OECS
ORGANISATION OF EASTERN
CARIBBEAN STATES

MOE
Ministry of
Education
GRENADA
INNOVATION IN EDUCATION

TERMS OF REFERENCE

PROJECT TITLE: **ORGANISATION OF EASTERN CARIBBEAN STATES (OECS) SKILLS AND INNOVATION PROJECT (P179210)**

POSITION: **CONSULTANCY TO DEVELOP FOUR PRIORITY PROGRAMS**

LOCATION: GRENADA

1. INTRODUCTION

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.

Over the next five years, the project 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. Youth will benefit from the project's provision of new tools to assess priority skills and support provided to teachers. Additionally, 120 entrepreneurs and firms would participate in collaborative innovation projects. The project will also foster collaborative innovation within Organization of Eastern Caribbean States (OECS) Member states.

Rationale for consultancy

Grenada, a small island developing state in the Eastern Caribbean, has long been widely recognized for its agricultural and vibrant tourism sector. In recent years, the country has adopted a forward-looking agenda to diversify its economy - anchored in resilience, sustainability, and innovation across high-potential industries.

This strategic shift includes renewed investments in traditional sectors, the integration of adaptive technologies, and an inclusive development model that leaves no community behind. Notably, Grenada is accelerating its transition toward the Blue Economy, with increased focus on marine and coastal resource management, while pursuing carbon reduction and energy independence through renewable technologies. Concurrently, the creative sector is emerging as a dynamic arena for youth empowerment, cultural expression, and entrepreneurship.

Despite promising strides, key development challenges persist. The country faces skills mismatches, particularly in high-value sectors such as advanced agro-processing, climate-smart energy technologies,

marine operations, and digital content production. Across Grenada and Eastern Caribbean states, workforce skills gaps remain a critical constraint to competitiveness, with firms consistently ranking the shortage of skilled labor among the top two barriers to doing business[1]. A 2023 OECS report underscores this concern, noting that firms across the region identify workforce skills gap as a barrier - further compounded by limited access to cutting-edge training and technology-enhanced learning platforms.

To address these challenges, the Government of Grenada (GoG), through the Ministry of Education (MoE) seeks to engage a Consultancy Firm to develop or enhance competency-based training programs in four priority sectors: **Sustainable Agro-Industry and Renewable and Clean Energies** implemented by T.A. Marryshow Community College (TAMCC) **and the Blue Economy, and the Creative Industries** implemented by the New Life Organisation (NEWLO), with financing under Subcomponent 2.2 ("Developing programs to foster priority skills") of the OECS Skills and Innovation Project (SKIP). The Consultancy Firm is expected to develop or enhance four programs that are tailored to suit the structure and needs of the respective institutions. The preliminary proposal is that new programs will be developed in the Blue Economy and Sustainable Agro-Industry while existing programs in Creative Industries and Renewable and Clean Energies will be enhanced.

Post-secondary Institutions Profile

TAMCC is Grenada's leading public tertiary institution, established in 1988 through the consolidation of several educational entities. It provides a diverse range of academic and vocational programs across three core schools: the School of Arts, Sciences, and Professional Studies; the School of Applied Arts and Technology, which functions as the college's primary TVET hub; and the School of Continuing Education, which extends learning opportunities to adult learners and communities through outreach programs. TAMCC serves approximately 2,000 students annually across four campuses - St. George, St. Andrew, St. Patrick, and Carriacou (this campus was destroyed by Hurricane Beryl, July 2024). Students enter the institution through various pathways, including the Caribbean Secondary Education Certificate (CSEC) qualifications, Caribbean Vocational Qualification (CVQ) certification, and prior learning assessments.

NEWLO is a faith-based, non-profit vocational training institution located in Palmiste, St. John, Grenada. Founded in 1984, NEWLO is dedicated to empowering disadvantaged youth and adults through life skills and technical training. The institution provides hands-on instruction in a wide array of disciplines, including hospitality arts, electrical installation, plumbing, computer engineering, cosmetology, health care, garment fashion design, and refrigeration and air conditioning. It offers both day and evening programs, with additional external training and job placement services supported through collaboration with the private and public sectors. One of NEWLO's signature offerings is the Adolescent Development Programme (ADP), which integrates psychosocial counseling, personal development, and career readiness into its vocational instruction. With over 6,500 graduates contributing to Grenada's workforce, NEWLO has earned a strong reputation for producing marketable, well-rounded individuals.

