



## **ORGANISATION OF EASTERN CARIBBEAN STATES**

### **INVITATION FOR EXPRESSIONS OF INTEREST**

#### **Monitoring and Evaluation (M&E) Consultancy Firm for the OECS Programme for Educational Advancement and Relevant Learning (OECS PEARL)**

The Organisation of Eastern Caribbean States (OECS) Commission invites interested eligible Consultancy Firms to submit Expressions of Interest (EOIs) for the provision of **Monitoring and Evaluation consultancy services for the OECS Programme for Educational Advancement and Relevant Learning (OECS PEARL)**

The Terms of Reference and Guidelines for the Submission of Expressions of Interest for this consultancy are provided below. With regard to the information presented in this document, these Terms of Reference should be read together with the Programme Description which can be accessed here. ([The OECS PEARL](#))

## TERMS OF REFERENCE

### Monitoring and Evaluation consultancy services for the OE CS PEARL

Organisation of Eastern Caribbean States (OECS)

#### 1.0 Introduction

The Organisation of Eastern Caribbean States (OECS) Commission has received funding from the Global Partnership for Education (GPE) towards support for the implementation of the OECS Education Sector Strategy (OESS). This funding is to assist the OECS Member States to achieve the goal of the OESS: **Improved and more equitable learning outcomes through the provision of quality and relevant education and training in the OECS**. In relation to this goal, the funding will focus on **Expanded access and improved student learning in basic education**. The programme will be implemented at the primary level (Grade K to Grade 6) in the nine (9) English-speaking OECS Member States with an emphasis on the four (4) Windward Islands that belong to the GPE group of developing country partners. While the Programme will directly benefit the four (4) GPE Member States<sup>1</sup>, the Non-GPE<sup>2</sup> Member States will benefit by participating in selected areas of the Programme. Appendix A presents a matrix highlighting the specific programme areas intended for GPE Member States only and those for non-GPE Member States. The OECS PEARL will be implemented by the Education Development Management Unit (EDMU) of the OECS Commission along with Ministries of Education (MoEs) of the OECS.

#### 1.1 Background

The OECS region comprises nine English-speaking territories across the chain of Eastern Caribbean islands connected through an economic union by the Revised Treaty of Basseterre (2010). The countries of this economic union collaborate at exceedingly high levels in the education field. Ministries of Education collaborate in regional governance and technical groups that yield great results from knowledge sharing and the design of collective approaches to problems that equally affect the countries of the region. However, while the similarities in the Member States are many, each territory deals with its own peculiarities and nuances in education that require approaches that may not apply to all. In addition, the economic and population size realities, among other things, require treatments in one State that may not be necessary in another. Consequently, regional initiatives like the PEARL must take into account the in-country realities and their implications for intended work. One key example is the curriculum work that is ongoing in Montserrat and St Kitts and Nevis. Every effort must be made to devise an inclusive approach through the PEARL that keeps a harmonized approach to education in the OECS.

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<sup>1</sup> The four GPE Member States are: Dominica, Grenada, Saint Lucia and St Vincent and the Grenadines.

<sup>2</sup> The Non-GPE Member States are: Anguilla, Antigua and Barbuda, British Virgin Islands, Montserrat and St Kitts and Nevis.

The OESS, endorsed by the Council of Ministers of Education in May 2011, was accepted as the framework for educational development in Member States, with the vision: “*Every Learner Succeeds*”. A Mid-Term Review of the OESS was undertaken in 2019. That review provided the opportunity for reframing and reshaping education for the region. Under the theme of relevance, the key finding was that the OESS remains relevant to all of the OECS Member States. Consequently, the life of the strategy was extended to 2026. The OESS continues to serve as an overarching framework for national governments to plan and implement their own national education strategies and plans.

