

CARIBBEAN DEVELOPMENT BANK



**TECHNICAL ASSISTANCE – ASSESSMENT FOR THE ENHANCEMENT OF THE
T.A. MARRYSHOW COMMUNITY COLLEGE
GRENADA**

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Considered at the Two Hundred and Seventy-Sixth Meeting of
the Board of Directors on May 22, 2017

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MAY 2017

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CARIBBEAN DEVELOPMENT BANK

TWO HUNDRED AND SEVENTY-SIXTH MEETING OF THE BOARD OF DIRECTORS

TO BE HELD IN THE TURKS AND CAICOS ISLANDS

MAY 22, 2017

PAPER BD 52/17

**TECHNICAL ASSISTANCE – ASSESSMENT FOR THE ENHANCEMENT OF THE
T.A. MARRYSHOW COMMUNITY COLLEGE - GRENADA**

1. APPLICATION

1.01 The Government of Grenada (GOGR) has applied to the Caribbean Development Bank (CDB) for a Technical Assistance (TA) grant to undertake a comprehensive institutional and infrastructural assessment for the enhancement of operations at the T.A. Marryshow Community College (TAMCC). The review will address the adequacy, effectiveness and sustainability of the infrastructure, governance systems and operational procedures of TAMCC with a view to assisting the institution in fulfilling its role as the national tertiary education institution of the country.

1.02 The TA request accords with the strategic direction of TAMCC as enunciated in its 2013 Strategic Mission and Vision and is also consistent with CDB's:

- (a) Strategic Objective of supporting inclusive and sustainable growth and development;
- (b) Corporate Priority of improving the quality of, and access to education and training and citizen security;
- (c) The Special Development Fund 9 (SDF 9) core theme of inclusive and sustainable growth;
- (d) Education and Training Policy and Strategy;
- (e) Technical Assistance Policy and Strategy;
- (f) Gender Equality Policy and Operational Strategy; and
- (g) Energy Sector Policy objective of providing adequate, affordable, reliable, sustainable and clean energy services.

1.03 The beneficiary of the Grant will be GOGR and the project will be implemented through the Ministry of Education, Human Resource Development and the Environment (MOEHRDE). The total project cost is estimated at five hundred and eighty-five thousand, five hundred and twenty-five United States dollars (USD585,525). CDB's contribution would be a TA Grant to GOGR, not exceeding the equivalent of USD500,000 from CDB's Special Funds Resources (SFR). Counterpart funding of not less than the equivalent of USD85,525, the majority of which will be in kind contributions, will be provided by GOGR..

2. BACKGROUND

Tertiary Education in the Context of Grenada

2.01 Tertiary opportunities in the tri-island state are accessible at four main institutions: the University of the West Indies Open Campus Country Site; the St George's University; The New Life Organisation focused on vocational skills training for the youth; and TAMCC. TAMCC is the largest public provider of

tertiary education, representing 73% of those Grenadians enrolled locally in tertiary education, and the only institution with a campus outside of mainland Grenada, on the island of Carriacou. TAMCC is therefore an important institution and key to Grenada moving its gross enrolment rate of 8.8% (2014) in tertiary education to the Caribbean Community (CARICOM) strategic goal of 15%.

TAMCC the institution

2.02 Formally established under the 1995 TAMCC Act, as the sole multi-disciplinary national public tertiary educational institution, TAMCC falls under the governance oversight and control of the TAMCC Council which is appointed by the Minister of Education. The Council comprises representatives of the key stakeholder groups, has responsibility for TAMCC's overall performance and is provided with the legal authority to establish an Academic Board comprising the Principal, Deputy-Principal, Registrar, Deans, and Heads of Departments. An organisational chart is attached at Appendix 1. In 2016, a total enrolment of 2,400 students (59% of whom were females) were enrolled in combined in Associate Degrees/Caribbean Advanced Proficiency Examination (CAPE), teacher training and other certificate programmes. Staff and faculty in 2016 were numbered at 289 (171 females and 118 males). TAMCC serves its clients through four main campuses, which occupy a total of 25 acres, comprising its major campus at Tanteen in St. George (5 acres), and augmented by smaller campuses at Mirabeau (7 acres focusing on Agriculture), Sauteurs (10 acres) and Six Roads (3 acres) in the parishes of St. Andrew, St. Patrick and Carriacou respectively. In addition, there is a facility on the grounds of the Grenada National Stadium in St. Georges which houses the Nursing programme. At these locations, programmes at the following levels are offered: CAPE, Caribbean Vocational Qualifications (CVQ) and Associate Degrees.

The Organisational Audit, Strategic Plan 2006 and Physical Development Plan 2008

2.03 TAMCC developed its first Strategic Plan in 2002. However the devastation associated with the passage of Hurricane Ivan in 2004 and increased demand for the services of TAMCC necessitated a review of that Plan. TAMCC with the assistance of CDB, commissioned a review of the Strategic Plan which was completed in June 2006 (2006 Strategic Plan), and was intended to guide the operations of the institution over the 2006-2015 period. The 2006 Strategic Plan was informed by an Organisational Audit and also produced a Physical Development Plan (PDP) two years later. The recommendations of the review were accepted and endorsed by the Council. Ten strategic issues/goals were proffered in the areas of:

- (a) recruitment and training;
- (b) academic reform;
- (c) private sector involvement;
- (d) financial sustainability;
- (e) social impact;
- (f) use of applied research;
- (g) improvement of physical facilities;
- (h) distance education,;
- (i) institutional partnerships; and
- (j) continuing professional development.

2.04 The 2008 PDP outlined options for the development of a new main campus on a virgin site at Lauraland, St. David, as well as redevelopment at Tanteen, Mirabeau and Six Roads. The cost of the new campus was estimated at XCD50.2 mn or USD18.6 mn. The costs of redeveloping Tanteen, Mirabeau and Six Roads campuses to accommodate an additional 1,700 students was estimated at XCD69.0 mn (USD25.4 mn). Since the 2008 PDP, the site at Lauraland was given to St. George's University for a veterinary programme and the Sauteurs Campus was vested in the College.

Strategic Review 2013

2.05 In 2013, in advance of the end of the period covered by the 2006 Plan, TAMCC updated its strategic focus, where it sought to benchmark its strategic plan against those of other regional and international tertiary institutions. Accordingly, the ten 2006 goals were reformulated into eight strategic goals to include: building a student-centred institution with enhanced student support services which encourage students to make positive lifelong contributions to the sustainability of the communities in which they live, work and learn; and instituting a culture of quality management. The full list of reformulated goals is outlined at Appendix 2. To date, the following enhancements, *inter alia*, have been implemented:

- (a) the President of the Student Representative Council has been included as a member of the TAMCC Council;
- (b) the Principal and Registrar have been designated ex-officio members of the Council;
- (c) a new Arts and Science Block and a Staffroom have been constructed at Tanteen;
- (d) the establishment of Distance Education video link across the Tanteen, Sauteurs and Six Roads campuses to support cost-effective student delivery of programmes;
- (e) the implementation of a participatory budget construction system with each Head of a Unit compiling projected costs for inclusion in the college's annual budget; and
- (f) the establishment of programme advisory committees which include private sector representatives to ensure that programmes are aligned with labour market needs.

2.06 Since the 2013 review, there are several planned or ongoing initiatives which will benefit TAMCC. These are as follows:

- (a) A planned energy audit of the Tanteen campus, as part of several public buildings being audited under the CDB-funded Sustainable Energy for the Eastern Caribbean (SEEC) Project. Those audits should commence within the next year and the results are to inform investment by GOCR in energy efficiency and renewable energy initiatives.
- (b) Planned investment under the Organisation of Eastern Caribbean States (OECS) Network of Excellence for Tourism and Hospitality Training and Education Programme, for the upgrade of furniture, tools, equipment and learning materials for the Hospitality Studies Programme.
- (c) Finally, ongoing work at Mirabeau on the enhancement of the Agricultural Training Centre with the support of CDB's Basic Needs Trust Fund Programme.

3. ISSUES AND CONSTRAINTS

3.01 Despite the positive developments, there are still several deficiencies which constrain the institution from operating at an optimal level. The most significant of these relate to governance, infrastructure, staff quality, accreditation, student services, gender equity and financing.

