

**SAINT LUCIA HUMAN CAPITAL RESILIENCE PROJECT**

**TERMS OF REFERENCE FOR**

**CONSULTANCY FIRM TO CREATE A TVET ENABLING ENVIRONMENT: PROVIDE TECHNICAL ASSISTANCE**

**TO THE TVET COUNCIL AND MOE**

**ON THE TRANSISTION**

**TO AN INCLUSIVE LABOUR MARKET DEMAND DRIVEN TVET SYSTEM**

**REFERENCE#: 023/CS/QCBS/HCRP/03/2023**

**February 2023**

1. **BACKGROUND AND INTRODUCTION**

Saint Lucia is a Small Island Developing State in theEastern Caribbean. It has a population of approximately 181,192 (2020) and a Gross National Income (GNI) per capita of US$8,923 as of 2020. Gross Domestic Product (GDP) grew at a modest 1.5 percent in 2018, and public debt has remained moderately high in recent years. As it relates to social indicators, based on the most recent poverty statistics derived from the Survey of Living Conditions and Household Budget Survey (2016), poverty levels fell from 28.8 percent in 2006 to 25 percent in 2016. However, despite the decline in poverty rates over the past years, poverty – especially among children, youth, and female-headed households remains high. This decline was more pronounced in the rural areas, with a reduction in poverty levels from 41 to 32.9 percent. Child poverty rate remains comparatively high, at 34.5 percent in 2016, and the poverty rate in female-headed households is even higher, at 42.3 percent.

While poverty levels fell, unemployment increased substantially over the same period, from 13.2 to 23.3 percent. Female unemployment and youth unemployment increased, respectively, from 15.5 to 25.9 percent and from 31.7 to 47.4 percent from 2006 to 2016. Among the employed, 57 percent earn less than EC$1,500 (US$555) per month, while approximately 46 percent of the population is classified as not having decent work. There is a large share of employment in the informal sector, mainly in small and microbusinesses.

Under the World Bank supported Human Capital Resilience Project (HCRP), currently being implemented, the Government of Saint Lucia is seeking to:

(a) improve the labor market relevance of skills in selected sectors; and

(b) increase the efficiency and coverage of the Social Protection (SP) system in Saint Lucia.

To achieve these objectives, the HCRP focusses on two main components:

1. A component on Technical and Vocational Education and Training (TVET), which concentrates on the promotion of higher quality technical and socio-emotional skills and the transformation of the TVET sector from a supply-driven system to a demand-driven system that responds to a dynamic labour market; and
2. Strengthening Social Protection Policy Frameworks and improving the implementation of flagship social programs with an emphasis on increasing the efficiency and coverage of the Public Assistance Programme (PAP), Saint Lucia’s main cash transfer programme.

These components are integrated in several ways. The SP system will provide support to poor and vulnerable persons to access TVET, and TVET is in turn an important tool to help SP programme recipients graduate from poverty by developing skills that will enable labor market entry.

1. **DESCRIPTION OF SERVICES**
	1. **OBJECTIVE OF THE CONSULTANCY**
		1. **General Objectives**

The general objective of this consultancy is to transform the TVET sector from a supply-driven system to a demand-driven system that responds to changing labour market conditions by promoting more and higher quality technical and socio-emotional skills, strengthening the enabling framework to assist the delivery of labour market-relevant TVET and institutional strengthening of the TVET Council and TVET Unit.

* + 1. **Specific Objectives**

The specific objectives of the consultancy are:

* Implementation of demand driven and labour market relevant TVET courses and programmes using the Labour Market Needs Assessment Survey (LMNAS) and other relevant surveys as well as the TVET policy and strategy approved by the Cabinet of Ministers;
* Implementation of the TVET policy and strategy;
* Ensuring that TVET course offerings are streamlined and updated;
* Development of strategies aimed at reducing stigma, promoting inclusion and gender parity in TVET;
* Enabling institutional strengthening of the Council by developing a TVET resource mobilization strategy that will ensure sustainable financing after the project closes.