The extension of the OESS implementation period to 2026 provides the opportunity for addressing some of the outstanding issues and challenges confronting education in the region while extending the gains from major initiatives. For instance, the OECS PEARL will provide a structured, coordinated and funded mechanism for integrating the core learning standards established during the implementation of the OECS Education Support Project in 2017 – 2019. These standards will feature prominently in the revised OECS Harmonized Primary Curriculum to be developed. Similarly, this new programme will build on the gains realized during implementation of the Early Learners Programme (2015 – 2020), an intervention programme funded by USAID that focused on improving reading at the early grade level.

Following the conclusion of the OECS Education Support Project (OESP) in 2019, a final evaluation report highlighted the need for a strengthened monitoring and evaluation approach for future programmes and projects based on detailed feedback from Member States. Some of the key recommendations highlighted in the Final Report suggest a more coordinated approach to monitoring and evaluation beyond the duration of the project to include all the relevant actors within the Member States. Therefore, the OECS PEARL incorporated a Monitoring, Evaluation, Reporting and Learning sub-component to ensure full integration of M&E procedures across the Programme. It is expected that the OECS PEARL will duly consider these and other contextual realities throughout programme implementation.

## **2.0 Purpose and Objective of Consultancy**

The OECS Commission is seeking to engage a Monitoring and Evaluation Consultancy Firm (M & E Firm) to provide the services described below to the beneficiary OECS countries. The overall objective of the consultancy is to strengthen the capacity of persons within the education systems of participating Member States in monitoring, evaluating, reporting and learning as a means to improve coordination of activities and communication with key stakeholders across Member States during and post implementation. More specifically, the M&E firm will devise strategies to harmonize implementation of the OECS PEARL to existing M&E structures at the OECS Commission and at Member States levels.

This consultancy requires due attention to the new demands placed on Education Planners, other Ministry of Education officials, Principals and teachers during the COVID-19 pandemic due to increased incidence of home learning and the introduction of online learning in ways that never existed previously in pre-primary and primary schools of the OECS. Key to this consultancy will be augmenting capacity to collect and use data for teaching and learning improvements as well as for evidence-based decision-making.

In addition, the firm will provide technical, advisory and support services to the project teams at the regional and national levels through various means of communication and through periodic in-country/office visits, for training and consultations. Capacity building is required of both regional and national teams to enable adequate meeting of monitoring, evaluation and reporting requirements of this and future programmes in education.

### **3.0 Requirements of the Consultancy**

For this assignment, the M&E Consulting firm should undertake the following:

1. **Alignment of the OECS PEARL to the draft OESS Performance Management Framework.** Upon review of the draft OESS PMF, the firm should submit a completed PMF with the confirmation of all baselines and targets (to include intermediary targets).
2. **Monitoring progress of the OECS PEARL against its overall MERL Framework, Work Plan/WBS and Theory of Change** by providing an overview of progress on activities and implementation of Theory of Change;
3. **Monitoring of the OECS PEARL activities by Implementing Partners,** with particular focus on the Member States across the four (4) Program Components against their planned activities as detailed in their respective Annual Work Plans. This includes but is not limited to monitoring of outputs, budget/expenditure, procurement of goods and services and disbursements at the country level (4 GPE countries and 5 Member States); by working closely with:
  - a. National Coordinators;
  - b. National Monitoring and Evaluation Teams;
  - c. National Focal Points; and
  - d. Component Focal Points

Therefore, the architecture for the MERL System must take into account the activities as detailed in the OESS PMF, OECS PEARL Program Document and associated M&E documents, the Project Implementation Manual, Country Work Plans and Reports as well as any other related documents. The Firm should also consider the [Final Evaluation Report](#) on the OECS Education Support Project (2017 - 2019).

### **4.0 Scope of Work**

The Consulting Firm will adopt a results-based approach whereby the desired outcomes are the critical measure of success for the OECS PEARL. This will include establishing baselines and targets to facilitate measurement of key results in the OESS Performance Management Framework and the OECS PEARL Monitoring Framework. This is expected to be connected to Quarterly, Bi-annual and Annual Progress Reports which will reflect linkages between the inputs, activities, outputs and outcomes at the Regional and National levels.