2. OBJECTIVE OF ASSIGNMENT

The objective of this consultancy is to develop or enhance four post-secondary program curricula that will equip learners with the skills necessary to meet emerging labor market demands based on four priority sectors: **Sustainable Agro-Industry, Renewable and Clean Energies, the Blue Economy,**

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[1] World Bank. *Closing the Skills Gap to Create More Jobs in the Caribbean*. June 26, 2025. Available at: https://www.worldbank.org/en/news/opinion/2025/06/26/closing-the-skills-gap-to-create-more-jobs-in-the-caribbean

and the Creative Industries. Green skills (such as ecosystem management, pollution prevention, solar systems engineering) must be emphasized in the programs to support the transition to low-carbon economies, particularly on how to use low-carbon technologies and innovative business models.

By achieving this objective, the consultancy will contribute to strengthening Grenada's workforce, fostering innovation, and supporting sustainable economic growth in priority sectors.

3. SCOPE OF WORK

I. Skills Demand Needs Assessment and Gap Validation:

The Consultant shall undertake a targeted Skills Demand Needs Assessment and Gap Validation to inform the development or enhancement of four program curricula aligned with the following priority sectors: Sustainable Agro-Industry, Renewable and Clean Energies, the Blue Economy, and the Creative Industries.

This assessment shall build upon existing technical and transversal skills frameworks identified by beneficiary institutions (TAMCC and NEWLO) outlined in Annex 1, with a focus on validating, prioritizing, and refining competencies to ensure labor market relevance, inclusivity, and regional scalability.

Key Tasks:

(i) Rapid Demand Assessment

a) Evaluate skills demand relevant to the priority sectors. The review should include, but is not limited to, existing reports and statistical data compiled by relevant agencies, employer reports, regional economic trends and reports.
b) Conduct secondary research identifying emerging trends in the private sector and analyzing the skills demands to promote growth in these sectors, building upon analytical work carried out under subcomponents 1.1[2] and 2.1[3] of the SKIP.
c) Conduct consultations with stakeholders including, but not limited to, industry representatives, educational institutions, youth, and policymakers to validate and prioritize technical skills and transversal skills already identified by beneficiary institutions and approved by the Regional Project Steering Committee. These consultations shall also identify pedagogical tools and innovations based on global practices which may be necessary to foster curricula and skill development in priority sectors. The process should incorporate feedback mechanisms that reflect labor market relevance, inclusive pedagogy, and the needs of learners with disabilities or special educational needs.
d) Refine critical competencies to facilitate the sustainable development of priority sectors: **Sustainable Agro-Industry, Renewable and Clean Energies, the Blue Economy, and the Creative Industries.** The critical competencies shall be relative to the advanced technical and transversal skills identified by each institution.

(ii) Supply Gap Assessment

e) Evaluate existing programs at TAMCC and NEWLO to validate which should be strengthened and/or areas where new programs are to be developed to address the programs/skills demand in (i).

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[2] Subcomponent 1.1: Developing regional collaboration in post-secondary education
[3] Subcomponent 2.1: Developing and implementing Regional Enhancement Plans

(iii) Recommendations

    f) Provide recommendations for proposed programs or courses to be developed or to be enhanced to mitigate observed gaps
    g) In reference to "a" to "e" above, assess and provide recommendations as to how green skills, such as ecosystem management, pollution prevention, and solar systems engineering, technology and pollution among others, can be emphasized in programs to support the transition to low-carbon economies

The aforementioned tasks conducted to determine the skills demand needs assessment and gap validation must be presented in the ***Progress Report***.

II. Develop or Enhance Post-Secondary Programs[4]:

The Consultancy Firm shall develop or enhance four programs relative to the four priority sectors: Sustainable Agro-Industry, Renewable and Clean Energies, the Blue Economy, and Creative Industries. Each program should foster both technical and transversal skills, support transition to employment or entrepreneurship and reflect regional and international standards and best practices with technical and vocational education and training (TVET)[5].

