculty/staff qualifications and professional development
   e. Student assessment and feedback mechanisms
   f. Program evaluation and improvement cycles
   g. Data collection and analysis practices
   h. Stakeholder engagement and feedback
   i. Continuous improvement initiatives
   j. Resource allocation for quality assurance
   k. Compliance with regulatory requirements
   l. Transparency and accountability measures
   m. Communication of quality assurance processes and outcomes
   n. Continuous monitoring and evaluation of faculty/staff to foster quality service delivery and continuous professional development.

3. **Benchmarking:** Comparison of programs and curricula against national, regional, and international standards and best practices.

IV. <u>Teaching Practices</u>

The consultants shall review existing, and where applicable, proposed teaching practices at the SALCC and NSDC. This evaluation includes but is not limited to an evaluation of:

1. the extent to which study programmes reflect the mission and goals of the respective institutions.
2. the extent to which the institutions implement a student-centred approach to teaching and learning. This includes, but is not limited to:

   a. **Institutional policies and procedures**: the extent to which institutional policies, procedures and activities foster the use of different modes of delivery, flexible study paths, innovative teaching.
   b. **Pedagogical Approaches**: the extent to which teaching methods foster student-centered learning, use of technology, innovation in teaching.

    c. **Faculty/Instructor Development**: the extent to which professional development opportunities, teaching certifications, peer review and feedback are available to staff and foster a culture of innovative teaching amongst faculty/instructors.

    d. **Instructional Design**: the extent to which course planning and curriculum alignment foster innovative practices.

    e. **Assessment and Evaluation**: the extent to which assessment Techniques, learning Outcomes promote innovative teaching and learning.

    f. **Classroom Management**: the extent to which the classroom environment is engaging, captures and maintains student interest, positive behaviours and fosters a mindset or culture of innovation amongst students.

    g. **Collaboration and Team Teaching**: the extent to which collaboration and team teaching are utilised to foster a mindset/culture of innovation amongst students.

    h. **Interdisciplinary Teaching**: the extent to which interdisciplinary teaching approaches are utilised and foster a mindset/culture of innovation amongst students and faculty/instructors. (Interdisciplinary teaching is where multiple instructors work together to deliver a course/programme).

    i. **Student Feedback**: the extent to which student evaluation mechanisms are in place and feedback utilised to inform/enhance teaching practices and foster innovative practices.

V.   <u>Programme Outcomes and Evaluation</u>

The consultants shall review existing, and where applicable, proposed programme outcomes for the SALCC and NSDC. This evaluation includes but is not limited to a review of:

1. **Graduate Competencies:** Alignment of programme outcomes with the skills and knowledge required for employment and further education.

2. **Employability and Further Study:** Tracking graduates' employability, further study opportunities, and career progression.

3. **Alumni Feedback:** The extent to which alumni feedback is used by the SALCC and NSDC to assess and improve programme effectiveness.

C. HUMAN RESOURCE DEVELOPMENT

The consultants shall review existing, and where applicable, proposed human resource development programmes or initiatives at the SALCC and NSDC. This evaluation includes but is not limited to an evaluation of:

1. the qualifications, competencies, roles and responsibilities of Faculty/staff in view of the goal of quality programming, pedagogy and student skill acquisition.

2. the systems/structures in place to incentivise faculty/staff to upgrade professional skills and undertake research activities that promote transversal and advanced technical skills among youth while strengthening local/regional/international partnerships in post-secondary education.

3. the extent to which faculty/staff are afforded opportunities/avenues for collaboration and exchanges with other post-secondary institutions in the OECS and beyond, and the level of engagement or partnership with the private sector.

4. recruitment practices and onboarding of new Faculty/staff at the NSDC and SALCC. Specifically as it relates to:

    i. the extent to which existing mechanisms/structures foster the recruitment/onboarding of Faculty/staff who are adequately competent and supportive of the development of a culture of innovation and entrepreneurship within post-secondary education.

    ii. the promotion of transversal and advanced technical skills among youth.

5. Develop a capacity development plan to:

    i. enhance/strengthen the capacity of Faculty and staff at the SALCC and NSDC to foster a culture of innovation within post-secondary education.

    ii. promote transversal and advanced technical skills among youth.

    iii. strengthen private sector partnerships and regional cooperation in post-secondary education. This should include recommendations for exchange programmes with regional and international post-secondary institutions.

