

**GOVERNMENT OF ST. VINCENT AND THE GRENADINES**  
**Human Development Service Delivery Project**  
**Terms Of Reference**  
**TVET PROJECT OFFICER**  
**SVG-HDSD-CS-INDV-25**

## **1. INTRODUCTION**

The Government of St. Vincent and the Grenadines (GOSVG) has received funding the World Bank (WB) for the implementation of the Human Development Service Delivery Project (HSDSP). The project is designed to strengthen the quality of service delivery in education, improve the efficiency of social protection systems, and improve the effectiveness of labor market systems. The project will be implemented by the Ministry of Economic Planning. The other participating ministries are the Ministry of Education, National Reconciliation and Ecclesiastical Affairs, and the Ministry of National Mobilization, Social Development, Family, Gender Affairs, Persons with Disabilities and Youth.

The project is structured around four components. The first component will provide support for pedagogy for basic and special needs education; the second component will build responsive social protection service delivery systems; and the third component will strengthen labor market systems for improved skills training of poor and vulnerable populations. The fourth component will support project implementation, monitoring and evaluation.

The Ministry of Education is responsible for the management and administration of public education in St. Vincent and the Grenadines. The Education Sector Plan 2014- 2019 places capacity building and institutional strengthening as priorities in key areas, including technical and vocational education and training. Within the Ministry of Education etc, the National Qualifications Department/Sector Skills Development Agency has direct responsibility for coordinating, monitoring and promoting the development of TVET.

Under the HSDSP, the Ministry of Education etc, through the National Qualifications Department (NQD) is the implementing agency for the Component 3. The Director of the NQD is the TVET Focal Point for the project. Resources have been provided under the project to:

- (a) **Expand Access to Training for Poor and Vulnerable Youths and Adults.** The purpose of this activity is to provide relevant workforce training to poor and unemployed persons, in need of training, all identified and selected in accordance with the criteria set forth in the Project Operations Manual (POM).
- (b) **Strengthen Capacity to Support the Certification Framework.** The purpose of this activity is to enhance the institutional capacity for improving the relevance of in-service training. This will be achieved by establishing the key building blocks of a national qualifications system that is well aligned with labor market demands. In particular, this activity will include training for approximately 100 master assessors, assessors and verifiers to support delivery of CVQs as well as skills upgrades for 40 TVET instructors.
- (c) **Improving the Learning Environment and TVET delivery in selected secondary schools.** This activity will improve the delivery of TVET instruction in twelve secondary schools by financing the procurement of tools, equipment, including computers and

relevant software. In particular, this activity will support improvements in the facilities to meet facility standards required for the CVQ Level I certification.

To support the TVET Focal Point, the Government of St. Vincent and the Grenadines will engage the services of a TVET Project Officer. This consultancy will support the implementation of technical vocational education and training (TVET) activities under Component 3 with specific emphasis on improving skills training of poor and vulnerable population. The Project will also support the National Qualifications Department in strengthening the certification framework by financing technical assistance and training to fill remaining gaps in service delivery. Overall, the TVET sub-component will help to improve (a) employment outcomes and skills of target beneficiaries, and (b) the relevance of technical and vocational education and training.

The TVET Project Officer will work with the TVET Focal Point to ensure the effective coordination, management and implementation of the TVET related project activities. The position is a full-time post, and the officer will be seated at the NQD in the Ministry of Education, National Reconciliation and Ecclesiastical Affairs. Under the overall guidance of the Permanent Secretary, Ministry of Education, National Reconciliation and Ecclesiastical Affairs, who will be supported by the ministry's Focal Point, the TVET Project Officer will report directly to the TVET Focal Point.

## **2. OBJECTIVE**

The objective of the assignment is to assist the TVET Focal Point in the day-to-day coordination and management of the TVET Project activities.