Governance

3.02 One key aspect arising out of the strategic reviews is weaknesses in the governance structure. The post of Deputy Principal has been vacant for three years and there is limited management capacity for financial administration and sustainability and lack of quality assurance systems for continued enhancement. While there is a Quality Assurance Plan, its implementation has been constrained by limited human and financial resources. Inconsistencies persist in the staffing arrangements, with a significant proportion of staff (16%) appointed by the Public Service Commission and MOEHRDE and the others

appointed by the TAMCC Council. Hence, while staff appointed through the Public Service Commission and MOEHRDE continue to benefit from annual improvements in salary, similar to other government employees, those appointed by the College do not. This situation presents administrative challenges including enforcing accountability for performance. Finally, the TAMCC Act does not adequately provide for separation of the roles and responsibilities of the Council and Administration, and as a result the Council is required by law to be involved in the day-to-day administrative functions in general, and staff recruitment in particular.

Infrastructure

3.03 Despite the 2008 PDP, there have been limited infrastructural improvements, primarily as a result of the economic climate. Tanteen is the most restricted site in terms of any possible expansion as it is already congested with structures and is nestled in a fully developed urban centre. The site also has several environmental challenges in terms of flooding, sewage disposal and noise, all of which are primarily due to factors external to the campus. The constraints to a conducive learning environment, not only at Tanteen, include crowded classrooms, malfunctioning or absent equipment, the absence of adequate wireless connectivity and lack of Learning Commons spaces to facilitate students' study or engagement as a community of learners. The condition of the buildings on all sites has also deteriorated in the absence of a structured upgrade and maintenance programme. Furthermore, the facilities of the School of Applied Arts and Technology do not meet the facility standards for Level 3 and 4 of the CVQ programmes, which is a strategic priority for GOCR. The 2008 PDP did not take into account the impact of climate change or development of the Sauteurs Campus, which has approximately 10 acres for expansion, since it was, at that time, the former St. Patricks Multi-Purpose Centre. While Distance Education capacity exists, it is inadequate to support expanded access to programmes particularly for students in the eastern corridor of the island. A revised PDP is needed to inform an expanded, inclusive and climate-resilient plant that supports a demand-driven suite of programmes consistent with the requirements of a 21st century tertiary education institution.

Staff Quality

3.04 Staff has limited capacity in effective pedagogical (and andragogical) strategies to support student learning, including limited instructional technology skills and learner-centred approaches. Feedback from students indicate incidences of teacher absenteeism, low teacher expectations and teachers 'too strict in enforcing their authority'¹. There is an ongoing needs assessment, but limited opportunities for faculty upgrade particularly for those needing degree-level training to support a robust quality assurance system.

Accreditation

3.05 Another challenge faced by TAMCC is the absence of accreditation by the institution. Lack of accreditation limits the acceptability, currency and mobility of programmes and graduates within the regional and international system. TAMCC has registered with the Grenada National Accreditation Board but limited resources have prevented them from proceeding to the next step of institutional accreditation.

Financing

3.06 TAMCC continues to be reliant on two major sources of income - tuition fees and an annual government subvention of USD2.5 mn. The inadequate resourcing of the operations has resulted in the absence of salary increases for TAMCC Council staff, limited investment in infrastructure upgrade and systematic maintenance, and the inability to recruit staff in a timely manner. Although the properties at

^{1/} McMaster Assessment Report (2015), pg. 4.

Tanteen, Mirabeau and Sauteurs were vested in the College since 2009, there is no plan for income diversification, cost recovery or cost reduction, in order to improve the investment and operational budget. In addition, while the administration of its financial operations is generally sound, the system requires modernisation to ensure that there are more clearly defined financial functions and authorities and that the business processes are sufficiently driven by Information and Communication Technology (ICT).

Student Services and Gender Equality Issues

3.07 The quality of student services has been constrained by institutional deficits and reduced investment for an inclusive and student-centred tertiary education system. A transportation subsidy was discontinued in 2014 adversely affecting students from communities outside of St. Georges, particularly those in the eastern and western corridor of the country. There is limited student support and career guidance resulting in students having to ‘navigate poorly defined pathways to personal goals’². This has partly resulted in the persistence of gender segregation in occupational programmes, embedding of gender-stereotypical selection of programmes, with males outnumbering females in programmes such as General Construction and Automotive Service Technology, while females are disproportionately represented in programmes such as Hospitality Studies and Health Care Assistance. While some services are provided through the Office of the Student Affairs, there are inadequacies in mainstreaming inclusive education, making provisions for persons with disabilities, addressing the issues of at-risk and vulnerable learners and mature students, as well as a lack of adequate recreational and residential facilities, and sustainable financing options.

GOCR’s Response to the issues

3.08 In November 2016, GOCR entered into a formal 5-year agreement through a Memorandum of Understanding (MOU) with McMaster University of Canada, and the non-profit organisation, PETNA Foundation of the United States of America (USA), to implement new standards through governance and leadership restructuring, faculty development, curriculum review, enhanced quality assurance and student engagement, and the establishment of a Learning Commons and general infrastructure enhancement. This initiative will address the issues surrounding staff quality and accreditation. PETNA Foundation will provide the funding and McMaster University the training. The MOU sets out the medium-term strategic direction for TAMCC to be implemented over five years. The implementation of the MOU has already resulted in pedagogical training and professional development for 40 TAMCC faculty, and envisages additional capacity-building for staff. MOEHRDE has begun the process to recruit a President and three Vice Presidents for Academic and Student Affairs, Administration and Finance, and Institutional Advancement. The PETNA Foundation and McMaster University will support the institutional strengthening and capacity-building initiatives valued at approximately USD0.8 mn. GOCR is obligated to:

- (a) provide funding sufficient to cover in its entirety all local costs associated with the institutional strengthening and capacity-building initiatives and the enhanced infrastructure, in general;
- (b) provide funding for a new Learning Commons; and
- (c) engage local, regional and international development partners to support additional costs for the initiative as well as support for the ongoing institutional transformation of TAMCC.

3.09 Governance issues, including the revision of the Act, are also actively being dealt with by TAMCC and GOCR. However, the issues related to infrastructure, financing and student services will remain, and

^{2/} McMaster Assessments Report (2015), pg. 4.

need to be examined in light of the redevelopment of the existing campuses now being the preferred option, with a redistribution of services among all campuses to be explored.

4. PROPOSAL

4.01 It is proposed that CDB provide a grant to GOCR of an amount not exceeding the equivalent of five hundred thousand United States dollars (USD500,000) from its SFR, to assist in financing the costs of a reassessment of TAMCC to enhance the adequacy, effectiveness and sustainability of its infrastructure, financing and student services. This will result in an Action Plan that incorporates and complements ongoing initiatives to assist the institution in fulfilling its role as the main national tertiary education institution of the country. The preparation of the Action Plan constitutes the first phase of a TA programme, with detailed designs to be prepared in the next phase. Detailed Terms of Reference (TOR) for the consultancy services are presented at Appendix 3.

5. OBJECTIVE

5.01. The overall objective of this TA is to enhance TAMCC's capacity to effectively undertake its role as a socially inclusive and gender responsive national tertiary education institution in the 21st Century, responsible for assisting GOCR in achieving its national goal of social and economic development. A Design and Monitoring Framework, summarising the design of the project, is presented at Appendix 4.

6. JUSTIFICATION AND BENEFITS

6.01 This Project will enhance the capacity of TAMCC to increase enrolment rates, particularly in Technical and Vocational Education and Training (TVET), and assist in its transformation to improve the quality of the student experience. Despite ongoing efforts, TAMCC is still facing a number of critical issues and challenges that must be addressed if the institution is to deliver on its mandate of assisting GOCR in achieving its national imperative of social and economic development. These issues include inadequacies in infrastructure, student services and financing. The TA will support the revision of the Physical Development Plan, the development of plans to enhance students' services and the improvement of the financing framework. These initiatives, informed by an assessment of the environmental, social, operational, pedagogical, infrastructural and financial conditions, and combined into a gender responsive and socially inclusive Action Plan, are required in order to fulfil TAMCC's latest strategic objectives.

6.02 Despite the external environment which impacted on TAMCC's ability to achieve its goals, three things support an intervention at this time. Firstly, Grenada has successfully undertaken a structural adjustment programme, which it is poised to exit in the third quarter of 2017. Secondly, under another TA Project, funded through the CDB-managed United Kingdom's Caribbean Infrastructure Fund (UKCIF), proposals are currently being sought for a consultancy to design the Carenage/Lagoon Road Wastewater Project, which will sewer the Tanteen area. This initiative will address one of the environmental issues at the main campus, and supports investment on the site. Thirdly, implementation of the ongoing CDB-funded Grenada Education Enhancement Project (GEEP) is expected to increase the quality of basic education resulting in increased demand for TAMCC programmes by entrants with improved learning outcomes.

