

Terms of Reference
Skills for the Future Program
Loan Contract No.2739/OC-BA

Individual Consultancy: Student Transition Education Programme (STEP)

1. INTRODUCTION

- 1.1 On November 02, 2012, the Government of Barbados (GOB) and the Inter-American Development Bank IDB entered into the Loan Contract No.2739/OC-BA for the implementation of the Skills for the Future Program, hereafter referred to as the Program.
- 1.2 The overall developmental objective of the Program is to support the GOB's Human Resource Development Strategy with an emphasis on improving the quality and relevance of Secondary Education and the effectiveness of Technical Vocational Education and Training (TVET).
- 1.3 In particular, the Program aims at expanding opportunities for demand driven training and skills certification by supporting the implementation of a National Qualifications Framework that incorporates the National Vocational Qualifications (NVQ), Caribbean Vocational Qualifications (CVQ) and/or international qualifications for the occupations for which competency-based training is being demanded by the employers and workers of Barbados and financed by the Program.
- 1.4 The above-mentioned objectives are to be achieved through the implementation of the following 4 components:
 - 1.4.1. **Component 1- Support for an employer driven training system** - Support a better alignment of the supply of training with market demand, by creating a pilot competitive Competency-Based Training Fund (CBTF) in parallel to the existing Employment and Training Fund (ETF). The CBTF is being managed by the TVET Council;

- 1.4.2. Component 2 - **Improving the quality and relevance of secondary and post-secondary education** - Improve the quality of secondary and post-secondary education so that, upon graduation, students have the core skills necessary to enter the labour market or to continue studying;
- 1.4.3. Component 3 - **Institutional strengthening** – Support the METI, the Ministry of Labour, Social Security and Human Resource Development (MLSD), the Erdiston Teachers’ Training College (ETTC), and TVET institutions (including the Barbados Community College) in the following areas: (i) business plan development and implementation for the institutions involved in the Project; (ii) leadership and capacity development to respond to the challenges of revamping the TVET system; and (iii) improved data and information systems in the Ministries involved for better analysis, policy making and dissemination to the general public; and
- 1.4.4. Component 4 - **Communication Campaign** - will be used to finance a communication strategy to disseminate the objectives of the Project, promote the development and implementation of NVQ and CVQ, and to raise the overall profile of TVET in Barbados. In addition, materials will be designed to promote gender equality in TVET, that is, more women enter male-dominated and traditional trades and vice versa.

2. GENERAL OBJECTIVES

This consultancy forms one of the deliverables related to Component III of the Skills for the Future Program.

- 2.1 This short consultancy will focus on the design of curricula that would assist students who are desirous of entering the Samuel Jackman Prescod Polytechnic (SJPP) but perform poorly in the entrance exam or even fail said examination. As such, the intention is to provide a framework where these students matriculate into the institution but enter into this newly crafted program, which focuses on enhancing student competence in both English and Mathematics to increase their ability to complete the theory based subjects offered at the SJPP. Successful implementation of these curricula will undoubtedly assist in managing a unique challenge at the

institution, while providing students with the tools needed to complete their program of study.

- 2.2 The consultancy will therefore focus on designing a competency based curricula for English and Mathematics. The consultant should ensure that the design allows the curricula to be adjusted from year to year based the results of the entrance examination, to ensure that any weaknesses identified are addressed before advancing within the program. The expectation is that the curricula will be practical, dynamic and utilize varying options of teaching to encourage and promote learning.
- 2.3 Additionally, the Consultant is expected to design a Mentorship program that would allow students who are currently in the program to interact with past students who are now employers or employees. The Mentorship Program will seek to enhance the efforts of the Student Council Executive; an association which presently acts as the main body in charge of nurturing the relationships between current and future alumni. The structure of the Mentorship program should consider the need to keep students motivated, dedicated and engaged to ensure successful completion.
- 2.4 Quality assurance is a major process at this institution and involves monitoring curriculum to ensure that it is adequately implemented, and conducting periodic program reviews to ascertain its relevance and to revise the program where necessary. The Consultant must review the quality assurance standards and develop a protocol and instruments (assessment tools) to monitor the implementation of the Student Transitional Education Programme, to ensure that it is implemented as intended in the design and that its results are being monitored.

3. SPECIFIC OBJECTIVES OF THE CONSULTANCY

- 3.1 To design flexible curricula for English and Mathematics that can be easily tailored to incoming students based on the results of the item analysis conducted after the SJPP entrance exam. Consistent with the theme of flexibility, the curricula must also be able to be implemented using a combination of face to face, online and distance learning to bridge the gap between the weaknesses discovered at the entry exam and the required competencies for the theory based courses within the various programs of study.