Key Tasks:

a) Collaborate with TAMCC and NEWLO to establish the curricula framework grounded in recognized educational theories (e.g. competency-based education, experimental learning) such frameworks can include national qualifications (such as National Vocational Qualification) or regional (for example CSEC, CAPE and CVQs).
b) In collaboration with the Project Implementation Unit (PIU) through the Ministry of Education, provide technical advice on the establishment a working group of local and/or regional technical experts including relevant personnel of TAMCC and NEWLO, the Grenada National Training Agency, CANTA etc. to provide guidance and oversight for curriculum development. This group, convened by the PIU, will ensure that the proposed design(s), methodologies and approaches reflect regional and international practices and are 'fit for purpose'.
c) Ensure alignment of developed curricula with international standards and best practices in technical and vocational education and training (TVET) and innovation.
d) Incorporate practical, hands-on training components and real-world applications or working environments
e) Develop strategies for training educators to implement the programs, including identification or development of teaching and learning resources such as teaching guides, lesson plans, and assessment rubrics, that support school-to-work transition. Special attention shall be given to inclusive resources for teachers and learners with disabilities or special educational needs.
f) Identify and recommend digital tools for integration into the curricula for the enhancement of learning outcomes. This includes but not limited to software licenses for off-the-shelf digital solutions that support interactive, accessible, and skills-based learning (such as captioning tools

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[4] The Consultant shall assemble a writing team, per program. For sustainability, the Firm shall also be required to integrate curriculum development staff of the TAMCC and NEWLO into their respective writing teams.

[5] Programs developed or enhanced shall be validated with stakeholders, followed by capacity building to prepare institutional staff for delivery. Upon completion of validation and training, the programs will be rolled out by the institutions, with the Consultancy Firm providing implementation support to ensure successful commencement.

and screen readers) and adaptive technologies for learners with special education needs and disabilities (SEND).

g) Where appropriate, develop instructional materials for each program to support effective delivery and assessment. Materials should reflect sectoral relevance, inclusive pedagogy, and practical application.

h) Integrate Information and Communication Technologies (ICT) into instructional design, delivery, and assessment methodologies to foster innovation and digital readiness across all programs.

i) Conduct two (2) intermediary workshops (as appropriate) complemented by iterative stakeholder engagement to secure stakeholder feedback on draft curricula and ensure alignment with institutional priorities and learner needs. The engagement process shall be documented to demonstrate how stakeholders input informs design revision.

j) Propose certification frameworks for each program, aligned with national and regional standards, to support recognition, mobility, and employability of graduates.

The aforementioned tasks shall be presented in the *First and Second Interim Reports.* Each interim report shall include two (2) draft programs and provide insights on the workshop conducted.

III. Draft Program Review and Stakeholder Workshops

The Consultant shall:
(i) revise all four (4) programs based on stakeholder feedback provided during the first and second interim workshops
(ii) conduct a follow-on workshop wherein the revised draft programs shall be presented to key stakeholders for feedback.

The aforementioned tasks shall be presented in the *Third Interim Report*. The report shall include all four (4) revised programs, and provide insights on the follow-on workshop.

IV. Capacity Development

The Consultancy Firm shall design and deliver a comprehensive capacity development plan to ensure effective implementation and long-term sustainability of the four developed or enhanced programs for the priority sectors.

Key Tasks:

a) Conduct structured training of trainers' sessions for educators from NEWLO and TAMCC with a focus on curriculum implementation, instructional delivery, and inclusive education strategies for the approved programs. These sessions shall include coaching and mentoring components to support educators during the rollout phase.

b) Deliver hands-on training for educators on the use of digital tools, platforms, and equipment relevant to the priority sectors. Include guidance on accessibility features and technologies to support learners with disabilities or special educational needs.

c) Provide ongoing, iterative training to TAMCC faculty and NEWLO facilitators on instructional materials, pedagogical innovations, and inclusive methodologies. Include on-site coaching, lesson observation, and feedback sessions during the implementation phase to reinforce learning and address challenges in real time.

The aforementioned tasks conducted to facilitate capacity development must be presented in the *Third Interim Report*.

V. Implementation Support

The Consultancy Firm shall provide implementation support to post-secondary institutions to ensure successful rollout of the programs.

Key Tasks:

a) Facilitate training workshops on teaching resources, instructional delivery, and assessments, where applicable using training of trainers' modality.
b) Support revisions to the developed or enhanced programs based on feedback and pilot testing.
c) Provide scaffolding support to educators through direct lesson observation and coaching.
d) Assist in the procurement process by reviewing specifications for educational resources and learning materials.
e) Collaborate with the PIU to secure formal approval of the four post-secondary program curricula.