**2.2 SCOPE OF SERVICES**

Under the guidance of the Project Manager, the Consultant shall undertake the following:

* + 1. **Develop a strategy to strengthen connections/links between the TVET system and industry:**
1. Assess (i) different institutional arrangements for assuring the quality of the assessment and certification; (ii) different modalities of industry collaboration in guiding and supporting assessment; and (iii) different feedback mechanisms from the results of assessment to the improvement of training;
2. Establish a methodology for the implementation of a sustainable trainer immersion strategy and programme in partnership with the private sector, to help improve industry knowledge and potentially re-skill trainers for higher-priority areas. Document select industries and small businesses capable of absorbing potential candidates and modalities for linking with industries for increasing and updating workplace experience for teacher
3. Operationalise the National Apprentice Programme (NAP) developed under the SLHCRP.

Additional information

In achieving this result the consultant will be required:

* + - Consult with employers at the local level on the adequacy and pertinence of the current TVET programs, as well as their “skills” and “competencies” needs and propose the;
		- Review the existing assessment and certification arrangements and processes in the country on TVET and reskilling and upskilling training;
		- Consult with key stakeholders to capture data relevant to the development of the TVET strategy and programme;
		- Interface with existing networks and the private and public sectors to to help improve industry knowledge and potentially re-skill trainers for higher-priority areas including industries and small businesses capable of absorbing potential candidates.

**2.2.2 Provide support for the implementation of the TVET Policy and Strategy:**

1. Review the TVET Policy and Strategy, submit recommendations for improvement and provide a roadmap for implementation
2. Create detailed year-by-year implementation plan for the TVET Council, including estimates of the financial resources required to assure adequate implementation;
3. Deelop adequate business processes and standard operating procedures (SOPs)/manuals for the TVET Council to be ISO certified;
4. Develop a strategy and action plan for the mainstreaming considerations of gender equity and inclusion of persons from low-income households and persons with disabilities and Special Education Needs in all aspects of TVET to include training for instructors, and other TVET stakeholders (TVET Council, TVET Unit, TVET institutional leaders and instructors) and physical facilities;
5. Operationlise the TVET Communication Strategy developed by the SLHCRP;
6. Develop a monitoring and evaluation plan to monitor the implementation of the Policy and Strategy;

Additional Information

In achieving this result the consultant will be required to:

* take into consideration the result of the TVET Communication Strategy and Implementation Plan developed by the SLHCRP and other relevant documents;
* design training programmes that would counteract various forms of bias and promote techniques for fostering a welcoming environment for students of different genders and abilities. These would be designed for members of the TVET Council, TVET Unit, TVET institutional leaders and instructors
	+ 1. **Streamline and enhance course offerings in response to labor market information:**
1. Review the results of labour market needs assessment and other relevant surveys related to labour market needs to streamline and enhance course offering at TVET training institutions including a mechanisim for creating new programmes;
2. Develop mechanism\tools\insturment to obtain beneficiary feedback and job-market outcomes from trainees; stakeholders to gauge private, public, and informal sector needs for technical and non-technical (e.g. socio-emotional) skills. through the databases to ensure that these sources of information are integrated and used in the TVET Council’s decision-making process;
	* 1. **Conduct a diagnosis of selected training facilities (including equipment) and develop a plan for optimization of training spaces and equipment through sharing across institutions and with the private sector:**
3. Review Schools and Training Institutions current capacity and offerings and make recommendations as to the best strategy for the implementation of improved TVET offerings;
4. Assess representative professional training centers and the SALCC on their equipment status (e.g. mechanics, electronics, digital, etc.); propose specifications of equipment that align with international industrial best practices and develop a plan for equipment upgradation for these centers and the college. The plan should include quantities for the needed equipment in each priority trade and cost. The diagnosis of equipment should be developed against a standard of what is considered adequate and should identify the gaps and investments needed to satisfy the standards;
5. Establish agreements with the private sector for the use of their facilities to deliver TVET training including MoU’s between training institutions where necessary for the sharing of resources in the delivery TVET training.
	* 1. **Institutional Strengthening of the TVET Council and the TVET Unit;**
* Conduct a capacity diagnosis of the TVET Council and the TVET Unit to determine areas to focus on for capacity building and develop a plan of action to strengthen those units;
* Design and facilitate capacity building activities with key TVET stakeholders to allow for knowledge building and improved capacity for compliance to improved TVET Council operating systems.
* Assess the financial management (FM) capacity and FM risks of the TVET Council, develop a plan of action to strengthen financial management and implement the necessary internal controls and mitigation measures.
* Develop a resource mobilization strategy and plan to ensure sustainable financing of the sector, including through mobilizing private-sector financing, after the project closes.
* Consult with Chamber of Commerce and key industrial companies to develop the prototype of industry partnership arrangement, and public-private partnerships;
1. **EXPECTED DELIVERABLES PAYMENT SCHEDULE AND TIMEFRAME**