7. EXECUTION

7.01 The TAMCC Council will serve as the Project Steering Committee (PSC) of the Project and has overall responsibility for the coordination and guidance of the Project. It shall be a condition of the grant that GOCR assign the members of TAMCC Council as the members of PSC of the Project.

7.02 MOEHRDE, through its Project Coordination Unit (PCU), will be responsible for the management and execution of the project. It shall be a condition precedent to first disbursement that MOEHRDE assign the current Project Coordinator (PC) of GEEP, whose qualifications are acceptable to CDB, and who will continue to be financed by GOGR resources, to manage the Project. Among other things, the PC will be required to keep TAMCC, GOGR and CDB informed of project progress, through monthly briefs. The full duties and responsibilities of the PC are outlined at Appendix 5.

7.03 Since the PCU is currently also undertaking the GEEP, additional technical support is required in order for the Unit to undertake this TA Project as well. The PC shall be provided with a technical counterpart within TAMCC, in the form of a Project Liaison (PL). The proposed PL is the Vice President (Academic & Student Affairs) of TAMCC, or any other person at a similar level assigned by the Principal of the College. Further, technical support will be provided by a Project Advisory Committee (PAC) comprising the PL, the PCU's Project Engineer (PE), the Facilities Manager of TAMCC, a business development officer from the Grenada Industrial Development Corporation, a senior representative of the National Training Agency, a senior officer of the Department of Gender and Family Affairs in the Ministry of Social Development and Housing, and the TAMCC Student Council President. PAC shall be engaged as determined by the PC in the assessment of Expressions of Interest (EOIs), technical proposals, financial proposals, and submissions by the consultants, and shall act as technical counterparts to the consulting team. It shall be a condition precedent to first disbursement that TAMCC assigns a PL and establish the PAC to provide TA and support the PC.

7.04 The first disbursement of the grant, an Advance to GOGR, is expected to occur by October 31, 2017 and the final disbursement by October 31, 2018. A multi-disciplinary consultant will be engaged for the preparation of the Action Plan, and it is expected that the consultancy will be implemented over a period of nine months, commencing December 2017. The Consultant shall be required to engage in stakeholder consultations, in both individual and group settings. A provisional list of stakeholders of TAMCC is attached at Appendix 6, and includes McMaster University and PETNA Foundation, with whom the Consultants are expected to collaborate in respect to their ongoing initiative at the College. A Provisional Implementation Plan is set out at Appendix 7.

8. COST AND FINANCING

8.01 The total cost of the project is estimated at USD585,525. CDB will fund 85% (USD500,000) of the project costs with GOGR providing counterpart funding of 15% (USD85,525). CDB will finance the consultancy costs, and will assist with the financing of the stakeholders' consultations. GOGR/TAMCC will finance the project management arrangements including the provision of PCU and counterpart staff, suitable office accommodation, and communications. CDB's contribution will be met through a grant from its SFR. Funds are available from within existing resources and/or programmes. The Financing Plan is summarised in Table 8 below and the full budget is included at Appendix 8.

TABLE 8: FINANCING PLAN

Financing Source	USD	%
CDB Grant	500,000	85
GOGR/TAMCC	85,525	15
TOTAL	585,525	100

9. PROCUREMENT

9.01 Procurement of the consultancy shall be in accordance with CDB's Guidelines for the Selection and Engagement of Consultants by Recipients of CDB Financing, published in October 2011. The selection

method of Quality Based Selection shall be employed, and shall be subject to prior review by CDB. Procurement of goods, works and non-consultancy services associated with the stakeholder consultations, including any associated transportation, shall be in accordance with CDB’s Guidelines for Procurement, published in January 2006. The Procurement Plan is at Appendix 9.

10. RISK ASSESSMENT AND MITIGATION

10.01 Some risks have been identified which could have an effect on the implementation and operation of the Project. The risks and accompanying mitigation measures are outlined in Table 10 below:

TABLE 10: SUMMARY OF RISKS AND MITIGATION MEASURES

Risk Type	Description	Mitigation Measure
Implementation	Weak institutional capacity may lead to slow implementation progress.	Project will utilise an existing PCU with capacity to undertake the TA. The PC will be linked to TAMCC through a PL and provided with TA by a PAC.
Operational	Lack of internal and external stakeholder engagement may result in a non-acceptance of recommended interventions.	The requirement for wide-ranging consultation has been built into the TOR for the Consultants, and includes a list of stakeholders to be consulted, some of whom were engaged during project appraisal. The assignment of a PL and the PAC will engender ownership of the project deliverables.
	Lack of GOCR support and financial commitment may lead to non-implementation of the Action Plan.	GOCR has committed in the McMaster University-PETNA Foundation MOU to facilitating aspects of infrastructural development as well as to seek development partner assistance. The proposed Action Plan will provide recommendations for diversified and sustainable financing options outside of GOCR support.

11. GENDER AND PERFORMANCE

11.01 The Project is Gender Mainstreamed as shown by the Gender Marker scores in Table 11. The justification and description for each score are presented at Appendix 10. The Project’s Performance Assessment Score is 3.5 or Highly Satisfactory, indicating that the Project is very likely to achieve its outcomes and that project performance is expected to be of an acceptable standard. The Performance Assessment Summary is at Appendix 11.

TABLE 11: GENDER MARKER

Gender	Analysis	Design	Score	Code
Marker	1.0	2.0	3.0	GM^{3/}

12. RECOMMENDATION

12.01 It is recommended that CDB approve a grant to GOCR of an amount not exceeding the equivalent of five hundred thousand United States dollars (USD500,000) (the Grant) from CDB’s SFR to assist in

^{3/} GM – Gender Mainstreamed: the project has the potential to contribute significantly to gender equality.

financing the comprehensive assessment of TAMCC (the Project), on CDB's standard terms and conditions and on the following terms and conditions:

(1) **Disbursement:**

- (a) Except as CDB may otherwise agree, disbursement of the Grant shall be made as follows:
 - (i) an amount not exceeding the equivalent of one hundred thousand United States dollars (USD100,000) shall be paid to GOCR as an advance (the Advance) on account of expenditures in respect of the Project after receipt by CDB of:
 - (aa) a request in writing from GOCR for such funds;
 - (bb) evidence acceptable to CDB that the conditions precedent to first disbursement of the Grant set out in sub-paragraph (3) below have been satisfied; and
 - (cc) a signed copy of the contract between GOCR and the consultant(s).
 - (ii) the balance of the Grant shall be paid to GOCR periodically after receipt by CDB of an account and documentation, satisfactory to CDB, in support of expenditures incurred by GOCR in respect of the Project, provided, however, that CDB shall not be under any obligation to make:
 - (aa) the first such payment under this sub-paragraph until CDB shall have received an account and documentation, satisfactory to CDB, in support of expenditures incurred by GOCR with respect to the Advance;
 - (bb) any subsequent payment under this sub-paragraph until CDB shall have received the requisite number of copies of the reports or other deliverables, in form and substance acceptable to CDB, to be furnished for the time being by the consultant(s) to GOCR and CDB in accordance with the TOR at Appendix 3; and
 - (cc) payments exceeding the equivalent of four hundred and fifty thousand United States dollars (USD450,000) representing ninety percent (90%) of the Grant until CDB shall have received:
 - (i) the requisite number of copies of the final report, in form and substance acceptable to CDB, to be furnished by the consultant(s) in accordance with the TOR at Appendix 3; and
 - (ii) a certified statement of the expenditures incurred by GOCR in respect of, and in connection with the Project.
- (b) The first disbursement of the Grant shall be made by October 31, 2017 and the Grant shall be fully disbursed October 31, 2018 or such later dates as CDB may specify in writing.

(2) **Procurement:**

- (a) Procurement shall be in accordance with the procedures set out and/or referred to in the Grant Agreement or such other procedures as CDB may from time to time specify in writing.
- (b) The Procurement Plan approved by CDB is set out in Appendix 9. Any revisions to the Procurement Plan shall require CDB's prior approval in writing.

(3) **Conditions Precedent to First Disbursement of the Grant:**

- (a) The PC referred to in sub-paragraph (4)(b)(ii) has been assigned; and
- (b) the PL referred to in sub-paragraph (4)(b)(v) has been assigned.