The aforementioned tasks conducted to facilitate implementation support must be presented in the *Draft Final Report*

VI. Closing Workshop

Upon completion of curricula development and capacity-building activities, the Consultancy Firm shall conduct a closing workshop with relevant stakeholders**.**

Key Tasks:

a) Present the approved iterations of the programs, highlight challenges encountered, and share risk mitigation strategies.
b) Use stakeholder feedback to finalize the Final Report, which shall include:
   • Approved program curricula
   • Summary of capacity development activities
   • Recommendations for continued enhancement and delivery

The aforementioned tasks conducted to facilitate a workshop session must be presented in the *Final Report*

4. DURATION

The assignment is for twenty-one (21) months over a twenty-four (24) month period.

5. DELIVERABLES AND TIMELINES

The Consultancy Firm shall, under the supervision of the National Project Coordinator of OECS SKIP, complete the following deliverables within the specified timelines. All deliverables shall be submitted in editable formats and include supporting documentation as outlined below.

a. **Inception Report**. The Consultancy Firm shall outline and submit the methodology, work plan and schedule no later than ten business days of the commencement date of the consultancy. During this period the Consultancy Firm may conduct an initial desk review of relevant documents (e.g. institutional reports, sectorial strategies), before developing and submitting the report for acceptance.

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b. **Progress Report**. The Consultancy Firm shall undertake all works outlined in Section I of the Scope of Work for Skills Demand Assessment and Gap Validation. This report shall be submitted within three (3) months after submission and acceptance of the Inception Report and shall cover all activities outlined in Section I of the Scope of Works. It will also summarize stakeholder consultations and provide recommendations for addressing capacity gaps.

c. **First Interim Report**. The Consultancy Firm is expected to undertake all work outlined in Section II of the Scope of Work for Develop or Enhance Post- Secondary Programs. This includes the development of two (2) post-secondary programs (one per institution) and stakeholder workshop wherein the draft programs shall be presented to key stakeholders for feedback. The report shall also outline steps for validation, capacity development and preparation for rollout. This report shall be submitted within six (6) months of submission and acceptance of the progress report.

d. **Second Interim Report.** The consultancy Firm shall undertake all works outlined in Section II of the Scope of Work (Development of Post Secondary Programs). This includes the development of the two (2) additional post-secondary programs (one per institution) and stakeholder workshop wherein the draft programs shall be presented to key stakeholders for feedback. This report shall include the two (2) draft programs along with feedback from the workshop conducted. It should also outline steps for validation, capacity development and preparation for rollout. Within six (6) months of the submission and acceptance of the first interim report, this report must be submitted.

e. **Third Interim Report**. The consultant shall undertake all works outlined in Section III of the Scope of Work (Draft Program Review and Stakeholder Workshops). This report should be submitted no later than three (3) months after submission and acceptance of the second interim report. This includes (i) revision of all four (4) programs based on stakeholder feedback provided during the interim workshops conducted in 'c' and 'd' above, (ii) conduct a follow-on workshop wherein the revised draft programs shall be presented to key stakeholders for feedback. This report shall include all four (4) revised programs and provide insights on the follow-on workshop conducted.

f. **Draft Final Report**. The Consultancy Firm is expected to undertake all work outlined in Section IV of the Scope of Work (Capacity Development). This report must be submitted, at the latest, three (3) months after submission and acceptance of the Third Interim Report. This report shall include all four (4) revised programs and provide insights on the follow-on workshop.

g. **Closing Workshop & Final Report.** The Consultancy Firm shall provide for all works outlined in Sections IV and V of the Scope of Work (Implementation Support and Closing Workshop). This includes the handover of the approved programs by the institutions and relevant stakeholders, and all activities in Section IV and Section V above. The Final Report must be submitted no later than two (2) months after receipt of stakeholder feedback on the Draft Final Report and the Closing Workshop.

All reports associated with the assignment shall constitute a formal document with the following sections (included but not limited to):
- o Table of Contents
- o Executive Summary
- o Body of Information
- o Conclusion
- o Recommendations
- o Appendix – original evidence of meeting attendance registers, meeting notes, photos of stakeholder meetings, sample research instruments, detailed research methodology, agendas and synopsis of discussions, and results including clean data sets, where applicable.