- 3.2 To provide SJPP with templates and samples of teaching materials as well as other primary and secondary resources for each of the two main areas (English and Mathematics); including templates for future monitoring of the programme.
- 3.3 To design a Mentorship Program for students in The STEP that allows interaction between past students, current students and/or a professional in their specific area of study that has passed through SJPP.
- 3.4 To design and execute a training seminar/workshop for SJPP instructors to ensure those who will be responsible for managing the successful implementation of the curricula and Mentorship program are able to do so effectively.

4. ACTIVITIES

- 4.1 Design, develop, and execute a work plan to provide curriculum development services to SJPP in order to ensure that the curricula follow competency based design criteria;
- 4.2 Review data available from the item analysis conducted by the General Studies Department on the SJPP entrance exam. This analysis is used to examine trends in weaknesses and strengths among the students and work with relevant personnel at SJPP to identify other areas of weakness among students and the current strategies being used to mitigate these weaknesses.
- 4.3 Design curricula for The STEP to be used by SJPP along with relevant Quality Assurance assessment tools.
- 4.4 Compile resources and samples to be used in the implementation process. Prepare the technical specifications for materials to be acquired as well as a budget.
- 4.5 Prepare an interactive workshop for tutors and instructors to transfer the knowledge and skills required to implement the curricula and to facilitate the changes that will emerge on a year to year basis from the entrance exam results.
- 4.6 Develop a Terms of Reference (TOR) for the individual who will be responsible for the Mentorship Program.

- 4.7 Partner with all identified stakeholders to ensure the components of the Program meets the desired objectives.

5. DELIVERABLES

- 5.1 Product 1: Work Plan outlining the various steps, activities, resource needs and time lines for completion of this consultancy. A Gantt Chart must be included.
- 5.2 Product 2: Data Review Report
- 5.3 Product 3: Draft:
- Curricula for The STEP
 - Quality Assurance assessment tools to monitor the programme
 - Mentorship Program
 - Resource materials including Training Manuals for The STEP and Workshop.
- 5.4 Product 4: Final:
- Curricula for The STEP
 - Quality Assurance assessment tools to monitor the programme
 - Mentorship Program
 - Resource materials including Training Manuals for The STEP and Workshop.
- 5.5 Product 5: Workshop for SJPP Staff to familiarize themselves with the new curricula and Mentorship Program, and requirements for successful implementation.
- 5.6 Product 6: Final consultancy report, inclusive of any issues arising from workshop and Terms of Reference (TOR) for the individual who will be responsible for the Mentorship Program.

6. CHARACTERISTICS OF THE CONSULTANCY

- 6.1. **Type of Consultancy:** Individual
- 6.2. **Procurement Method:** NIQC
- 6.3. **Contact Type:** Lump Sum
- 6.4. **Start-up date, length and Duration:** Forty (40) day consultancy (dis-continuous days). Starting June to September 2015
- 6.5. **Place of Work:** Barbados
- 6.6. **Qualifications and Experience:**
 - 6.6.1. A postgraduate qualification in Education from a recognized university and not less than three (3) years' experience in curriculum design, development and implementation; and
 - 6.6.2. Experience in developing and managing the development of competency based curricula.
 - 6.6.3. Working knowledge in developing curricula for the online and flexible learning environment.
 - 6.6.4. Knowledge of subject pedagogy and andragogy.
 - 6.6.5. Knowledge related to Technical Vocational Education and Training.
 - 6.6.6. Knowledge of research methods.
 - 6.6.7. Basic knowledge of intellectual property rights
 - 6.6.8. Working knowledge in leading organizational change with preference to experience in curriculum review and revision.
 - 6.6.9. Excellent report writing, presentation and oral communication skills.
 - 6.6.10. Ability to provide timely and accurate advice on curriculum issues.

7. COORDINATION

- 7.1 Coordination of this consultancy will be conducted by the Director of the Program Coordinating Unit through the Principal of SJPP. The consultant will work closely with Deputy Principal and staff of SJPP.

8. COMPENSATION

- 8.1. The consultant will be paid commensurate with the services provided. The consultant shall make his/her own arrangements to pay income tax and to meet any other statutory obligations arising from the Agreement.

| Reports and Payment Schedule | Payment |
|---|----------------|
| Submission and Approval of Product 1 | 15% |
| Submission and Approval of Product 2 | 25% |
| Submission and Approval of Product 3 and 4 | 40% |
| Delivery of Product 5, and Submission and Approval of Product 6 | 20% |

9. CONFIDENTIALITY

- 9.1. The consultant shall maintain full confidentiality of all documentation and discretion in the dissemination of results. The consultant may not utilize the information for presentations or studies related to this consultancy, without prior approval from the Ministry of Education, Science, Technology and Innovation.