**DRAFT TERMS OF REFERENCE**

**DEVELOPMENT OF DISTRICT SPECIFIC COMMUNITY CONTINUING EDUCATION PROGRAMMES TO ENHANCE THE SKILLS OF RESIDENTS**

# BACKGROUND

1.01 Technical and Vocational Education and Training (TVET) in Suriname is a distinct track which runs parallel to the general education track. At age 12, the point of transfer from the primary level to the junior secondary level, students write an examination which determines whether they will follow the general education (academic) track, or whether they will be placed in one of two streams technical and services which follow a TVET track. Hence, students begin their TVET careers from the Junior Secondary level.

* 1. To expand access to such children, the Government of Suriname (GOS) is implementing a national Strategy for the development of TVET which is aligned with the CARICOM Regional TVET Strategy, approved by the Council of Human and Social Development (COHSOD), in May 2013. The Strategy proposes:

1. the establishment of 15 practical instruction centers for the delivery of TVET to an increased number of students across the country.
2. the establishment of a National Training Authority to oversee the development of TVET across the country; and
3. institutional strengthening and capacity building to support the effective implementation of the TVET strategy.
   1. The implementation of government’s strategy is likely to enhance opportunities for the educational development of students and children of rural and inland/interior regions, and adults and persons seeking training, skills attainment and upskilling. While the Adult Education Department, in collaboration with community-based groups, is implementing several literacy and skills development programs, there are no facilities in the interior/inland regions of the country to provide practical instruction. The practical instruction centers with updated equipment and instructional programs, will provide such a facility in those communities and as such they would be available also to assist in the skills upgrading programs.
   2. However, the program that is developed is general for the entire country not considering the specific demands of the different parts of the country. To ensure optimal use of the centers for this purpose, existing community and continuing education instructional programs have to be revised, and new ones developed to provide appropriate training to community members.
   3. GOS is therefore seeking consultancy services to develop specific programs for remote locations and deliver a Training of Trainers program to equip Training Facilitators with the skills needed to train students and adults in remote locations with practical vocational/skills appropriate to the needs in their communities.

# OBJECTIVE

2.01 The objective of the consultancy is to develop a program to provide appropriate literacy, numeracy, technical and vocational skills to students and out-of-school men and women residing in remote communities at the levels required by them to enhance their occupational and social functions in their communities.

# METHODOLOGY

3.01 The Consultants will perform all investigative work and analyses to realize the objective stated above. The Consultants will use participatory and consultative methodologies in working closely with MINOWC and other critical stakeholders. These will include, but are not limited to, representatives of Maroon and Indigenous Peoples organizations, community leaders, principals, teachers, and community-based groups in the project communities.

3.02 The Consultants will work closely with the Department of Vocational Education to act as counterparts and coordinate the work. In consultation with MINOWC, the Consultants will organize a consultation with critical stakeholders once the draft training modules have been completed to share and discuss the draft modules and Training of Trainers schedule and other recommendations arising from the consultancy.

# SCOPE OF SERVICE

4.01 The consultants will involve desk and fieldwork and consultations across the sector, as well as across other related sectors. Working in collaboration with the Vocational department, the Consultants will determine the needs, develop strategies and programs, source and/or develop training resources and prepare and assist in delivering appropriate continuing education programs in the communities. Specifically, the consultants will be expected to undertake the following activities:

1. review the existing community and continuing education programs being conducted in the project areas and other parts of the country.
2. based on the review, determine the gaps in basic education and technical and vocational skills that exist in the communities for men and women and adequacy of the modalities being utilized to address deficiencies in these areas.
3. propose appropriate Experiential Leaning and Participatory Learning and Action modalities to upgrade the education and skills of male and female youth and adults in the communities through the use of the Practical Instruction Centers.
4. prepare a training matrix detailing the proposed areas of training.
5. identify appropriate instructional resources and materials to support delivery of the training.
6. in conjunction with the Vocational department, identify men and women from community-based groups and organizations in the project communities prepared to function as Training Facilitators in their areas.
7. develop draft modules and schedule for delivery of Training of Trainers workshops for the Training Facilitators using on-site/in-service, electronic and distance delivery.
8. conduct the Training of Training Workshops and produce a Trainers Manual for use in ongoing training; and
9. provide technical and professional guidance/assistance for institutionalizing the training program within the TVET Teacher Trainings College.
10. develop a course on instructional program development with a strong emphasis on the applied methodology in program design and deliver Training of Trainers workshops for the Training Facilitators.
11. develop a course on conducting an analysis to identify the specific needs for required courses in a region and deliver Training of Trainers workshops for the Training of Facilitators.