Deliverables and Payment Schedule

Item	Description	Submission Period/Timeline	Payment Schedule
a. Inception Report and Workplan	Methodology, work plan, schedule, and initial desk review summary	No later than ten (10) working days after contract signing and the inception meeting.	10%
b. Progress Report	Skills Demand Assessment and Gap Validation. All activities outlined in Section I of the Scope of Works. It will also summarize stakeholder consultations and provide recommendations for addressing capacity gaps.	No later than three (3) months after submission and acceptance of the Inception Report.	10%
c. First Interim Report	Develop or Enhance Post-Secondary Programs. The consultancy firm shall undertake works outlined in Section II of the Scope of Work: (i) develop two priority programs, one per institution (Draft 1), (ii) conduct a workshop wherein the draft programs shall be presented to key stakeholders for feedback. This report shall include the two (2) draft programs, provide insights on the workshop conducted and outline steps for validation and capacity development prior to rollout.	No later than six (6) months after submission and acceptance of the Progress Report.	20%
d. Second Interim Report	Develop or Enhance Post-Secondary Programs. The consultancy firm shall undertake works outlined in Section II of the Scope of Work: (i) develop two additional priority programs, one per institution (Draft 1), (ii) conduct a workshop wherein the draft programs shall be presented to key stakeholders for feedback. This report shall include the two (2) draft programs, provide insights on the workshop conducted, and outline steps for validation and capacity development prior to rollout.	No later than six (6) months after submission and acceptance of the First Interim Report.	20%
e. Third Interim Report	Draft Program Review and Stakeholder Workshops. The consultancy firm shall: (i) revise	No later than three (3) months after submission and acceptance of the Second Interim Report	20%

	all four (4) programs based on stakeholder feedback provided during the interim workshops conducted in 'c' and 'd' above, (ii) conduct a follow-on workshop wherein the revised draft programs shall be presented to key stakeholders for feedback. This report shall include all four (4) revised programs and provide insights on the follow-on workshop.		
d. Draft Final Report	The consultancy firm shall undertake all works outlined in Section IV of the Scope of Works (Capacity Development). This includes activities a. to c. This report shall include all four (4) revised programmes and provide insights on the capacity development workshop.	No later than three (3) months after submission and acceptance of the Third Interim Report.	10%
e. Closing Workshop & Final Report	The consultancy firm shall provide for all works outlined in Sections V and VI of the Scope of Work (Implementation Support and Closing Workshop). This includes the handover of the approved programs by the institutions and relevant stakeholders, and all activities in Section V and Section VI.	No later than two (2) months after receipt of stakeholder feedback on the Draft Final Report and the Closing Workshop.	10%

All reports and documents prepared for the assignment will be the property of the Government of Grenada.

6. QUALIFICATIONS AND EXPERIENCE

The assignment is to be undertaken by a suitably qualified Consultancy Firm. The selected Firm is required to possess the minimum competency requirements listed hereunder.
- Minimum eight (8) years of experience in inclusive curriculum design and development and pedagogy or universal design for learning within higher-level or post-secondary institutions
- Minimum eight (8) years of experience conducting gap analyses or rapid demand and supply assessments within the tertiary education sector.
- Demonstrated experience in completing at least five (5) assignments in the development of Technical and Vocational Education and Training (TVET) centered program curricula, in accordance with relevant TVET standards, at a post-secondary level.
- Demonstrated at least five years (5) experience in developing strategies, teaching and learning resources or instructional materials for instructional delivery that effectively support relevant content areas and school-to-work transition.
- Demonstrated experience in completing at least five (5) assignments integrating digital learning tools into curricula (higher education, preferably) and the applied use of e-learning platforms, innovative digital instructional tools and resources, online assessments, and competency-based learning methodologies.

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- Demonstrated experience in facilitating at least three (3) capacity development training and providing implementation support to higher education institutions in the implementation of developed program curricula.
- Demonstrated experience in developing program curricula for at least two (2) of the following priority sectors: **Sustainable Agro-Industry, Renewable and Clean Energies, Blue Economy, and the Creative Industries.**
- Proven ability to coordinate and work with national counterparts, including senior government officials at national and state level), partners, stakeholders in the public and private sectors.

For this consultancy, the firm should have a multidisciplinary team comprising five (5) key experts, supported by non-key experts as required.