D. EDUCATION MANAGEMENT INFORMATION SYSTEMS

The consultants shall review existing, and where applicable, proposed Education Management Information Systems (EMIS) for the SALCC and NSDC, and shall:

1. Evaluate the existing or proposed EMIS of the respective institutions. This evaluation includes but is not limited to an assessment of:

    a. **Enabling environment:** intended policies in relation to a sustainable infrastructure and human resources that can handle data collection, management, access, collaboration and exchanges with other post-secondary institutions and the private sector.

    b. **System soundness:** the degree to which the processes and structures support the components of a comprehensive EMIS.

    c. **Quality data:** the degree to which the institutions' EMIS accurately collects, securely saves, and produces high-quality, timely information.

    d. **Utilisation for decision making:** the efficiency of system implementation and utilisation of EMIS data/information to facilitate effective decision making as it relates to the overall management of the NSDC and SALCC.

2. Make recommendations for EMIS enhancements within the SALCC and NSDC to improve decision making, foster the development of a culture of innovation and entrepreneurship within post-secondary education, promote transversal and advanced technical skills among youth, promote collaboration and exchanges with other post-secondary institutions in the OECS, and foster strategic partnerships with the public and private sectors.

E. STUDENT EXPERIENCE

The consultants shall:

1. Assess the availability and quality of student experiences at the SALCC and NSDC. This includes but is not limited to:

    a. Counseling and mental health services

    b. Academic support for students who are struggling

    c. Career guidance services

    d. General employability/employment outcomes/for graduates

    e. Student health services

    f. Dining services

    g. Financial aid and scholarships for students from low-income households,

    h. Extracurricular activities

    i. Accessibility and inclusivity

    j. Student feedback and satisfaction

    k. General student safety and security measures

    l. Availability of psychosocial support services

    m. Availability of Campus Life Enrichment Programmes (CLEP) in place to promote transversal and advanced technical skills among youth, strengthen regional cooperation/collaboration/exchanges in post-secondary education, foster partnerships with the private sector.

    n. Sexual harassment (SH) and gender-based violence (GBV) measures. Assessment includes but is not limited to:

        i. the presence of clear, written policies on SH and GBV prevention and response.

        ii. provisioning for training and education

        iii. availability and utilisation rate of counseling, medical, and legal services for SH and GBV survivors.

        iv. the effectiveness of reporting mechanisms

        v. communication reach - student, faculty and staff awareness of measures

        vi. frequency of organisational assessments or reviews of SH and GBV polices and protocols.

        vii. confidentiality and safety measures in place for SH and GBV survivors.

        viii. external collaboration: number of partnerships with external SH and GBV prevention and response organisations.

        ix. inclusivity of services – extent to which provisioning is made for students from vulnerable households and students with Special Education Needs (SEN).

      x.   feedback mechanisms in place within the NSDC and SALCC to foster continuous improvement of the SH and GBV mechanisms.

2. Make recommendations to enhance overall student experience as it relates to items **1 a to n** above.

3. Make specific recommendations to improve the transition of graduates to the labor market and/or entrepreneurship.

4. Develop an action plan to improve student services with quantifiable targets. This includes but is not limited to: job fairs, field tours, networking events per programme, recruitment of coaches, social events and soft skill enhancement, innovation hubs, the articulation of pathways from secondary to post-secondary education.

F. FINANCING AND RESOURCE MOBILISATION

The consultants shall:

1. review the revenues (including by year and by source) and expenditures (including by year, expenditure type - recurrent vs capital expenditures) of the SALCC and the NSDC.

2. Analyse the flow of funds of the SALCC and the NSDC, in relation to public financial management practices and identify bottlenecks or limitations.

3. Review current marketing strategies to attract and retain students locally and/or regionally and, where applicable, attract Faculty/staff locally and regionally

4. Provide recommendations regarding sustainable revenue streams or market niches which may be developed by the SALCC and NSDC in support of a culture of innovation and entrepreneurship within post-secondary education, and the promotion of transversal and advanced technical skills among youth.

5. Based on the recommendations presented in Task 4 above, develop a viable Financing and Resource Plan for the financial sustainability and accountability of the NSDC and SALCC beyond the life of the OECS SKIP.