# TIMING AND DUTY STATION

* 1. It is anticipated that the consultancy will require a maximum of 120 person days over a period of six months.
  2. The consultant is required to be physically present in Suriname for the entire duration of the assignment. Remote work is not an option unless explicitly agreed upon for specific task.
  3. The consultant will be responsible for arranging their own office space. No designated workspace will be provided by the MoESC. All costs related to office space, internet, utilities, transportation, and any other operational expenses will be the responsibility of the consultant.

1. **QUALIFICATIONS AND EXPERIENCE**
   1. The consultancy firm should meet the following key qualifications and experience:
2. **Educational Planning and Program Development Experience:**
   * The firm must have at least 5 years of proven experience in educational planning, curriculum development, and program implementation, with a focus on community-based education or skills development programs.
   * Experience should include working with national governments, local authorities, or international agencies in developing education and training systems, particularly in low-resource or remote areas.
3. **Educational Planning and Program Development**

* Minimum of five years of proven experience in educational planning, curriculum development, and program implementation, particularly in community-based education and skills development.
* Experience should include working with national governments, local authorities, or international agencies in education and training systems development, especially in low-resource or remote areas.

1. **Community Continuing Education Programs:**
   * The firm should have demonstrated expertise in developing Community Continuing Education Programs specifically designed to meet the needs of out-of-school youth and adult learners in remote areas.
   * Experience should include creating programs aimed at improving literacy, numeracy, technical, vocational, and life skills that support local economic and social development.
   * The firm should have a record of successful implementation and evaluation of at least five comparable projects completed within the past five years, including case studies, impact evaluations, and client references.
2. **Community Continuing Education Program Development**

* Demonstrated expertise in designing community continuing education programs for out-of-school youth and adult learners with a focus on literacy, numeracy, technical, vocational, and life skills training to support local economic and social development.
* the firm should have a record of successful implementation and evaluation of at least five comparable projects completed within the past five years, including case studies, impact evaluations, and client references.

1. **Monitoring and Evaluation (M&E):**
   * The firm should have strong skills in monitoring and evaluation, with experience in developing M&E frameworks for at least five comparable educational projects completed within the past five years. This includes designing indicators, collecting baseline data, conducting mid-term and final evaluations, and reporting on outcomes and impacts.
   * Proven ability to design and execute M&E frameworks that effectively measure the impact of educational programs. The firm should have at least five years of experience in setting measurable indicators, collecting and analyzing baseline data, and conducting structured evaluations to assess program effectiveness and sustainability.
2. **Consulting Experience in the Caribbean or Similar Regions**:
   * The firm should have at least five years of experience working in the Caribbean region, or in at least three countries with similar socio-economic and cultural contexts.
   * The firm should be familiar with the unique challenges faced by remote communities in such regions with tangible examples of how these challenges were successfully navigated in past projects.
3. **Capacity Building:**
   * The firm should have demonstrated at least five years of experience in building the capacity of local institutions, government agencies, and educators in areas related to technical and vocational education and training (TVET), adult education, or continuing education.
4. **Project Management:**
   * The firm must have at least five years of experience in managing projects of similar scope and complexity. They must have strong project management skills, including the ability to handle multiple stakeholders, meet deadlines, and manage budgets effectively.
   * The firm must have demonstrated expertise in managing at least five education or training projects over the past five years with multiple stakeholders, ensuring alignment with project goals, timelines, and budgets.
   * 5 years of e experience in risk assessment, problem-solving, and implementing adaptive strategies to maintain project efficiency and effectiveness.
5. **Staff and Expertise:**

The consultancy firm should have a team of qualified professionals with expertise in education, community development, and vocational training. Key team members should include but are not limited to:

* + 1. Education specialists with expertise in adult education and TVET.
    2. Curriculum developers with experience in community-based learning.
    3. Monitoring and evaluation experts with a background in educational M&E.

***Ad. (a) Education Specialist (Adult and TVET Education)***

* Academic Qualifications:
* Advanced degree (Master’s or higher) in Education, Technical and Vocational Education and Training (TVET), Adult Learning, Curriculum Development, or a related field.
* Professional Experience:
* A minimum of 7 years of proven experience in adult education, TVET program development, or community-based education initiatives.
* Demonstrated expertise in designing, implementing, and evaluating continuing education programs tailored for out-of-school youth and adult learners.
* Experience working in remote or underserved communities is an asset.
* Technical Skills & Competencies:
  + Strong knowledge of participatory and experiential learning methodologies for adult learners.
  + Familiarity with competency-based education, skills assessment frameworks, and workforce development strategies.
  + Ability to integrate literacy, numeracy, vocational, and life skills training into community-based education programs.
  + Experience in developing curriculum, training materials, and teacher capacity-building programs.
  + Excellent stakeholder engagement skills, particularly in collaborating with government agencies, NGOs, and local communities.
* Language & Communication:
  + Strong written and verbal communication skills in Dutch and English. Proficiency in other local Surinamese languages is an advantage.
  + Ability to produce high-quality reports, case studies, and impact assessments related to adult education and TVET programs.