The key experts are expected to have the following qualifications and experience:

K1: Team Lead - Education & Curriculum Development Specialist
- Post Graduate Degree in higher education, education, curriculum design and development, pedagogy, workforce development or a related field.
- Minimum of ten (10) years of experience in higher education curriculum design and development, TVET, competency-based education, or related field.
- Minimum of eight (8) years' experience leading large-scale curriculum development projects.
- Minimum of five (5) years' experience in data collection and analysis (labor market analysis, skills mapping, and employer engagement).
- At least five (5) years of experience with training of trainers models and capacity development for higher education faculty and/or facilitators.
- Familiarity with regional or international TVET frameworks (e.g., NVQ/CVQ, CAPE)
- Working knowledge of green skills, low-carbon economic transitions and sustainable development.

K2: Sectoral Expert - Blue Economy
- Master's degree in Marine Studies, Environmental Science, Coastal Resource Management or related fields
- At least seven (7) years of experience in marine-specific workforce development, blue economy innovation, or skills training
- Strong understanding of emerging trends and green skills in the marine sectors
- Demonstrated involvement in at least one OECS or Caribbean blue economy initiative, with applied training or policy input

K3: Sectoral Experts – Creative Industries
- Master's degree in Digital Media, Cultural Studies, or a relevant creative discipline
- Minimum seven (7) years' experience developing competency-based training in creative arts or media production
- Proven experience embedding entrepreneurship and market-driven innovation in at least 2 curricular outputs

K4: Sectoral Experts - Renewable & Clean Energies
- Master's degree in Renewable Energy, Electrical Engineering, or related field
- Minimum seven (7) years' experience in solar PV or clean energy systems training, with 2 curricula developed
- Technical proficiency in low-carbon technologies and integrating practical training into formal education

K5: Sectoral Experts – Sustainable Agro-Industry
- Master's degree in Agricultural Science, Agro-Processing, or related discipline

- Minimum seven (7) years' experience in curriculum design for horticulture, livestock, or post-harvest technology
- Demonstrated ability to embed climate-smart agriculture and circular economy principles in training programs
- Proven experience and ability to incorporate digital technologies and innovations into agro-industry curricula to enhance relevance and learner engagement

Non-Key Experts

Given the project's emphasis on innovation in pedagogical outcomes, the firm shall present non-key experts with demonstrated experience in innovative teaching methodologies, education technologies, and labor market development strategies. Whilst only key experts are evaluated and scored as part of the technical proposal, given the requirements of this assignment, the following recommendation is put forward to the firm as it establishes its team. Non-key experts are not evaluated or scored.

- Digital Learning and Education Technology: At least one expert must hold a postgraduate degree in Digital Learning, Education Technology, Information and Communication Technology, or related field. The expert must demonstrate experience integrating digital tools, e-learning platforms, online assessments, and competency-based methodologies into higher education curricula.
- Remedial Education and Tutoring: At least one expert should have experience designing and implementing remediation programs, tutoring strategies, and inclusive learning support for disadvantaged learners.
- Experiential and Work-Based Learning: At least one expert should have experience integrating hands-on, experiential, and workplace-based learning into formal education and training programs, particularly within TVET contexts.

7. REPORTING AND SUPERVISION

The Consultancy Firm shall report to the National Project Coordinator of the Project Implementation Unit (PIU) for the OECS SKIP and work in close collaboration with the beneficiary institutions (T. A. Marryshow Community College and the New Life Organisation). Where required, meetings, workshops and stakeholder engagements will be coordinated by the PIU. All deliverables for the consultancy shall be formally approved by the Ministry of Education Permanent Secretary with responsibility for Human Resource and Educational Development or whoever he/she delegates.

Prior to any execution of activities related to this Terms of Reference (TOR), the Ministry of Education, through the PIU of the OECS SKIP, shall convene an inception meeting between the key experts, representatives from the Consultancy Firm, institutional focal points and key stakeholders.

a. **Client's Responsibility**

On behalf of the Ministry of Education, the PIU shall evaluate the quality and relevance of work delivered by the Consultant in accordance with this TOR. Based on this evaluation, the PIU shall issue written confirmation of project acceptance, approval, retention, or discontinuance. General responsibilities include:
- Contract management and coordination of consultancy activities.
- Technical coordination by the PIU, MOE, TAMCC and NEWLO to ensure acceptable quality of deliverables and adherence to agreed timelines.
- Facilitate timely access to all existing documents and repositories of relevance to the successful execution of this consultancy.
- Review of reports to ascertain congruence with the terms of reference.