The assignment is expected to take an **to be delivered over a period of 15 months**. The Consultant shall take all the necessary steps to ensure that the entrusted task is executed properly and on schedule in accordance with the established Terms of Reference (ToR). Deliverables will be considered final only after acceptance by the PIU. Payments will be made after deliverables are considered final.

| **No.** | **Deliverables and Payment Schecule** | **Timing** | **Payment %** |
| --- | --- | --- | --- |
| 1 | Inception Report – including but not limited to the following components: methodology and workplan to undertake the assignment specifying specific activities, the duration of specific activities, assessment of TVET Council, TVET situation in Saint Lucia, analysis of the labour market Needs Assessment and implications for TVET offerings. | 4 weeks after commencement of service |  |
| 2.(3.1) | Strategy to strengthen connections/links between the TVET system and industry to include but not limited to:* Feasible modalities of linking with industries for increasing and updating workplace experience for teachers;
* Plan for enhancing and promoting CVQ and TVET related qualification framework
* Plan and progress update on the operationalisation of the NAP
 | Based on approved workplan by PIU | 15 |
| 3(3.2) | Implementation Plan for the TVET Policy and Strategy including but not limited to:* Detailed year 1 and 2 Implementation Plans
* Implementation Plan for Year 3, 4 and 5
* Monitoring and Evaluation Plan
* Business processes and standard operating procedures (SOPs)/manuals for the TVET Council to be ISO certified
* Plan and progress update on the operationalisation of the TVET Communication Strategy
* Strategy and action plan for the mainstreaming considerations of gender equity and inclusion of persons from low-income households and persons with disabilities and Special Education
* Reelvant training programmes for TVET stakeholders
* Tools\feedback mechanisims
 | Based on approved workplan by PIU |  |
| 4.(3.3) | TVET course offerings streamlined and enhanced to include but not limited to:* Strategy for streamlining course offerings including mechanism for creating new programmes and revised list of courses resulting from the streamlining process
* Tools/instruments to obtain feedback from key stakeholders to gauge private, public, and informal sector needs for technical and non-technical (e.g. socio-emotional) skills;
 | Based on approved workplan by PIU | 25 |
| 5.(3.4) | Plan for optimization of training space and equipment including but not limited to:* Report on the Assessment of representative TVET training centers on their equipment status (e.g., mechanics, electronics, digital, etc.);
* Proposed equipment upgrading/replacing for these centers and the college, including specifications and quantities for the needed equipment in each priority trade and cost.
* Draft agreements with Private Sector organisations and MOUs with training institutions
 | Based on approved workplan by PIU |  |
| 6.(3.5) | Report with recommendations on the Institutional Strengthening of the TVET System including and not limited to:* Result of diagnosis and recommendations for capacity building activities for TVET stakeholders
* Resource mobilization strategy to ensure sustainable financing of the subsector
* Assessment of the financial management (FM) capacity and risks of the TVET Council, recommended internal controls and mitigation measures and an action plan for strengthening the FM
 | Based on approved workplan by PIU | 40 |
| 7. | Final Report on deliverables 1 to 6. Report to also account for overall administration process of consultancy. | 2 weeks after the official end of the assignment. | 20 |