***Ad. (b) Curriculum Development Specialist***

* Academic Qualifications:
  + Bachelor’s or Master’s degree in Curriculum Design, Educational Development, Instructional Design, Adult Education, TVET, or a related discipline.
* Professional Experience:
  + Minimum of 5 years of experience in developing community-based learning curricula for adult learners, TVET programs, or continuing education initiatives.
  + Proven expertise in designing competency-based education frameworks, instructional materials, and modular training programs.
  + Experience working with diverse learner groups, including out-of-school youth and adults in remote or underserved communities.
  + Demonstrated ability to align curricula with national education standards, industry requirements, and workforce development needs.
* Technical Skills & Competencies:
  + Minimum 5 years of experience in designing instructional materials, pedagogy, and teacher training methodologies.
  + At least 3 projects focused on experiential and participatory learning approaches, specifically for adult and vocational education.
  + Proven ability to integrate digital learning tools and blended learning models with a focus on at least 2 competency-based assessment strategies in curricula.
  + Experience in conducting at least 5 curriculum evaluations and impact assessments to ensure effectiveness and relevance.
* Language & Communication:
  + Excellent written and verbal communication skills in Dutch and English. Proficiency in other local Surinamese languages is an asset.
  + Ability to produce comprehensive curriculum frameworks, training manuals, and instructional guidelines.
  + Strong instructional skills for teacher training workshops and stakeholder engagement.

***Ad. (c) Monitoring and Evaluation (M&E) Expert***

* Academic Qualifications:
* Bachelor's or Master’s degree in Education, Social Sciences, Development Studies, Statistics, Public Policy, or a related field, with a specialization in Monitoring and Evaluation (M&E).
* Professional Experience:
  + Minimum of 5 years of experience in designing and implementing M&E frameworks for education, TVET, or community-based learning projects.
  + Proven ability to track, measure, and evaluate program effectiveness, particularly in adult education and workforce development initiatives.
  + Minimum of 5 years of experience working with qualitative and quantitative research methods to assess educational program outcomes.
  + Familiarity with international education indicators and reporting standards (e.g., SDG 4, UNESCO, World Bank, or national education policies).
* Technical Skills & Competencies:
* Minimum 5 years of experience in data collection, management, and analysis using M&E software (e.g., SPSS, STATA, Power BI, or similar tools).
* At least 5 years of experience in developing baseline studies, mid-term evaluations, and impact assessments for education and skills development programs.
* Proven ability to design and implement surveys, focus group discussions, and key informant interviews for at least 5 projects as part of program evaluation.
* Proficient in creating M&E reports and dashboards for at least 5 projects, accompanied by evidence-based recommendations for program improvement.
* Experience in delivering capacity-building sessions for program staff on M&E methodologies, tools, and best practices, with a minimum of 3 training sessions conducted.
* Language & Communication:
* Excellent written and verbal communication skills in Dutch and English. Proficiency in other local Surinamese languages is an asset.
* Strong ability to present findings, recommendations, and impact analyses to stakeholders, including government agencies.

The firm is responsible for assembling the most qualified team consisting of Key and non-key experts for the assignment.

The firm should also be capable of providing technical assistance to the Ministry of Education, Science, and Culture (MOESC) throughout the process, ensuring the sustainability and adaptability of the programmes developed.

# REPORTING

7.01 The Technical Proposal of the selected firm/consultants shall have already outlined a work plan and approach to the assignment, the scope and methodology, the tasks and responsibilities and a time schedule for the completion of the assignment. The following reports, one bound copy along with an electronic copy either by email, on CD ROM or flash drive, shall be submitted to the Caribbean Development Bank (CDB) and GOS at the times indicated below:

1. An Inception Report within ten days of commencement of the assignment. CDB and GOS will provide comments upon receipt of the report.
2. the proposed training matrix three months after commencement of the assignment. CDB and GOS will provide comments upon receipt of the matrix.
3. the draft Training of Trainers module and schedule, list of accompanying instructional resources, and list of prospective Training Facilitators within eight weeks of receiving feedback on the training matrix. CDB and GOS will provide comments upon receipt of the deliverables for incorporation into the final deliverables.
4. the finalized training modules, list of accompanying instructional resources, list of Training Facilitators and the schedule for delivery of Training of Trainers workshops within ten days of completion of the stakeholder consultation. CDB and GOS will provide comments upon receipt of the final deliverables.
5. a report on the Training of Trainers workshops delivered with recommendations for modification adjustment within one month of completion of the workshops. CDB and GOS will provide comments upon receipt of the report; and
6. the final trainers’ manual not later than six months after commencement of the consultancy. CDB and GOS will provide comments upon receipt of the manual.

7.02 All reports, manuals/guides and other project outputs should be provided in both Dutch and English.