**Terms of Reference**

**TITLE: REVIEW OF THE QUALITY AND RELEVANCE OF THE PROGRAMMING IN THE AREA OF HOSPITALITY AND TOURISM STUDIES - GUYANA**

**Consultancy Type: Firm**

**Background**

The Government of Guyana, with support from the Caribbean Development Bank (CDB), is establishing the Hospitality and Tourism Training Institute (HTTI) to enhance the capacity of the workforce in the hospitality and tourism sector. The HTTI aims to be a centre of excellence for training and professional development in the hospitality and tourism industry, offering competency-based education and training that aligns with the Caribbean Vocational Qualification (CVQ) framework to ensure industry relevance and international competitiveness. The institute will serve as a key driver for improving service standards, increasing employment opportunities, and fostering sustainable tourism growth in Guyana.

The Guyana Technical Training College Inc. (GTTCI) plays a pivotal role in technical and vocational education and training (TVET) in Guyana, focusing on providing skills-based training to support workforce development across multiple industries. The HTTI will operate as a specialized division within GTTCI, leveraging its existing technical and vocational education framework while expanding its capacity to address the unique needs of the hospitality and tourism sector. This strategic partnership will enable the HTTI to benefit from GTTCI’s administrative infrastructure, accreditation systems, and industry linkages while developing specialized curricula and training programs tailored to the demands of the tourism industry.

Given the need to update and redefine the proposed curriculum framework, the Ministry of Education (MOE) is seeking consultancy services to design a gender-responsive, socially inclusive, and industry-relevant curriculum for the HTTI. This curriculum should align with national and regional qualifications frameworks and cater to the evolving needs of the tourism and hospitality industry in Guyana. Through the collaboration between HTTI and GTTCI, the curriculum development will integrate best practices in competency-based education and training while ensuring alignment with national workforce development goals.

**Consultancy Scope and Objective**

The primary objective of this consultancy is to design and implement a comprehensive, competency-based curriculum that aligns with industry standards and equips learners with the essential skills for successful employment in the hospitality and tourism sector. The specific objectives include:

(a) Review the current state of hospitality and tourism education in Guyana, including existing curricula at the Carnegie School of Home Economics (CSHE) and the University of Guyana (UG) (Review not limited to public institutions).

(b) Review and incorporate the curriculum developed by the Caribbean Tourism Organization (CTO), ensuring its relevance to the Guyanese context while maintaining alignment with regional and international standards.

(c) Develop a curriculum framework that incorporates the latest trends in hospitality and tourism, including digitalization, sustainability, utilisation of novice technologies, tools and equipment, methodologies, praxis and customer service excellence.

(d) Design and develop competency-based teaching and learning tools, including syllabi, training manuals, and instructional guides, ensuring they are accessible and compatible with a digital platform.

(e) Integrate gender-responsive, socially inclusive, and culturally sensitive approaches to address the needs of marginalized and vulnerable populations.

(f) Develop competency-based learning and assessment materials, including syllabi, training manuals, and instructional guides.

**Scope of Work**

The consultancy firm will perform the following general activities. **The activities should include but are not limited to the following products**:

1. Conduct a situational analysis of existing hospitality and tourism education programs in Guyana.
2. Engage stakeholders, including industry representatives, educators, policymakers, and students, to assess the skills gap and training needs.
3. Review the CTO-developed curriculum to ensure its relevance to Guyana's tourism and hospitality industry.
4. Design a curriculum that is in alignment with the CTO curriculum and tailored for Guyana. The structure should include CVQ Levels 1-3 and short courses in key areas such as:
* Hospitality Studies
* Food and Beverage Studies
* Resort Studies-reflective of Guyana unique eco-tourism drive.
* Tourism Studies (inclusive of Human Resources Management and Marketing)
* Culinary Arts Studies
* Cosmetology (certificate/short course)
* Food processing and preservation
* Resort and lodge Management
* Bar and Banquet Management (Event Management)
* Tourism Financial Planning
1. Develop teaching methodologies, instructional strategies, and assessment tools tailored to competency-based education and training.
2. Provide recommendations for faculty training and professional development.
3. Finalize and submit a comprehensive curriculum package, including syllabi, lesson plans, and assessment guidelines.
4. Submit a framework the MOE can use to gain local and international accreditation of the HTTI.