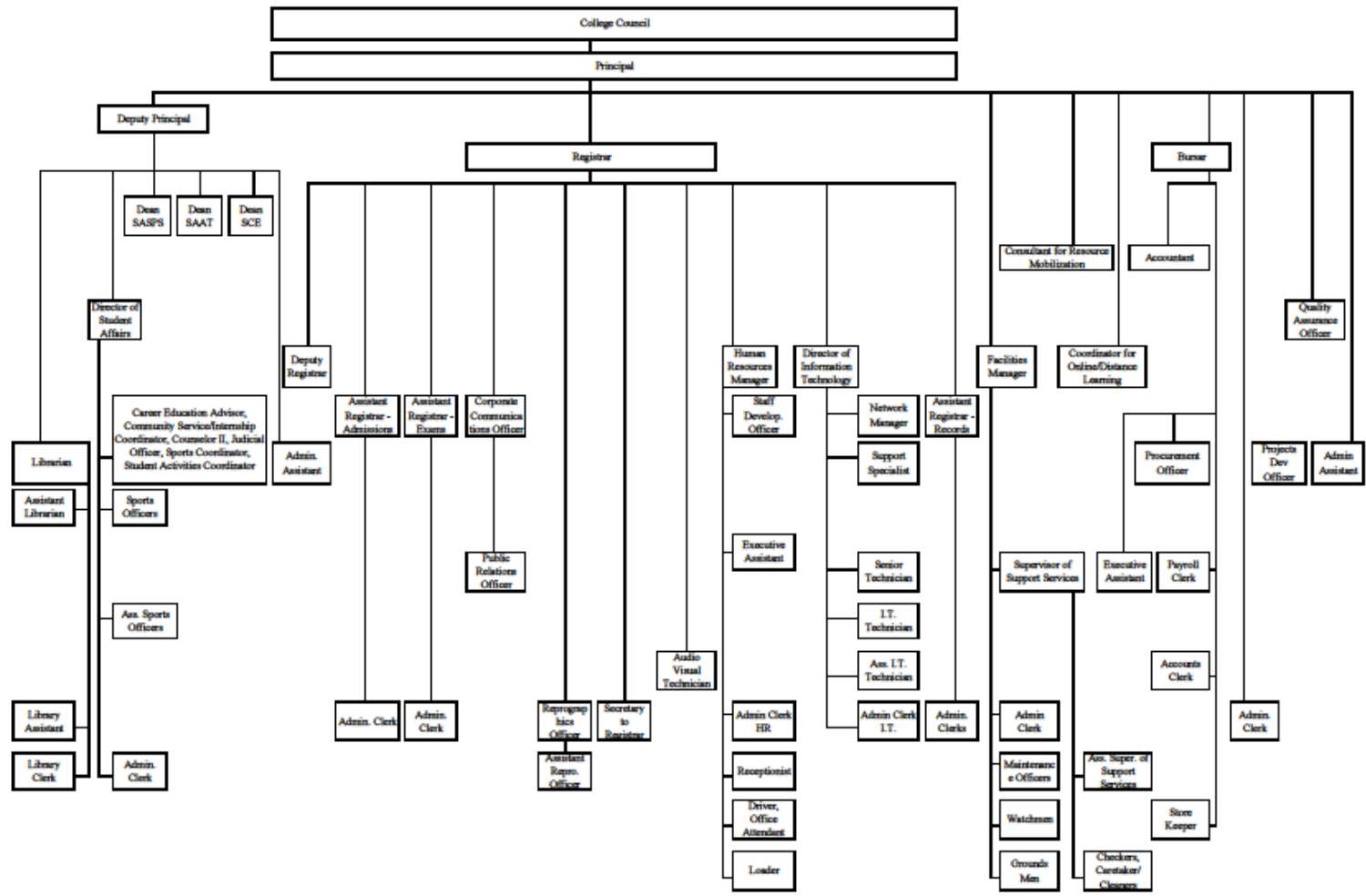
(4) **Other Conditions:**

- (a) Except as CDB may otherwise agree, GOCR shall implement the Project through the PCU of MOEHRDE.
- (b) GOCR shall:
 - (i) in accordance with the procurement procedures applicable to the Grant, select and engage competent and experienced consultants to provide the consultancy services outlined in the TOR set out at Appendix 3;
 - (ii) assign as PC, the current Project Coordinator for the CDB GEEP Project, whose qualifications are acceptable to CDB, to carry out the duties and responsibilities set out in Appendix 5 of this Report. The qualifications and experience of any person subsequently assigned/ appointed to the position of PC shall be acceptable to CDB;
 - (iii) assign, for the duration of the Project, the members of TAMCC Council as the members of PSC for the Project and the PSC shall carry out the duties and responsibilities set out in Appendix 5 of this Report;
 - (iv) establish and, for the duration of the project, maintain a PAC comprising the PCU's Project Engineer, the PL, the Facilities Manager of TAMCC, a business development officer from the Grenada Industrial Development Corporation, a senior representative of the NTA, a senior officer of the Department of Gender and Family Affairs in the Ministry of Social Development and Housing, and the TAMCC Student Council President, which shall provide TA to the PC in the assessment of Expressions of Interest (EOIs), technical proposals, financial proposals, and submissions by the consultants, and shall act as technical counterparts to the consulting team;
 - (v) assign as PL, a senior member of the Academic Board to carry out the duties and responsibilities set out in Appendix 5 of this Report;

- (vi) provide suitable office accommodation, communications and other equipment, administrative support and local transportation for the purposes of the Project; and
 - (vii) within a timeframe acceptable to CDB, implement such recommendations arising from the consultancy, as may be acceptable to CDB.
- (c) Except as CDB may otherwise agree, GOCR shall:
- (i) meet or cause to be met:
 - (aa) the cost of the items designated for financing by GOCR in the budget set out in Appendix 8;
 - (bb) any amount by which the cost of the Project exceeds the amount set out in the budget; and
 - (cc) the cost of any other items needed for the purpose of, or in connection with the Project; and
 - (ii) provide all other inputs required for the punctual and efficient carrying out of the Project not being financed by CDB.

SUPPORTING DOCUMENTATION:

- Appendix 1: TAMCC Organisational Chart
- Appendix 2: Revised Strategic Goals of TAMCC - 2013
- Appendix 3: Terms of Reference - Consultancy Services the Preparation of an Action Plan for the Assessment of TAMCC
- Appendix 4: Design and Monitoring Framework
- Appendix 5: Project Management Duties and Responsibilities
- Appendix 6: Provisional list of stakeholders of TAMCC
- Appendix 7: Provisional Implementation Plan
- Appendix 8: Budget
- Appendix 9: Procurement Plan
- Appendix 10: Gender Marker
- Appendix 11: Performance Assessment Summary



REVISED STRATEGIC GOALS OF THE T A MARRYSHOW COMMUNITY COLLEGE, 2013

1. The revised strategic goals are:
 - (a) adopt a programme of strategic human resource development to meet the goals of the college;
 - (b) institute a culture of quality management;
 - (c) improve the financial viability of TAMCC through the development of additional/alternative revenue generating strategies;
 - (d) build a student centred institution with enhanced student support services which encourages students to make positive lifelong contributions to the sustainability of the communities in which they live, work and learn;
 - (e) strengthen the institutional capacity for research and information dissemination related to the cultural, social and economic development of Grenada;
 - (f) enhance the capacity of the college to efficiently improve teaching, learning, and administration by upgrading the facilities and infrastructure at the College;
 - (g) enhance institutional efficiency and effectiveness by incorporating ICT into work processes and teaching and learning; and
 - (h) increase student enrolment in courses and programmes which have the potential to contribute to Grenada's social, economic and cultural development.

DRAFT TERMS OF REFERENCE

**CONSULTANCY SERVICES FOR THE PREPARATION OF AN ACTION PLAN FOR
THE T. A. MARRYSHOW COMMUNITY COLLEGE**

1. BACKGROUND

1.01 Formally established under the 1995 T.A. Marryshow Community College (TAMCC) Act, as the sole multi-disciplinary national public tertiary educational institution, TAMCC falls under the control of the TAMCC Council which is appointed by the Minister of Education. The Council is the governance oversight body for the College with responsibility for its overall performance and is provided with the legal authority to establish an Academic Board comprising the Principal, Vice-Principal, Registrar, Deans, and Heads of Departments. In 2016, a total enrolment of 2,400 students (59% of which were females) were enrolled in combined in Associate Degrees/CAPE, teacher training and other certificate programmes. Staff and faculty in 2016 were numbered at 289 (171 females and 118 males). TAMCC serves its clients through four main campuses, which occupy a total of 25 acres, comprising its major campus at Tanteen in St. Georges (5 acres), and augmented by smaller campuses at Mirabeau (7 acres), Sauteurs (10 acres) and Six Roads (3 acres) in the parishes of St. Andrew, St. Patricks and Carriacou respectively. In addition, there is a facility on the grounds of the Grenada National Stadium in St. Georges.