- Coordinate the consultation and cooperation of other internal and external stakeholders required to provide support to the Consultancy Firm for realization of the relevant aspects of the assignment.
- Collaborate with relevant stakeholders and beneficiary institutions, to ensure the timely review and acceptance of the required reports submitted by the Consultant,
- Disbursement of payments based on approved deliverables

b. **Consultancy Firm's Responsibility**

The Consultancy Firm is responsible for the overall implementation and management of the assignment, including human resources, technical outputs, and professional conduct. Specific responsibilities include:
- Submission of all required deliverables (e.g. reports, curriculum) in accordance with agreed timelines and formats.
- Presentation of a detailed work plan and output schedule at project inception.
- Provision of own office space, equipment, materials, and accommodation
- Execution of services in compliance with all relevant laws, ethical standards, and operational protocols of the Government of Grenada and OECS SKIP
- Commitment to treat with utmost confidentiality, all information and materials gathered and used relating to this engagement or the Client's business or operations.
- Ensure that all materials, data, reports, tools, and intellectual property developed under this consultancy, including curricula, instructional resources, training materials, and digital assets, are the sole property of the Ministry of Education
- Maintain regular bi-weekly meetings facilitated by the PIU to support progress tracking, timely submission of deliverables, and adherence to quality standards. Additionally, ad-hoc consultations as needed to address any emerging issues or stakeholder feedback,

8. EVALUATION CRITERIA

The Consultant shall be selected based on the Qualification and Cost-Based Selection (QCBS) method.

Annex 1

The priority sectors, technical and transversal skills approved by the Project Regional Steering Committee (RPSC) for both beneficiary institutions (TAMCC and NEWLO).

Technical Skills	
T. A. MARRYSHOW COMMUNITY COLLEGE	
Creative Industries	**Blue Economy**
Cultural and Creative Industries (CCI) program • Digital Media Production (Audio, Video, Animation) • Graphic Design and UX/UI Design • Photography and Videography • 3D Modeling and Game Design • Music Production and Sound Engineering	**Aquaculture and Fisheries Technology** • Marine and Coastal Ecosystems Management • GIS and Remote Sensing • Maritime Logistics and Navigation • Underwater Surveying and Data Collection • Boat Handling and Maintenance • Diving and Underwater Equipment Use

NEW LIFE ORGANISATION	
Renewable and Clean Energies	**Sustainable Agro-Industry**
Solar installation including designing, installation and maintenance of Solar Systems • System site assessment & system planning • Conducting system performance verification • Inspection, troubleshooting & preventive maintenance	**Integrated Shade House Horticulture & Livestock** • Horticulture: Selected vegetables, fruits and flowers (Floriculture) • Different Livestock • Organic farming and composting techniques • Post harvest handling & packaging

Transversal Skills	
T.A. MARRYSHOW COMMUNITY COLLEGE	
Creative Industries	**Blue Economy**
• Creativity & Innovation • Financial Literacy • Digital Literacy • Critical Thinking • Collaboration & Networking • Cultural Awareness & Sensitivity • Entrepreneurship & Business Acumen • Health & Safety • Project Management • Problem Solving • Communication	● Critical Thinking ● Communication and Public Awareness ● Collaboration and Teamwork ● Environmental Awareness & Sustainability ● Adaptability & Innovation ● Resilience and Adaptability ● Health & Safety ● Data Management ● Digital Literacy ● Financial Literacy ● Problem Solving
NEW LIFE ORGANISATION	
Renewable and Clean Energies	**Sustainable Agro-Industry**
• Digital Literacy • Interpersonal and Communication Skills • Innovative Thinking • Sustainability and Environmental Awareness • Adaptability and Continuous Learning • Problem Solving and Critical Thinking • Time Management • Work-readiness and Employability • Growth Mindset • Financial Literacy	• Critical Thinking • Digital Literacy • Financial Literacy • Environmental and Climate Awareness • Problem Solving & Adaptability • Collaboration & Cooperative Skills • Risk Management and Crisis Handling • Mindset shifting & Pride in Agro-Industry • Communication and Branding