1. **QUALIFICATIONS AND EXPERIENCE**

A consulting firm comprising a technical and vocational education and training (TVET) specialist who will be the Team Leader, strategic planning \ business process reengineering\strategic planning specialist. A cadre of non key experts to include equipment specialist, gender specialist; teacher development specialist (special education needs training would be an asset) financial management specialist, monitoring and evaluation specialist

**4.1 General Areas of Expertise/Experience of the Consulting Firm**

* + - 1. Minimum of ten (10) years’ experience in education and training sector;
			2. Proven record of at least three (3) completed assignments related to the TVET sector that demonstrate the quality of work; time of the project; scope of works; and contract value;
			3. Experience consulting for universities and vocational institutions on labour market trends and job placement;
			4. Proven ability to engage (coordination and working) with national counterparts (including senior government officials at national and state level), partners, stakeholders in both public and private sectors;
			5. The Firm shall have a team leader and team members with the following qualifications:
	1. **Expertise\Experience of Key Experts**
		1. **Technical and vocational education and training (TVET) specialist - Team Leader**

*Requirements*

* A minimum of a Master’s degree or equivalent in the field of education, social sciences, economics, or related field;
* At least 8 years of progressive experience in technical and vocational education, analysis and planning, management of TVET systems including two (2) years of experience acquired at the international level;
* Proven experience in the areas of programme development, technical assistance, resource mobilization, and programme monitoring and evaluation;
* Proven experience in the development and support of educational projects in the Caribbean context.
* Demonstrated knowledge of the functioning of educational systems and more specifically of the TVET sub-systems within the context of the Caribbean;
* Ability to design and develop project documents and outlook studies for labor markets;
* Knowledge of the priorities and requirements of donors in the field of TVET;
* Ability to establish strategic partnerships and mobilize resources;
* Demonstrate capacity for leadership, management and supervision of teams;
* Proven knowledge of the analysis of the external effectiveness of education / training and the link or fit between TVET and the labor market;
* Knowledge of the issues of sustainable development, the green economy, the use of new technologies and artificial intelligence in connection with TVET;
* Good knowledge of the management of certification systems;
* Good knowledge of the management of integration monitoring systems;
* Good knowledge of labour market information systems;
* Excellent written and verbal communication skills in English

**4.2.2 Strategic planning \ business process reengineering specialist.**

The Specialist, in collaboration with the rest of the Team will focus on the transformation of the TVET sector from a supply-driven system to a demand-driven system that responds to changing labor market conditions.

The consultant will be responsible for improving the responsiveness of the TVET sector to the demands of the stakeholders and business community by simplifying/re-engineering administrative procedures and business processes making maximum use of Information and Communications Technology (ICT) in TVET units and training institutions.

The Specialist requires a good knowledge of the TVET sector and component 1 of the HCR Project with particular emphasis on Administrative Simplification and Business Process Reengineering.

*Requirements*

* Master’s degree in, business\public administration, Education Development or equivalent
* Have successfully completed at least 3 Business Process Re-engineering projects;
* At least 5 years of professional experience in the area relevant to the assignment
* Experience of working in the TVET environment in Caribbean would be an asset.
* Sound knowledge of monitoring and evaluation system design.
* Good understanding of legal and procedural issues
* Excellent written and verbal communication skills in English

**4.2.3 Project Manager**

* Master of Management Science or equivalent qualification
* Project Management qualification and or certification
* Five years experience in managing projects of similar scope
* Experience in undertaking projects in the TVET Sector
* Understanding the environmental, social, policy and legislative conditions in relation to the Education sectors in the region;
* Ability and experience in coordination and project management including liaising and collaborating with multiple agencies and sectors

**4.3 Non Key Experts**

The consulting firm may engage individual consultants if the firm does not possess particular skill sets. The Team Leader will integrate the work of the various disciplines on the Team and other ad hoc specialists. While the firm will provide terms of reference for its team based on the scope of service, the terms of reference for specific consultants to be engaged under the proposed consultancy are detailed hereunder.