1.02 TAMCC developed their first Strategic Plan in 2002. However the devastation associated with the passage of Hurricane Ivan in 2004 and increased demand for the services of TAMCC necessitated a review of that Plan. TAMCC with the assistance of the Caribbean Development Bank (CDB), revised the Strategic Plan in 2006 (2006 Plan) to guide the operations of the institution over the 2006-2015 period. The Plan was informed by an Organisational Audit and also produced a Physical Development Plan (PDP) two years later. The recommendations of the review were accepted and endorsed by the College Council. Ten strategic issues/goals were proffered in the areas of:

- (a) recruitment and training;
- (b) academic reform
- (c) private sector involvement;
- (d) financial sustainability;
- (e) social impact;
- (f) use of applied research;
- (g) improvement of physical facilities;
- (h) distance education;
- (i) institutional partnerships; and
- (h) continuing professional development.

The Physical Development Plan outlined options for the development of a new main campus on a virgin site, as well as redevelopment at Tanteen, Mirabeau and Six Roads. Costs were provided for redeveloping Tanteen, Mirabeau and Six Roads to accommodate 3,000, 300 and 400 students respectively. No plan was presented for Sauteurs.

1.03 In 2013, TAMCC updated its strategic focus, where it sought to benchmark its Strategic Plan against those of other regional and international post-secondary institutions. The ten 2006 goals were reformulated into the following eight strategic goals:

- (a) adopt a programme of strategic human resource development to meet the goals of the college;
- (b) institute a culture of quality management;

- (c) improve the financial viability of TAMCC through the development of additional/alternative revenue generating strategies;
- (d) build a student centred institution with enhanced student support services which encourages students to make positive lifelong contributions to the sustainability of the communities in which they live, work and learn;
- (e) strengthen the institutional capacity for research and information dissemination related to the cultural, social and economic development of Grenada;
- (f) enhance the capacity of the college to efficiently improve teaching, learning, and administration by upgrading the facilities and infrastructure at the College;
- (g) enhance institutional efficiency and effectiveness by incorporating information and communication technology (ICT) into work processes and teaching and learning; and
- (h) increase student enrolment in courses and programmes which have the potential to contribute to Grenada's social, economic and cultural development.

1.04 Based on the strategic exercises, the following enhancements *inter alia* have been implemented:

- (a) a number of management and leadership issues have been addressed, including the appointment of a new Principal and the selection of the Principal and the Registrar as ex-officio and Secretary of the Council respectively;
- (b) the organisational structure of the college was modified to accord highest priority to positions that serve the core functions of the College;
- (c) the President of the Student Representative Council is now part of the College's Governance structure;
- (d) a number of senior managers and key officers were appointed to the College including a Quality Assurance Officer, Professional Development Officer, and officers to the Office for Student Affairs;
- (e) a new Arts and Science Block, and a Staffroom have been constructed at Tanteen;
- (f) the ICT Department has been enhanced and the Distance Education Project advanced to facilitate administrative and teaching functions at the Mirabeau and Carriacou Campuses;
- (g) a participatory budget construction system is now in use, where each Head of a Unit (including Department Chairs and Deans) compiles his/her projected costs for inclusion in the college's overall annual budget;
- (h) a Scholarship Desk has been established to seek opportunities for staff and faculty training and upgrade, as well as provide in-house professional development sessions which have been facilitated by external institutions like the University of the West Indies, Nova Scotia Community College and Canadore College; and
- (i) Programme Advisory Committees (PAC) which include private sector representatives have been established to guide programming to ensure that it is aligned with labour market needs.

1.05 In addition to the above, there are several planned or ongoing initiatives which will benefit TAMCC. These are as follows:

- (a) The Tanteen campus has been included in the list of public facilities due to be energy audited under the CDB-funded Sustainable Energy for the Eastern Caribbean (SEEC) Project. Those audits should commence within the next year and the results are to inform investment by the Government of Grenada (GOGR) in energy efficiency and renewable energy EE/RE initiatives;
- (b) Under the Organisation of Eastern Caribbean States (OECS) Network of Excellence for Tourism and Hospitality Training and Education programme, investment is planned for the

- upgrade of furniture, tools, equipment and learning materials associated with the hospitality section located at Tanteen;
- (c) With the support of CDB's Basic Needs Trust Fund (BNTF) programme, work is ongoing at Mirabeau on the construction of a Technical Agricultural Training Center;
 - (d) As part of a change management initiative, the Human Resources Department is examining the rectification of the two-status classification of College employees. There are currently two categories of employees: those employed by the Council (242), and the 47 employed by the Public Service Commission (PSC) or the Ministry of Education, Human Resource Development and the Environment (MOEHRDE). This poses a challenge to the management of staff;
 - (e) In November 2016, GOCR entered into a formal agreement with McMaster University and the PETNA Foundation to implement new standards through governance and leadership restructuring, faculty development, curriculum review, enhanced quality assurance and student engagement, and the establishment of a Learning Commons and general infrastructure enhancement. The planned timeline for this partnership project is five years, but the anticipated impact will be continuous. The PETNA Foundation and McMaster University will support the institutional strengthening and capacity-building initiatives. GOCR is obligated to:
 - (i) provide funding sufficient to cover all local costs associated with the institutional strengthening and capacity-building initiatives and the enhanced infrastructure, in general;
 - (ii) provide funding for a new Learning Commons; and
 - (iii) engage local, regional and international development partners to support additional costs for the initiative as well as its support for the ongoing institutional transformation of TAMCC.
 - (f) In terms of infrastructural development, the redevelopment of the existing campuses, with a redistribution of services between all campuses is to be explored.

2. ISSUES AND CONSTRAINTS

2.01 Despite the positive developments, there are still several deficiencies which constrain the institution from operating at an optimal level. The most significant of these relate to governance, infrastructure, staff quality, accreditation, student services and financing.

2.02 One key aspect arising out of the strategic reviews is the inadequate governance structure. The post of Deputy-Principal has been vacant for three years, and there is limited management capacity for financial administration and sustainability and lack of quality assurance systems for continued enhancement. While there is a Quality Assurance Plan, its implementation has been constrained by limited human and financial resources. Inconsistencies persist with a significant proportion of staff (16%) appointed by the Public Service Commission and MOEHRDE with the others appointed by the TAMCC Council. This presents administrative challenges including enforcing accountability for performance. The current Principal has been acting since 2007, preceded by frequent changes in leadership which has constrained operational efficiencies in the organisation of staff and key services.

2.03 Notwithstanding the 2008 PDP, there has been limited infrastructural improvements, primarily as a result of the economic climate. Tanteen is the most restricted site in terms of any possible expansion as it is already congested with structures and is nestled in a fully developed urban centre. The site also has several environmental challenges in terms of flooding, sewage disposal and noise, all of which are primarily due to factors external to the campus. The constraints to a conducive learning environment include crowded

classrooms, malfunctioning or absent equipment, the absence of adequate wireless connectivity and lack of space of Learning Commons to facilitate students' study or engagement as a community of learners. The condition of the buildings has been further negatively affected by the absence of a structured upgrade and maintenance programme. Furthermore, the facilities of the School of Applied Arts and Technology do not meet the facility standards for Level 3 and 4 of the Caribbean Vocational Qualifications (CVQ) programmes, which is a strategic priority for GOCR. The 2008 PDP did take into account the impact of climate change or development of the Sauteurs Campus, which has approximately ten acres for expansion, since it was, at that time, the former St. Patricks Multi-Purpose Centre. While Distance Education capacity exists, it is inadequate to support expanded access to programmes particularly for students in the eastern corridor of the island. A revised PDP is needed to support an expanded, inclusive, climate-resilient and demand-driven suite of programmes consistent with infrastructural requirements of a 21st century tertiary education institution.

2.04 Another challenge faced by TAMCC and students is the absence of accreditation by the institution. Lack of accreditation limits the acceptability, currency and mobility of programmes and graduates within the regional and international system. TAMCC has registered with the Grenada National Accreditation Board but has indicated that limited resources has prevented them from pursuing the next step towards institutional accreditation.

2.05 TAMCC continues to be reliant on two major sources of income - tuition fees and an annual government subvention of XCD6.7 million (mn). There is no plan for income diversification, cost recovery or cost reduction, in order to improve the operational budget. Such a plan would need to consider:

- (a) the need to examine staff remuneration in light of reported attrition due to non-competitive salaries;
- (b) the increased cost of providing tuition given that, despite the matriculation requirements, many students enter TAMCC with deficiencies in their literacy and numeracy capacity, resulting in developmental and remedial courses having to be part of their programmes; and
- (c) the relatively minor incorporation of RE/EE measures.