G. RESEARCH AND COLLABORATION

The consultants shall review existing, and where applicable, proposed research and collaboration initiatives of the SALCC and NSDC, and shall evaluate:

1. **Research output and impact**: institution publications in peer-reviewed journals; citations, amount and sources of research funding received, patents and other intellectual property developed.

2. **Research culture and policies:**

    i.   **Research Policies:** Institutional policies supporting research, including ethics, intellectual property, and open access.

    ii.   **Incentives and Support:** Incentives for faculty/staff and students to engage in research, such as grants, sabbaticals, and recognition programmes, research and teaching integration.

    iii.   **Interdisciplinary Research:** Encouragement and support for interdisciplinary research initiatives.

     iv. **Collaboration and Partnerships:**

        a. **Academic Collaborations:** Partnerships with other post-secondary institutions for joint research projects.

        b. **Industry Collaboration:** Engagement with the private sector for applied research and innovation.

        c. **International Partnerships:** Collaborations with international institutions and research centers.

        d. **Networks and Consortia:** Participation in research networks and consortia.

H. PRIVATE SECTOR ENGAGEMENT

The consultants shall:

1. evaluate existing and proposed private sector engagement by the SALCC and NSDC. This includes, but is not limited to:

   ii. the level of private sector engagement by the respective institutions:
   i. the types of collaborations which exist or are proposed by both institutions. (Example: internships, employment opportunities, collaborative research projects, advisory boards, networking and other collaborative events).
   ii. partnership development strategies and modalities employed by the SALCC and NSDC. This is inclusive of the criteria applied to determine the strategies and modalities perceived optimal by the respective institutions.
   iii. funding and resource sharing agreements in place and new/future opportunities for consideration or enhancement of existing agreements
   iv. curriculum and programme development partnerships: the level of industry input, the level of institutional matching of skills supply with skills demanded by the private sector.
   v. feedback mechanisms in place to foster communication, active partnership and strategic planning with the private sector.
   vi. obstacles, challenges, opportunities for engagement
   vii. strategic plans for expanding and strengthening private sector engagement locally, regionally and/or internationally.

2. develop an action plan to enhance/strengthen SALCC and NSDC partnerships with the private sector (locally, regionally and/or internationally).

  IV. **Duration of Consultancy:**

     Three (3) months.

I. **Deliverables and Payment Schedule**

No.	Description	Submission period/Timeline	Payment[1]
1	**Inception Report and Work Plan**	No later than ten (10) days after contract signing and the inception meeting. The Department of Education (DOE) and other relevant stakeholders will provide feedback.	10%
2	**First Progress Report**: The Consultants are to report **modularly** on the individual tasks outlined in the following segments/modules of the Scope of Work: • Governance/Management Structure • Academic Quality • Human Resource Development • Education Management Information Systems (EMIS) Individual modules are to be submitted for stakeholder review on completion. For payment, Consultants shall consolidate reviewed modules into the First Progress Report. The Consultant shall also present key aspects of this Report to stakeholders in a PowerPoint presentation.	The DOE and other relevant stakeholders shall provide feedback modularly. Individual modules shall be consolidated into the First Progress Report. This Report shall be submitted by the consultants no later than thirty-five (35) days after submission of the Inception Report.	40%
3	**Second Progress Report**: The Consultants are to report **modularly** on the individual tasks outlined in the following segments/modules of the Scope of Work: • Student Services • Financing and Resource Mobilisation • Research and Collaboration • Private Sector Engagement	No later than thirty-five (35) days after submission of the First Progress Report. Individual modules shall be consolidated into the Second Progress Report. This Report shall be submitted by the consultants no later than forty (40) days after	40%

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[1] On acceptance or approval of deliverable(s) by the Client.

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No.	Description	Submission period/Timeline	Payment[1]
	Individual modules are to be submitted for stakeholder review on completion. For payment, Consultants shall consolidate reviewed modules into the Second Progress Report. The Consultant shall also present key aspects of this Report to stakeholders in a PowerPoint presentation.	submission of the First Progress Report.	
4	**Final Report**: The Consultant will consolidate the First and Second Progress Reports into one (1) Final Report, taking into consideration feedback provided by stakeholders in the First and Second Progress Reports, and during stakeholder consultations.	No later than ten (10) days after receipt of DOE and relevant stakeholder feedback on the Second Progress Report. The DOE reserves the right to request revision(s) to the Final Report on review.	10%

II.   Qualification and Experience

General Areas of Expertise/Experience of the Consultant Firm

The assignment is to be undertaken by a suitably qualified Firm. The Consultant team is required to possess the minimum competency requirements listed hereunder.