**4.3.1 Equipment Specialist**

The equipment specialist will work with industry and TVET training institutions to provide standards and prototype specifications of the equipment that align with the international industrial practices. The consultant, in cooperation with industrial sector specialists, will assess representative professional training centers and the SALCC on their equipment status (e.g., mechanics, electronics, digital, etc.). The assessment will be used to develop the plan for equipment upgradation for these centers and the college, including the prescription of specifications and quantities for the needed equipment in each priority trade and cost.

**4.3.2 Gender Specialist**

Increase gender parity in TVET enrolment. Experience in working with educational institutions; conducting gender analyses of social and education and economic policies, the legislative frameworks of educational institutions and laws governing labour markets.

**4.3.3 Financial Management Specialist**

In the main, the financial specialist will be responsible for developing a resource mobilization strategy and plan to ensure sustainable financing of the sector, including through mobilizing private-sector financing, after the project closes.

The consultants will firstly assess the financial management system of the TVET Council to identify gaps, if any, for the government’s and the WB’s counterpart financing supported areas (such as apprenticeship fund). The consultants will assess the financial management (FM) capacity of the TVET Council.

The specialist will implement a business incubation system, implement internal control of the Council in using funding. The consultants will summarize the FM risks and mitigation measures, and develop the FM strengthening plan and actions. The consultant will also design funds flow, accounting, auditing and financial reporting arrangements. The specialist will consult with Chamber of Commerce and key industrial companies to develop the prototype of industry partnership arrangement, and public-private partnerships

**4.3.4 Monitoring and Evaluation Specialist**

The consultant, in alignment with the TVET Policy and Strategy will review the existing M&E system for the skills sector. The consultant, by detecting the gap between the existing system and the requirement by SDG (such as the enrolment rate, employment rate especially for youth, sex-disaggregated data, data for disadvantaged people, etc.), will prepare the M&E Plan with improvements institutionally and technically. The consultants will ensure that the project design and monitoring framework (DMF) can be monitored and reported under the improved M&E system. The consultants will review the interlink between the TVET Council and other training institutions and authorities in reporting (such as Statistics and Labour departments), in the areas of data collection, tracking, review, and validation. For monitoring indicators where data are not available, the consultants will propose the way forward to develop the data collection during project implementation of TVET policy and Strategy.

1. **INSTITUTIONAL AND IMPLEMENTATION ARRANGEMENTS.**
	* 1. Reporting - the Consultant will be report to the Project Manager of the PIU
		2. The Consultant will submit electronic copies of the above-listed deliverables at the specified dates/times and report on progress, giving at least every three weeks to provide written feedback on progress or challenges being encountered.
		3. The Consultant will present key deliverables to the PIU and relevant stakeholders as part of the acceptance of deliverables process.

### **CHARACTERISTICS OF THE CONSULTANCY**

**6.1 Duration of Assignment:** The consultancy shall be **over a period** of 15 months or less from date of engagement.

**6.2 Type of Consultancy:** Consulting Firm

**6.3 Procurement Method:** Quality and Cost based Selection (QCBS)

**6.4 Contract Type:** Lump Sum

* + 1. **Place of Work:** Saint Lucia and the Country of the Consultant
1. **DEFINITIONS**

CBT – Competency Based Training

DMF – Design and Monitoring Frame Work

FM – Financial Management

MOE – Ministry of Education

NAP – National Apprenticeship Program

NGO – Non Governmental Organization

PPP – Public Private Partnership

SALCC – Sir Arthur Lewis Community College

SDG – Sustainable Development Goals

TVETC – Technical Vocational Education and training Center