2.06 In addition, while the administration of its financial operations is generally sound, the system requires modernisation to ensure that there are clearly defined financial functions and authorities and that the business processes are sufficiently driven by ICT.

2.07 During the academic year 2016-2017, TAMCC enrolled a 2,400 students among its four Campuses. The Tanteen Campus is located in the central business district of St. George and accounted for 91% (1,915) of all student enrolment. The Campuses of St. Patrick (6%), Carriacou (2%) and Mirabeau (1%) constitute less than 10% or 195 students. The College also serves the residents of Carriacou (68) and Petit Martinique (11) who constitute 4% of student enrolment for the academic year. This is, nonetheless, significant as residents of Carriacou and Petit Martinique both travel to Tanteen for studies whereas some residents from Petit Martinique travel daily to Carriacou to pursue their secondary and tertiary education.

2.08 Female students represent 59% of all students enrolled. At Tanteen Campus, 60% of those enrolled are female, at Carriacou 87%, at Mirabeau 52% and at Sauteurs, 34%. Males significantly outnumber females in programmes such as General Construction, Electrical Installation, Motor Vehicle Engine Systems, Plumbing and Welding, Computer Systems, Electrical, Mechanical, Electronic and Automotive Service Technology. On the other hand, females are over-represented in programmes such as Office Administration, Pharmacy, Psychology, Social Sciences, Teacher Education, Hospitality Studies, Culinary Arts, Nutrition and Dietetics, Health Care Assistant, Social Work, English and Modern Languages. The persistence of gender segregation in occupational programmes indicates the need for the assessment of

curriculum content, to review the embedded stereotyping and ensure that the curriculum includes inclusive language, messaging and case studies as appropriate. This gender responsive approach is not specifically outlined in the McMaster University initiative.

2.09 The quality of student services have been constrained by institutional deficits and reduced investment for an inclusive and student-centred tertiary education system. A transportation subsidy was discontinued in 2014 adversely affecting students from communities outside of St. George, particularly those in the eastern and western corridor of the country. There is limited student support and career guidance resulting in students having to ‘navigate poorly defined pathways to personal goals’¹. This has partly resulted in the persistence of gender segregation in occupational programmes embedding of gender-stereotypical selection of programmes with males outnumbering females in programmes such as General Construction and Automotive Service Technology while females are disproportionately represented in programmes such as Hospitality Studies and Health Care Assistants. While some services are provided through the Office of the Student Affairs, there are inadequacies in mainstreaming inclusive education provision to adequately accommodate persons with disabilities, at-risk and vulnerable learners and mature students and provide adequate recreational and residential facilities and sustainable financing options.

2.10 TAMCC seeks to provide students with broad-based support services to assist with their pursuit of tertiary education and training. These services are provided through the Office of the Student Affairs and include financial, counselling, information, arbitration, recreational and sporting services. However, there is need for a comprehensive Student Support Improvement Plan.

4. OBJECTIVE

4.01 The overall objective of this consultancy is to provide TAMCC with a gender responsive and socially inclusive Action Plan to enhance its capacity to undertake its role as a national tertiary education institution in the 21st Century, responsible for assisting GOCR in achieving its national goal of social and economic development.

5. METHODOLOGY

5.01 The Consultants will perform all investigative work and analyses to realise the objectives stated above. They will use participatory and consultative methodologies in working closely with TAMCC and other critical stakeholders of the College. These will include, but are not limited to, the Ministries of Education, Economic Development, Finance and Labour, Social Development, Works; National Water and Sewerage Authority, the National Training Agency, the Private Sector, Non-Governmental Organisations, senior administration, academic staff, students, financial contributors, and other external clients, as necessary. In particular, the Consultants will collaborate closely with the McMaster University and PETNA Foundation with respect to their ongoing initiative at the College. In addition, prior to preparation of the draft final report, a Stakeholders Workshop will be held to discuss the recommendations and gather feedback for inclusion in the report.

5.02 The assignment will also include, but is not limited to, a review of all relevant documentation including the current regulatory framework, the Strategic Policy Documents (2005 and 2013), all available Annual Reports, as well as other reports previously commissioned on the development of the College. The Consultants will also examine best practices used in other universities to determine whether they can be applied in the case of TAMCC.

^{1/} McMaster Assessments Report (2015), pg. 4.

6. SCOPE OF SERVICES

6.01 The consultancy will assess the effectiveness, efficiency and sustainability of the corporate systems and operational procedures of TAMCC. It will also assess the capacity of the College to respond to the changing development needs of the country, and will recommend how the institution can best position itself to ensure its activities are relevant to those needs and can be sustained. Specifically the Consultants will:

Generally

- (a) review the operations of the College in the context of its mission and current regulatory structure. The review should be gender responsive.

Financing and Resource Mobilisation Plan

- (a) assess the budgetary and financial structures including energy costs, determine the strengths and weaknesses of, and the gaps in such structures, and recommend systems for strengthening the financial operations;
- (b) Given TAMCC's particular characteristics and unique brand, review current methods of funding the College, including the fee structure and government subvention, and assess the adequacy and sustainability of such methods, and make recommendations for improved financing of the College;
- (c) assess the nature of current structures for mobilising resources, including fundraising through voluntary giving and leveraging its alumni relationships and make recommendations for enhancing such structures to maximise the inflow of non-governmental resources;
- (d) propose specific new strategies for further diversification of the College's income stream that maximise the return on investment; and
- (e) develop a financing and resource mobilisation plan for the College;

Student Services Improvement Plan

- (a) identify the nature of student support services, including physical structures, available at the College, and recommend measures for their expansion/enhancement; and
- (b) based on the review above, prepare a costed Student Support Improvement Plan.

Gender Action Plan

- (a) assess the needs and gaps of current marketing campaigns to demonstrate the benefits of lifelong learning to males; for attracting males to pursue tertiary education for improving parity at the College; and for attracting males and females to pursue non-traditional careers;
- (b) assess the need for gender sensitisation of staff and students around issues including, *inter alia*, sexual harassment and gender-based violence;
- (c) assess the activities to be implemented under the McMaster University initiatives to ensure that there are gender responsive and socially inclusive; and
- (d) develop a Gender Action Plan;

Environmental and Social Management Plan

- (a) undertake a baseline assessment of the existing environmental and social conditions at all campuses, including a report on the key health, safety and environmental legislation that applies to TAMCC and the status of compliance with that legislation.
- (b) apply the Caribbean Disaster Emergency Management Agency Model Safe School Programme toolkit² to identify gaps to be addressed in order for the campuses to be considered 'Safe Schools'.
- (c) undertake a hazard assessment, and recommend mitigating measures for each hazard, including risks associated with climate change. For instance, for Tanteen, a flood map showing the extent of flooding for storms of different durations should be produced.
undertake an environmental and social impact assessment of the proposals contained in the action plan.
- (d) undertake an energy and water use audit of the facilities to identify opportunities for water saving, EE/RE incorporation in the operations of the current or proposed facilities.
- (e) review the reports associated with the energy audits for selected buildings on the Tanteen campus under the SEEC Project;
- (f) undertake a perception survey of the private sector and other relevant stakeholders; and
- (g) based on all the foregoing, prepare an Environmental and Social Management Plan.

Physical Development Plan

- (a) review the recommendations contained in the 2008 PDP and advise on what has changed since that assessment.;
- (b) conduct topographical surveys of the campuses, to include the layout of aboveground and subsurface utilities, the perimeters and floor levels of buildings and other key topographic data. The topographic surveys are expected to inform the hazard assessments undertaken in preparation of the ESMP. All levels should be relative to the ordnance survey datum;
- (c) conduct a measured survey of all buildings for which drawings do not exist, in order to create floor plans for each building or structure indicating current room/space use and the respective floor areas. The plans should be supported, at a minimum, by schedules of furniture and equipment as well as power, lighting, water supply, drainage, fire, and telecommunications fixtures; and;
- (d) using the aforementioned plans and schedules, undertake a condition survey, to assess the current physical infrastructure on all campuses and its appropriateness for delivery of the current and future recommended programming. The condition survey should also indicate compliance with relevant building codes, and the ability of the individual buildings to withstand a range of possible hazards;
- (e) identify new/additional infrastructure (buildings, furniture, tools, equipment and services) which will be required to achieve the immediate and future goals of the College;

^{2/} CDB will source a copy of the toolkit to be made available to the Consultants.

Stakeholder Workshop presentation

- (a) Present the Draft Action Plan at a Stakeholder Workshop and elicit joint feedback from key stakeholders.