- 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) 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) assignments related to 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:

Criteria for Technical Evaluation	Qualifications and Experience
Higher Education Expert (Team Lead)	• MSc in higher education administration, education policy and planning, public policy, educational leadership, or a related area.

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Criteria for Technical Evaluation	Qualifications and Experience
	• The consultant shall possess minimum of seven (7) to eight (8) years of experience in higher education institutional programming and design, research, institutional and pedagogical assessments of post-secondary institutions and provision of recommendations for the strategic enhancement of the programming and operations of post-secondary institutions. • Experience with at least one (1) similar assignment within the Caribbean Region would be an asset.
Workforce Development Expert	• MSc in workforce development, or related field. • The consultant shall possess a minimum of five (5) years of experience with the design, development and enhancement of programming and pedagogical practices in post-secondary education to satisfy labour market needs, human resource development, provision of recommendations for the strategic integration of innovative workforce development programming within post-secondary institutions. • Experience with at least one (1) similar assignment within the Caribbean Region would be an asset.
Education Finance Expert	• MSc in finance, economics or related field. • The consultant shall possess a minimum of five (5) years of experience in financial planning and resource optimisation, ideally for post-secondary or tertiary level institutions, and provision of robust recommendations for the strategic enhancement of the programming and operations of post-secondary institutions. • Experience with at least one (1) similar assignment within the Caribbean Region would be an asset.

Reporting/Coordination

The Consultant will report to the Project Manager of the Project Implementation Unit (PIU) for the OECS Skills and Innovation Project, through the Project Officer, and in close collaboration with the SKIP focal points and working teams of National Skills Development Centre (NSDC) and the Sir Arthur Lewis Community College (SALCC), beneficiary institutions of the OECS SKIP. Formal meetings and presentations will be scheduled for the Consultant to discuss the progress of key assignments as necessary. Deliverables of the

consultancy will be approved by the DOE Permanent Secretary, or whoever he/she so delegates.

Prior to any execution of activities related to this Terms of Reference, the Ministry of Education, through the Project Implementation Unit (PIU) of the OECS SKIP, shall convene a meeting between the key experts and other representatives of the Firm and the relevant Focal points and key stakeholders with respect to this consultancy.

Client's Responsibility

On behalf of the Department of Education (DOE), the PIU of the OECS SKIP shall evaluate the quality of work delivered by the Consultants based on this TOR to ensure the quality and relevance of work being conducted, and based on this, shall issue a written project acceptance/approval, retention, or discontinuance.

The following comprise the general expectations of the client:

Client's Responsibility

- Contract management by the PIU.
- Technical oversight and coordination by the PIU, in collaboration with the DOE, NSDC, and SALCC to ensure acceptable quality of deliverables and adherence to agreed timelines.
- Provision of Consultant access to existing documents and repositories of relevance to the successful execution of this consultancy.
- Review of reports to ascertain congruence with the terms of reference.
- Initiate the consultation and cooperation of internal and external stakeholders required to provide support to the Consultant for realisation of the relevant aspects of the assignment.
- The PIU will collaborate with relevant stakeholders within the DOE and beneficiary institutions, to ensure the timely review and acceptance of the reports submitted by the Consultant, not more than two (2) weeks after receipt of reports from the Consultant.
- The PIU will facilitate internal transportation, where necessary.
- Make payments based on approved deliverables.

Consultant's Responsibility

The Consultant shall provide information that indicates experience, educational/ training qualifications and capacity to undertake the work outlined herein.

The following are the general expectations from the Consultant:

- The Consultant shall submit all reports to the PIU.
- The Consultant shall submit from the outset the expected outputs, as well as ensure timely submission to the PIU for review.
- The Consultant shall be responsible for office space, equipment, materials, accommodation, general transportation and office requirements.
- Engagement of support resources necessary to undertake the services.
- Execution of services in accordance with the laws, customs and practices endorsed by the DOE and the GOSL by extension.

- Commitment to treat with utmost confidentiality, all information and materials gathered and used relating to this engagement or the Client's business or operations.
- Maintain regular communication with the PIU to ensure the timely completion and quality of the aforementioned deliverables.

VIII   Evaluation Criteria:

The Consultant shall be selected based on the consultant qualification selection (CQS) method.