**Deliverables**

The firm will be responsible for delivering the following:

| **Deliverable** | **Timeline** | **Percentage of Payment** |
| --- | --- | --- |
| **Submission and acceptance Inception Report**: A report detailing the work plan, methodology, and stakeholder engagement strategy. | Within two weeks of contract signing | 10 % |
| **Submission and acceptance Situational Analysis Report**: A review of the existing curriculum landscape and industry needs assessment  | Within one month of contract signing. | 20 % |
| **Submission of Draft Curriculum Framework**: Including course descriptions, learning outcomes, and competency-based training modules  | Within two months of contract signing. | 30% |
| Submission and acceptance of a framework that the MOE can use for local and international accreditation | Within two months of contract signing. | 20% |
| **Submission and acceptance Final Curriculum Package**: Comprehensive curriculum, including syllabi, instructional guides, and assessment tools. | Within four months of contract signing. | 20% |

**Qualifications and Experience**

The ideal firm should possess the following qualifications and experience:

The consulting firm must demonstrate the following firm-wide credentials:

* Minimum of 10 years of experience in curriculum development, technical and vocational education and training (TVET), or the hospitality and tourism sector.
* Proven track record of successfully completing at least three (3) similar assignments related to curriculum design, instructional material development, or vocational training programs, ideally within the hospitality and tourism industry.
* Demonstrated experience working in the Caribbean or similar developing country contexts, with a clear understanding of regional education frameworks such as the Caribbean Vocational Qualification (CVQ).
* Extensive experience collaborating with training institutions, government ministries, and industry stakeholders to assess workforce needs and implement relevant, competency-based training solutions.
* Capacity to integrate gender-responsive, socially inclusive, and culturally relevant approaches in education and training programming.
* Access to a multidisciplinary team of experts including curriculum developers, hospitality and tourism professionals, and digital learning specialists.

If selected to submit a Proposal, the Consulting Firm will be required to appoint a qualified team of key and non-key experts, as appropriate, to ensure the successful implementation of the assignment. The Consulting Team must include a minimum of two (2) key experts, with the following roles, minimum qualifications and experience:

1. **Curriculum Development Experts**

The candidate for this position should possess expertise and skills in the following areas.

* Academic Qualification: Master’s degree in education, Curriculum Development, or a related field.
* Experience: A minimum of 5 years in curriculum development, with a focus on Technical and Vocational Education and Training.
* Skills: Expertise in aligning curricula with industry standards and educational best practices.
* Knowledge of current trends and innovations in technical and vocational education.
1. **Subject Matter Experts**

The candidate for this position should possess expertise and skills in the following areas.

* Academic Qualification: Master's degree in relevant technical fields (e.g., Tourism and Hospitality, technology, or vocational education).
* Experience: At least 5 years of professional experience in the respective technical fields.
* Skills: In-depth knowledge of industry trends, emerging technologies, and skill requirements.
* Excellent communication skills to collaborate with stakeholders and other team members.
1. **Learning materials design/development specialist**

The candidate for this position should possess expertise and skills in the following areas:

* Academic Qualification: Bachelor’s degree in education, Instructional Design, Curriculum Development or Educational Technology.
* Experience: Minimum of 5 years in practical experience in instructional design methodologies, including needs assessment, designing learning objectives, content development, and evaluation strategies.
* Skills: Proficiency in using authoring tools, multimedia software, and other technologies relevant to content development and delivery.
* Excellent communication skills to collaborate with stakeholders and other team members.
1. **Instructional Designers/Teacher Training Specialist**

The candidate for this position should possess expertise and skills in the following areas.

* Academic Qualification: Master's degree in Instructional Design, Curriculum and Instruction or Educational Technology.
* Experience: At least 5 years in instructional design, preferably with experience in designing learning materials for technical and vocational subjects.
* Skills: Proficient in learning tools (traditional and digital), multimedia design, and creating engaging and interactive learning material

**Coordination Requirements**

Regular liaison with but not limited to:

* Deputy Chief Educational Officer-Technical -MOE
* Chief Planning Officer-MOE
* Director of the Guyana Technical Training Collage Inc.
* Principal of the Carnegie School for Home Economics
* Director of the Guyana Tourism Authority
* Project Coordinator of Hospitality Tourism Training Institute Project
* Director of National Center of Educational Resources Development-MOE
* Barbados Community College and its Hospitality Institute
* Barbados Tourism Organization (BTO)
* Any other key stakeholders recommended by the MOE.

All recommended third-party consultations or engagements must be approved by the Project Coordinator of the Project Implementation Unit and Deputy Chief Education Officer-Ministry of Education.

**Characteristics**

**Type of consultancy:** Firm

**Contract Duration:** Services are required for four consecutive months.

**Reporting and Coordination:** The consultancy firm will work under the supervision of the Deputy Chief Educational Officer-Technical, and the Project Coordinator of Hospitality Tourism Training Institute Project of the Ministry of Education-Guyana.

**Location(s) where services will be provided:** Guyana and the firm residency.

**Approval of deliverables**: The consultancy will deliver formal written documentation of the products for the Deputy Chief Educational Officer-Technical MOE approval. All deliverables must have the MoE approval and be based on the criteria negotiated. This process will be described in the proposed work plan. The contract coordinator discusses and mitigates any disagreement on accepting deliverables (if necessary).

**Copyrights of the documents, tools, or deliverables:** The copyrights, distribution of copies, or any intellectual property related to this contract belong to the Ministry of Education of Guyana. Any future use by the consultancy firm must be approved by the Ministry of Education of Guyana under its information management policies.