7. TIMING AND QUALIFICATIONS

7.01 It is anticipated that the consultancy will require a total of 347 person days over a period of 9 months. The consultancy should be executed by a multi-disciplinary team with qualifications to at least Master's Degree level in organisational management and assessment, higher education and planning, finance, social and gender development, and to at least Bachelor's Degree level in communications; architecture; civil, structural, mechanical, network and electrical engineering; and quantity surveying. Members of the team should also possess demonstrated capacity for strategic thinking as well as excellent communication and analytical skills. The team must also be proficient in the use of qualitative and quantitative assessment tools. Knowledge of Grenada and the Region would be an asset.

8. IMPLEMENTATION ARRANGEMENTS

8.01 GOCR through its PC will facilitate the work of the Consultants and make available all relevant studies, reports, maps and data, relevant to completion of the exercise and will act as a liaison between the consultants and GOCR officials and stakeholders. Boundary surveys will be provided and GOCR will cover the cost of the stakeholder consultations.

9. REPORTING REQUIREMENTS

9.01 The technical proposal of the selected firm shall have already outlined a work plan and approach to the assignment, the scope and methodology, the tasks and responsibilities of the different team members, and a time schedule for the completion of the assignment. The following reports, one bound copy each, along with an electronic copy either by email or on flash drive, shall be submitted to MOEHRDE, TAMCC, and CDB, at the times indicated below. MOEHRDE will provide feedback upon receipt of each report:

- (a) an Inception Report within three weeks of commencement of the assignment. The inception report should list those consulted, those with whom consultations are planned, information received, information requested and an updated work plan for the completion of the assignment;
- (b) a first Progress Report three months after commencement of the assignment. The report should present:
 - (i) the existing financing arrangements and the proposed financing and resource mobilisation plan;
 - (ii) the proposed student services improvement plan; and
 - (iii) the baseline for social, environmental and infrastructural conditions.
- (c) a second Progress Report (Draft Action Plan) seven months after commencement of the assignment. This report should include the proposals of the first progress report, amended based on the comments of GOCR/TAMCC and any new information. Also to be included are:
 - (i) the proposed Gender Action Plan;
 - (ii) the proposed PDP including a plan for financing the infrastructure;

- (iii) the draft Environmental and Social Management Plan;
 - (iv) preliminary cost estimates for the implementation of the Draft Action Plan;
 - (v) an implementation schedule for the Draft Action Plan, outlining any required phasing; and
 - (vi) a proposal for the Stakeholder Workshop.
- (d) a Draft Final Action Plan incorporating the feedback received at the Stakeholders Workshop. This report should be presented one month after the Stakeholders Workshop. Comments by GOCR/TAMCC shall be forwarded one month after receipt.
- (e) the Final Action Plan incorporating all of the outputs required previously i.e. a revised Physical Development Plan, a Financing and Resource Mobilisation Plan, a Student Support Services Improvement Plan, an Environmental and Social Management Plan and a Gender Action Plan. This Plan should be presented two weeks after receipt of comments from GOCR/TAMCC on the Draft Final Action Plan (nine months after commencement).

DESIGN AND MONITORING FRAMEWORK

Narrative Summary	Performance Targets/Indicators	Data Sources/Reporting Mechanisms	Assumptions
1. Project Impact: Enhanced capacity of TAMCC to provide quality gender-responsive tertiary education and deliver on its national mandate.			
2. Project Outcome: TAMCC has enhanced capacity to implement a gender responsive governance structure, corporate systems, physical infrastructure and operational procedures for greater efficiency and effectiveness of the College.	1. Implementation of Action Plan commenced by TAMCC by April 2019.	1. TAMCC Annual reports. 2. MOEHRDE reports. 3. CDB Project Completion Report.	1. Funds are available for implementation of the Action Plan. 2. McMaster capacity development plan implemented.
3. Project Outputs: Action Plan for institutional and infrastructural enhancement of TAMCC.	By September 2018, an Action Plan including: 1. A revised Physical Development Plan with cost estimates. 2. A Financing and Resource Mobilisation Plan. 3. A Student Services Improvement Plan 4. An Environmental and Social Management Plan 5. A Gender Action Plan.	1. PCU Monthly Briefs. 2. Consultants' reports. 3. CDB Project Supervision Reports.	1. Full cooperation of TAMCC staff, management and external stakeholders.
4. Inputs:	(USD)		
	CDB	GOGR/TAMCC	Total
	500,000	85,525	585,525
	85	15	100
Total Percentage		1. Disbursement records of PCU and CDB. 2. Contracts signed by the selected Consultants. 3. Minutes of PSC meetings.	1. GOGR/TAMCC provides counterpart support in a timely manner. 2. Stakeholders cooperate and participate effectively in the consultation process.

1. All data to be disaggregated by sex.

PROJECT MANAGEMENT DUTIES AND RESPONSIBILITIES

1. The MOEHRDE, through its PCU, will be responsible for the management and execution of the Project. It will assign the current PC to manage the Project. Assistance to the PC will be provided by a PAC, who will review and provide technical inputs. Overall guidance and facilitation will be provided by TAMCC's Council, which will serve as the PSC. A PL shall be assigned by TAMCC to ensure that both the PCU's and Consultant's work are facilitated smoothly. The duties responsibilities and of the various structures and offices are as follows:

Project Steering Committee

2. The specific functions of the PSC, include but are not limited to:
- (a) providing overall operational guidance for project implementation to ensure that the project meets its objectives, in keeping with GOCR policy;
 - (b) approving the Principal's choice of PL and the Consultant's Work Programme;
 - (c) approving all implementation and financial reports required by the grant agreement prior to their submission to the Ministry of Finance and CDB;
 - (d) providing assistance and guidance to PCU in handling implementation and coordination problems brought to its attention; and

TAMCC's Council currently meets monthly. In its capacity as PSC, the Council shall consider the monthly briefs submitted by the PC or any other report submitted by the PCU at these meetings. The PC may request additional meetings when faced with extraordinary situations.

Project Coordinator

3. The specific functions of the PC, include but are not limited to:
- (a) representing MOEHRDE in all dealings with the Consultants;
 - (b) submitting monthly briefs to MOEHRDE, TAMCC and CDB on the progress of the consultancy;
 - (c) presenting those briefs to the PSC at their monthly meetings;
 - (d) chairing the PAC;
 - (e) coordinating the meetings of the Consultants with the appropriate stakeholders and national authorities;
 - (f) ensuring that GOCR background reports, data and other required documentation are made available to the Consultants;
 - (g) coordinating the submission of comments by TAMCC, GOCR and CDB, on the work/reports of the Consultants;
 - (h) monitoring adherence to implementation schedules and general compliance with the various conditions associated with the funding;
 - (i) updating the Procurement Plan as required, at least annually;
 - (j) organising the stakeholder workshop(s);
 - (k) verifying that the outputs of the Consultants are consistent with the requirements of the TOR and are of acceptable quality; and
 - (l) any other duties as assigned by the Permanent Secretary, MOEHRDE.

Project Liaison

4. The specific functions of the PL, include but are not limited to:

- (a) representing TAMCC in all dealings with the PCU and the Consultants;
- (b) assisting the PC with the preparation of monthly briefs on the progress of the consultancy;
- (c) sitting on the PAC and chairing the Committee in the absence of the PC;
- (d) assisting the PC in coordinating the meetings of the Consultants with the appropriate stakeholders and national authorities;
- (e) ensuring that TAMCC background reports, data and other required documentation are made available to the Consultants;
- (f) collating comments submitted by TAMCC management, faculty, staff, students and parents on the work/reports of the Consultants;
- (g) assisting with the organisation of the Stakeholder Workshop(s);
- (h) verifying that the outputs of the Consultants are consistent with the requirements of TAMCC and adequately account for ongoing or planned initiatives; and
- (i) any other duties as assigned by the Principal, TAMCC.

Project Advisory Committee

5. The specific functions of the PAC, include but are not limited to, assisting the PC in:
- (a) finalising of TOR for the engagement of the consultants;
 - (b) finalising the technical components of Expressions of Interest and Requests for Proposals;
 - (c) evaluating technical and financial proposals;
 - (d) monitoring and assessing the work of the consultant;
 - (e) providing technical inputs for reports on the project, based on agreed outputs and outcome indicators, with recommendations for sustaining outcomes, where necessary; and
 - (f) preparation of the completion report on the project.

The PC may co-opt other technical officers to the PAC to participate in/lead the activities outlined. Members may also be requested to attend PSC/Council meetings and provide advice on other issues relating to the implementation of the project components that may arise.

