



**GOVERNMENT OF COOPERATIVE REPUBLIC OF GUYANA
MINISTRY OF EDUCATION
Guyana Skills Development and Employability Project (GSDEP)**

**Terms of Reference
Project Officer (Education)**

1. Background

1.01 The Government of Cooperative Republic of Guyana (GOGY) continues to emphasise the need to build capacity in the area of Technical and Vocational Education and Training (TVET). A key component in this regard is ensuring equitable access to TVET across the country. Currently, at the secondary level, such training is offered through strategically placed Practical Institution Centers (PICs) or Practical Instruction Departments (PIDs) of Secondary Schools. However, significant disparities exist in relation to the institutional arrangements spread over the eleven Regional Education Administrative Regions. As such, various centres and departments have been identified for improvement aimed at enhancing the Ministry of Education's (MOE) capacity to deliver TVET programmes equitably across the secondary sub-sector.

1.02 The identified PICs and PIDs are:-

- (a) Fellowship PIC in Region #3
- (b) Beterverwagtin PIC in Region #4
- (c) Hopetown PIC in Region#5
- (d) St. Ignatius Secondary School in Region #9
- (e) Bartica Secondary School in Region #7
- (f) Mahdia Secondary School in Region #8
- (g) North West Secondary in Region #1

1.03 The GOGY, through MOE has secured funding from the Caribbean Development Bank (CDB) to rehabilitate or construct workshops and laboratories identified for the Project schools. It is the expectation of MOE that this enhancement project will meet the Caribbean Association of National Training Authorities (CANTA) requirements for the award of the Caribbean Vocational Qualifications (CVQs).

2. PROJECT OUTCOME

2.01 The overall outcome of the Project is to assist GOGY to enhance access to, and improve the quality and effectiveness of the TVET system.

The project components are:

- (a) **Enhanced Learning Environment:**
 - (i) refurbishment and expansion works at seven secondary level facilities;
 - (ii) provision of furniture, equipment and learning materials;

- (iii) minor works to facilitate temporary relocation;
 - (iv) project preparation by GOGY;
 - (v) design and construction supervision services; and
 - (vi) renewable energy/energy efficiency retrofitting of the existing infrastructure
- (b) **Enhanced Capacity for Instructional Effectiveness:**
- (i) continuing professional development, diploma, and degree level training to enhance instructional quality for 188 teachers in specific areas of need; and
 - (ii) study tours and industry attachments for ten TVET teachers/instructors.
- (c) **Enhanced Governance and Management Capacity at the Secondary Level:**
- (i) training and professional development for 524 teachers, principals, MOE officers and industry experts in specific areas needed to enhance governance and management of TVET sub-sector;
 - (ii) governance and management of TVET sub-sector;
 - (iii) consultancy services for the operational review of TVET sub-sector;
 - (iv) consultancy services to review the Special Educational Needs Policy framework;
 - (v) consultancy services to strengthen the health and family life education curriculum;
 - (vi) implementation of agreed Council for TVET (CTVET) Public Awareness Activities; and
 - (vii) study tours for 26 school leaders and education officers.
- (d) **Enhanced Second-chance Opportunities and Entrepreneurship Skills Development:**
- (i) consultancy services to review and enhance continuing education programming;
 - (ii) work readiness and entrepreneurship skills development training for 200 participants; and
 - (iii) provision of start-up kits for 100 learners graduating from the project PICs and PIDs.
- (e) **Technical Assistance:** Consultancy services for the:
- (i) development of a natural hazard risk profile for the education sector;
 - (ii) development and piloting of a national school health and safety programme; and
 - (iii) design of a new Hospitality Training Institute.

- (f) **Project Management:** Implementation and oversight of project activities.

3. OBJECTIVE

3.01 The objective of the appointment is to ensure that institutional strengthening and capacity building components of the Project are in keeping with the GOGY's requirements and stipulations of CDB.

4. CHARACTERISTICS OF THE APPOINTMENT

Type of Appointment:	Individual..
Duration:	one year; renewable on basis of performance
Place of work:	Project Coordination Unit (PCU), Ministry of Education, Georgetown, Guyana
Qualifications:	The Project Officer Education should have: <ul style="list-style-type: none">(a) Bachelor's Degree in Education, and at least ten years suitable experience in the practice of technical education.(b) Prospective candidates must be trained in education, with at least ten years suitable experience in the practice of technical education.(c) Experience in the implementation of Competency Based Education and Training and a working knowledge of the Caribbean Association of National Training Authorities (CANTA) Quality Assurance guidelines (2015 Revised) will be an asset.

4.01 The qualifications and experience of any person subsequently appointed to the position of Project Officer Education (POE) shall be acceptable to CDB.

4.02 POE will coordinate and monitor all aspects of the implementation of the institutional strengthening and capacity building components of the project. The responsibilities of the POE include, but are not limited to:

- (a) finalising Terms of References (TORs) for the engagement of consultants to undertake institutional strengthening and capacity building activities;
- (b) finalising technical components of Expressions of Interest and Requests for Proposals related to the institutional strengthening and capacity building components of the Project;
- (c) advertising and assisting in the selection of the Consultants for the Institutional Strengthening and Capacity Building component of the Project;

- (d) coordinating, in conjunction with the procurement officer(s) in the PCU, the procurement of equipment, tools and curriculum resources to support instruction
- (e) coordinating and monitor the work of each consultant identified at (c) above;
- (f) coordinating and processing all capacity-building activities under the Project, monitor the progress of trainees and ensure that end-of-training reports are submitted and commented on in a timely manner;
- (g) coordinating the finalisation of lists of equipment, tools and instructional materials in preparation for procurement;
- (h) coordinating feedback from stakeholder groups through the established Community Participation Groups (CPGs)¹ and other fora;
- (i) assisting with the organisation of workshops, training activities and other stakeholder consultations;
- (j) following up of trained persons to determine the extent to which acquired knowledge and skills are being utilised in the system and actions to be taken, where necessary;
- (k) preparing quarterly reports to be submitted to PCU to keep PCU formally updated on progress of the institutional strengthening and capacity building components
- (l) assisting PC with the preparation of reports to be submitted CDB and GOGY, with particular responsibility for finalising the sections on institutional strengthening and capacity building;
- (m) executing responsibilities for mainstreaming of gender equality and disability in project management, including the reporting of data disaggregated by sex (males and females) and disability (persons with versus persons without disabilities);
- (n) preparing a Completion Report for submission to CDB (through PC) on the relevant components of the project within three months of completion;
- (o) ensuring the incorporation of social and gender analysis and responsiveness at appropriate stages of the Project's outputs including, *inter alia*, attention to the needs of males and females, persons with special education needs, and indigenous Amerindians;
- (p) attending PSC meetings and providing advice on opportunities arising from, and/or threats to, the implementation of the assigned components and
- (q) performing any other duties that may be assigned to ensure the success of the project.

4.03 POE may co-opt Technical Officers of MOE and Council for Technical and Vocational Education (CTVET) to participate in activities relevant to their portfolio. POE shall also attend Project Steering Committee (PSC) meetings and provide advice on issues relating to the implementation of the institutional strengthening and capacity building components that may arise.

¹ The CPG is important for stakeholder participation and local ownership. The objectives of the CPG are: (a) keep community members informed on matters related to implementation including unexpected disruptions and inconveniences that could emerge; and (b) facilitate reporting to MOE, on matters of concern to residents and the business community.