## **3. SCOPE OF SERVICES**

The scope of services is understood to cover all the activities necessary to accomplish the stated objectives of the Project, whether or not a specific activity is cited in these terms of reference. The main duties are as follows:

- (a) Serve as a key interlocutor between the NQD and the Technical Institutes, Community College, and Schools in the implementation of component activities
- (b) Prepare and submit monthly progress reports and any other substantial reports required by the Focal Point and the Project Coordinator;
- (c) Ensure effective monitoring of key Project indicators<sup>1</sup>;
- (d) Coordinate and monitor the work of each consultant in collaboration with the NQD;
- (e) Provide support to the development of a tracer study at the beginning of the Project to review and analyze the labor outcomes of graduates from previous years' trainings;
- (f) Support a review of the training 2-3 years after the assignment date to revise and improve the design of the training;

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<sup>1</sup> Indicators include (i) share of enrolled trainees who complete the training, (ii) share of enrolled trainees certified in at least three CVQ units, (iii) share of graduated trainees employed 12 months following training completion, (iv) share of graduated trainees in further training 12 months following training completion (v) share of enrolled trainees who are social assistance beneficiaries, (v) share of women enrolled/graduated.

- (g) Coordinate and process all capacity-building and TVET activities under the project, monitor the progress of participants.
- (h) Ensure that end-of-training reports relative to capacity-building and TVET training are submitted and commented on in a timely manner;
- (i) Monitor the works for improving the learning environment in the selected secondary schools;
- (j) Assist in the procurement of the furniture, equipment, tools and curriculum support for the TVET sub-component, and guarantee that procurement practices follow agreed procedures outlined in the TVET & Operation manuals;
- (k) Coordinate the training program for unemployed/at-risk/out-of-school youth and adults;
- (l) Manage all TVET component-related logistics and the hosting of workshops and meetings or general interface between project consultants and stakeholders;
- (m) Communicate any grievances from Project participants as well as any irregularities in procurement, training delivery, hiring or selection practices, etc. to the Focal point and guarantee their inclusion in progress reports;
- (n) Perform any other duties that may be assigned to ensure the success of the project.

#### **4. DELIVERABLES**

- i. Monthly progress reports on the TVET activities under the project including, levels of completion of TVET activities, status of ongoing contracts, and progress towards the achievement of related results indicators.
- ii. A comprehensive implementation plan for the TVET (updated semi-annually) detailing activities, timelines and budgets,
- iii. Annual Work Plans
- iv. Monthly attendance reports for TVET training programmes

The expected outputs of the officer are:

1. Assume operational management of the project activities in consistency with the project document, and policies and procedures.
2. Ensure that the project outputs are achieved as identified in the PAD and as advised and instructed by the Focal Point
3. Amend work plans in accordance to output delivery
4. Draft terms of references for experts and contractors to be approved by FP and Organise tenders for experts according to ToRs approved.
5. Assist with monitoring of works contracts from an education/functional perspective
6. Prepare and submit all necessary reports as required by PS MOE and PC.
7. Facilitate and cooperate with audit processes at all times as required.
8. Organize and undertake consultations with experts.

9. Organize and oversee any missions set during the period of the project lifetime.
10. Prepare and maintain meeting minutes
11. Assist with procurement activities under the TVET sub-component
12. Organize and coordinate evaluation of project activities.

## **5. MINIMUM QUALIFICATIONS AND EXPERIENCE**

The desired Officer should possess:

- a. At least Bachelor degree qualifications in education/ project management or other relevant field.
- b. At least three (3) years' experience in project management in an education or training environment, including solid experience in project planning, implementation and monitoring.
- c. Proven experience and knowledge of St Vincent's education and training system.
- d. Experience in TVET, mainstreaming gender issues in development projects, and/or youth risk is an asset.
- e. Familiarity with St Vincent's public sector regulations and structure.
- f. Knowledge of World Bank procurement guidelines would be an asset.
- g. Strong leadership skills and convening power.
- h. Excellent communication and organizational skills.
- i. Computer literacy and experience in working with PC-based equipment.

## **6. DURATION**

It is expected that the consultancy will last a period of two (2) calendar years, subject to renewal based on satisfactory performance.

## **Annex B: Deliverables**

The Consultant shall submit the following deliverables:

1. Twenty (20) Monthly Progress Reports on the TVET activities under the Project including:
  - a. Status of implementation of TVET activities, status of ongoing contracts, and progress towards the achievement of related results indicators.
  - b. Monthly attendance and other reports for TVET training programmes as required by the TVET Manual
2. Two (2) Six-monthly Progress Reports, which in addition to 1 (a) and 1 (b), shall include a comprehensive implementation plan for the TVET program detailing activities, timelines and budgets.
3. Two (2) Annual Progress Reports, which, in addition to 1 (a), 1 (b) and 2 shall include a 12-month work plan.