**PROVISIONAL LIST OF STAKEHOLDERS OF
T.A. MARRYSHOW COMMUNITY COLLEGE**

1. Following is a list of stakeholders to be consulted by the TA assessment team, the:
 - (a) Ministry of Education, Human Resource Development and Environment;
 - (b) Ministry of Finance;
 - (c) Ministry of Works;
 - (d) Ministry of Social Development;
 - (e) Ministry of Health's Environmental Health Unit ;
 - (f) management, staff (academic, administrative and ancillary), students and parents of students of TAMCC;
 - (g) communities surrounding the campuses;
 - (h) Grenada Chamber of Industry and Commerce;
 - (i) Grenada Employers Federation;
 - (j) National Training Agency;
 - (k) National Disaster Management Agency;
 - (l) National Water and Sewerage Authority;
 - (m) Grenada National Council of the Disabled;
 - (n) McMaster University; and
 - (o) PETNA Foundation.

PROVISIONAL IMPLEMENTATION PLAN

ID	Task Name	Duration	Start	Finish	2016	2017			2018								
					Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1			
1	Grenada TAMCC TA Project	512 days	2017-05-22	2018-10-15													
2	CDB Board Approval	0 days	2017-05-22	2017-05-22			◆	2017-05-22									
3	CDB dispatch of Grant Agreement	0 days	2017-06-11	2017-06-11			◆	2017-06-11									
4	GOCR signing of Grant Agreement	0 days	2017-08-10	2017-08-10			◆	2017-08-10									
5	CDB signing of Grant Agreement	0 days	2017-08-12	2017-08-12			◆	2017-08-12									
6	Meet Conditions precedent to 1st disbursement	0 days	2017-08-12	2017-08-12			◆	2017-08-12									
9	Project Start Mission	2 days	2017-09-10	2017-09-11			◆	2017-09-10									
10	Assessment Consultancy	260 days	2018-01-08	2018-09-24													
11	Inception Report	22 days	2018-01-08	2018-01-29													
12	1st Progress Report	35 days	2018-01-30	2018-03-05													
13	2nd Progress Report	56 days	2018-03-06	2018-04-30													
14	Draft Action Plan	56 days	2018-05-01	2018-06-25													
15	Stakeholder Workshop	2 days	2018-07-22	2018-07-23													
16	Draft Final Action Plan	21 days	2018-07-24	2018-08-13													
17	Final Action Plan	42 days	2018-08-14	2018-09-24													
18	Project Management	429 days	2017-08-12	2018-10-15													
					<p>Task Milestone ◆ Summary </p>												

BUDGET
(USD)

Item	CDB	GOCR
CDB's Contribution	500,000	-
Counterpart Contribution		85,525
%	85	15

PROCUREMENT PLAN

I. General

1. Project Information:

Country: Grenada
Borrower: The Government of Grenada
Project Name: Assessment of TAMCC TA Project
Project Implementing Agency: MOEHRDE PCU

2. **Bank's Approval Date of the Procurement Plan:** May 22, 2017
3. **Period Covered By This Procurement Plan:** May 22, 2017 – November 22, 2018
4. **Date of General Procurement Notice:** June 22, 2017 (proposed)

II. Goods, Works and Non-Consulting Services

1. **Prior Review Threshold:** Procurement decision subject to prior review by the Bank as stated in Appendix 2 to the Guidelines for Procurement:

	Procurement Method	Prior Review Threshold (USD)	Comments
1.	Goods & Non-consultancy Services – all methods	■	Bid Documents for goods will be subject to prior review.

2. **Prequalification.** No.
3. **Reference to (if any) Project Operational/Procurement Manual:** CDB's Guidelines for Procurement (2006).
4. **Any Other Special Procurement Arrangements:** None.

This information is withheld in accordance with one or more of the exceptions to disclosure under the Bank's Information Disclosure Policy.

5. Indicative Procurement Packages with Methods:

1	2	3	4	5	6	7	8
Ref No.	Contract (Description)	Est. Cost (USD)	Procurement Method	Pre-qual (Yes / No)	Bank Review (Prior / Post)	Expected Bid-Opening Date	Comments
N1	Workshop support	■	Shopping	No	Post	Q1 2018	Varied contracts. None over USD 5,000.

III. Consulting Services

1. **Prior Review Threshold:** Procurement decision subject to prior review by the Bank as stated in Appendix 1 to the CDB Guidelines for the Selection and Engagement of Consultants (October 2011):

	Selection Method	Prior Review Threshold	Comments
1.	QBS	■	

2. **Reference to (if any) Project Operational/Procurement Manual:** CDB Guidelines for the Selection and Engagement of Consultants (October 2011).
3. **Any Other Special Procurement Arrangements:** N/A
4. **Procurement Packages with Selection Methods and Time Schedule:**

1	2	3	4	5	6	7
Ref No.	Assignment (Description)	Estimated Cost (USD)	Selection Method	Review by Bank (Prior/Post)	Expected Proposal Submission	Comments
C1.	Action Plan Consultants	■	QBS	Prior	Oct 2017	-

This information is withheld in accordance with one or more of the exceptions to disclosure under the Bank's Information Disclosure Policy.

IV. Implementing Agency Capacity Building Activities with Time Schedule

No.	Expected Outcome / Activity Description	Estimated Cost (USD)	Estimated Duration	Start Date	Comments
T1.	Project Start Mission	██████████	2 days	Q3 2017	3-member CDB team
T2.	Sequestering of EOI Evaluation Team	██████████	1 day	Q3 2017	-
T3.	Sequestering of Technical Proposal Evaluation Team	██████████	1 day	Q4 2017	-

V. Summary of Proposed Procurement Arrangement

Project Component	CDB QBS	CDB SHOP	NBF	Total Cost
1. Action Plan Consultants	██████████	-	-	██████████
2. Project Implementation Support	-	██████████	██████████	██████████
3. Sub-total	██████████	██████████	██████████	██████████
4. Physical Contingency		██████████	██████████	██████████
5. Total Project Costs				██████████

This information is withheld in accordance with one or more of the exceptions to disclosure under the Bank's Information Disclosure Policy.

GENDER MARKER

Project Cycle Stage	Criteria	Score
Analysis:	Sex-disaggregated data included in the background analysis, and/or baselines and indicators, or collection of sex-disaggregated data required in TOR.	1
Background	Socioeconomic/Sector/Institutional analysis considers gender disparities, or TOR require the identification of socioeconomic, sectoral and institutional gender issues.	0
Design:	TA interventions are designed, or will be identified as part of the project, that address gender disparities or enhance gender capacities.	1
Project Proposal/Definition /Objective	Project objective/outcome includes the enhancement of gender capacities, gender data collection, gender equality or the design of gender-responsive policies or guidelines.	1
Maximum Score:		3

GM: gender mainstreamed: the project has potential to contribute significantly to gender equality

PERFORMANCE ASSESSMENT SUMMARY

Criteria	Score	Justification
Relevance	4	GOCR accords high priority to the TA as it provides a key commitment of the government's Medium-term Development Strategy - the development of its human resources through the reform of the education sector, to allow every Grenadian to reach his or her full development potential. The Project is consistent with GOCR's strategic policies for education and national development, including the Growth and Poverty Reduction Strategy Paper (2012-2015). It accords with CDB's Strategic Objective of promoting broad-based economic growth and social development, and Corporate Priority of improving the quality of, and access to education and training. The Project is also aligned with CDB's Education and Training Policy and Strategy, Technical Assistance Policy and Strategy, and Gender Equality Policy and Operational Strategy.
Effectiveness	3	The TA has been designed to further enable the transformation of TAMCC, through the creation of an Action Plan for improving infrastructure, instruction and operations, which will assist in shaping the future performance and enhance the development effectiveness of the College. The outputs will provide a platform for creating a gender responsive and socially inclusive environment with expanded opportunities for all persons, including those in under-served communities within the tri-island community.
Efficiency	3	The benefits of the TA inputs are expected to outweigh the costs of project implementation. Specifically, this TA will play a significant role in enhancing the framework for the delivery of and access to quality higher education and the proposed new institutional arrangements will be carefully assessed based on the potential to promote greater efficiency of the College's programmes. Efficiency will be further enhanced as the TA builds on the work being done by McMaster University.
Sustainability	3	The sustainability of outcomes depends on GOCR implementing the recommendations in a timely manner. GOCR demonstrated commitment and ability to sustain its investment in education in a difficult economic climate with the financing of GEEP. That climate continues to improve and fiscal space has been created with the presence of UKCIF which should free resources for investment in social infrastructure. In addition, GOCR's Agreement with McMaster University requires some infrastructural investment to be made by 2021.
Overall Score	3.25	Highly Satisfactory