



## **GOVERNMENT OF COOPERATIVE REPUBLIC OF GUYANA**

### **MINISTRY OF EDUCATION**

#### **Guyana Skills Development and Employability Project (GSDEP)**

##### **Terms of Reference**

##### **Project Officer (Civil Works)**

## **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 (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, 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 the TVET sub-sector;
  - (ii) governance and management of TVET sub-sector;
  - (iii) consultancy services for the operational review of the TVET sub-sector;
  - (iv) consultancy services to review the Special Educational Needs (SEN) Policy framework;
  - (v) consultancy services to strengthen the health and family life education (HFLE) 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 Practical Instruction Centres (PICs) and Practical Instruction Departments (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

3.02 The objective of the appointment is to ensure that all infrastructure and civil works activities are in keeping with international regional standards as well as GOGY's accounting reporting requirements and stipulations of CDB

### 4 CHARACTERISTICS OF THE APPOINTMENT

<b>Type of Appointment:</b>	Individual..
<b>Duration:</b>	one year; renewable on basis of performance
<b>Place of work:</b>	Project Coordination Unit (PCU), MOE, Georgetown, Guyana
<b>Qualification:</b>	Prospective candidates must be civil engineers, with a minimum of a Bachelor's Degree in Civil Engineering and five years suitable experience in engineering design and supervision, including building works or project implementation. A working knowledge of the Caribbean Association of National Training Authorities (CANTA) Quality Assurance guidelines (2015 Revised) will be an Asset. The qualification and experience of any person subsequently appointed to the position of Project Officer Civil Works (POCW) shall be acceptable to CDB.

4.01 POCW will oversee the building and civil works Enhanced Learning Environment component as well as the Technical Assistance component. The responsibilities of POCW include but are not limited to:

- (a) assisting the PC and Procurement Officer in management and administration of the procurement process for the consultants, contractors and suppliers associated with the particular components
- (b) supervising those consultants, contractors and suppliers including review of any reports prior to transmittal to PC. Some specific responsibilities include:
  - (i) ensuring that the works designed, and where built, incorporate universal design criteria to accommodate access for persons with disabilities;
  - (ii) ensuring that the reports to be submitted by consultants are supplied in accordance with the prescribed reporting schedules;
  - (iii) monitoring the development and implementation of an Environmental and Social Management Plan for the works;
  - (iv) ensuring the inclusion of gender sensitisation training for contractors and construction workers;
  - (v) ensuring the collection and reporting of data disaggregated by sex (males and females) for employment and gender sensitisation training provided for contractors and construction workers;

- (vi) participating in and reporting on formal community participation in implementation of the Project, including discussions at public meetings/meetings with stakeholders;
  - (vii) liaising with PWGs relating to the implementation of building activities in the hinterland locations;
  - (viii) ensuring that the works are coordinated with the lists of furniture, equipment, tools and instructional materials prepared by the Project Officer Education; and
  - (ix) assisting with any annual updates to the maintenance plan that may become due during the Project.
- (c) developing close working relationships with all key participants and stakeholders involved in the design and construction of infrastructure works (including contractors, consultants, government departments, Local Government officials, residents) to assist in effective oversight of the works through the established Community Participation Groups (CPGs)<sup>1</sup> and other fora.
  - (d) assisting the PC in the preparation of disbursement claims for goods, works and services associated with the assigned components;
  - (e) monitoring and updating the project implementation schedule;
  - (f) keeping accounts on relevant project-related expenditures and disbursement activities;
  - (g) assisting the PC in the preparation of the reports to be submitted to CDB;
  - (h) attending PSC meetings and providing advice on opportunities arising from, and/or threats to, the implementation of the assigned components; and
  - (i) performing any other related duties as may be assigned by the PC.

The POCW may co-opt Technical Officers of MOE and Council for Technical and Vocational Education (CTVET) to participate in activities relevant to their portfolio.

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<sup>1</sup> 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.