The Consultant is expected to provide monitoring and evaluation (M&E) services primarily for four (4) GPE Developing Country Partners (DCPs) in the context of the OECS PEARL; however, the monitoring system will be required to include the other five (5) OECS Member States (bringing

a total of nine (9) Member States). The system will augment capacity to collect and use data for teaching and learning improvements as well as for evidence-based decision-making. The Monitoring, Evaluation, Reporting & Learning (MERL) system will take into consideration the OECS Commission's M&E Policy Manual, which provides an overarching M&E framework and gives the policy context for managing program and operational performance data and information. Additionally, focus will be on ensuring sufficient capacity at regional and national levels to efficiently manage the program as well as implementing change management strategies and plans tied to communication for effective implementation.

For Component 2 - Curriculum and Assessment, an information management system to support the OECS Harmonized Primary Curriculum (OHPC) is expected to be developed under a separate consultancy. The M&E Firm will be required to integrate this system into the MERL. Furthermore, during the implementation of the OECS Education Sector Project (OESP), a package of resources was developed across key project components (among them: [Curriculum & Assessment](#), [Professional Development](#) and [Leadership & Accountability](#)). These resources, namely, data collection tools, monitoring plans, process maps, quality checklists and reporting templates should be reviewed, adapted or further developed where necessary and scaled up to meet the requirements of the new MERL System being developed.

Another critical aspect of the process of monitoring and evaluation will be the establishment of a MERL system for providing regular information on students' progress and related activities. The MERL system will, among other things, enable schools and Ministries of Education to manage and use data on teaching and learning to guide decisions to improve student learning. Furthermore, the Firm will facilitate **gender-sensitive and gender-disaggregated monitoring and evaluation** in accordance with the [Gender Equality Mainstreaming Policy for the Organisation of Eastern Caribbean States \(OECS\) Commission](#).

Specifically, the consultancy is expected to achieve the following deliverables:

1. An Inception Report detailing the Consulting Firm's approach to the Assignment to include a detailed Desk Review of relevant documents which will be made available by the EDMU, including, among others:
  - a) [Mid-Term Review of the OESS \(2019\)](#)
  - b) [OECS Data Quality Assessment Report \(2019\)](#)
  - c) [OECS Data Governance and Management Framework](#)
  - d) [Draft OECS Education Initiatives Sustainability Framework](#)
2. A Reviewed and completed Performance Management Framework for the OESS, with due consideration to the recommendations from the Mid-Term Review of the OESS and the [OECS Education Statistics Code of Practice and Interim Plan for the Development of Education Statistics](#) to produce revised OESS indicators to monitor the implementation of the OESS.
3. A revised Performance Monitoring Framework with regional and national baselines, and intermediate and final targets for the OECS PEARL, such targets being determined through an evidence-based approach. The PEARL is one of the initiatives supporting the implementation of the OESS.

4. Baseline and endline reports based on instructional lesson observations using a specified, established tool such as Teach developed by the World Bank. These lesson observations will help inform the interventions provided through the OECS PEARL as well as serve as a basis for measuring teacher growth over the life of the programme. The firm will lead the selection and adaptation or development of the tool for the observations.
5. Identification and assessment of existing reporting structures to inform the development of an innovative and transformational Monitoring, Evaluation, Reporting & Learning (MERL) System for the OESS including related procedures for the OECS PEARL and other programmes and/or initiatives under the EDMU. The MERL system should include a component for the Ministries of Education in Member States to provide regular reports on student progress and to assist in the management and utilization of data for evidence-based decision-making. The proposed MERL System should be web-enabled and serve as the repository of data and information on education in the OECS. It should establish a sound Performance Management Framework for the OESS of which the OECS PEARL is one implementing arm for the accomplishment of targets. The MERL should allow access for the tracking of status and performance information on all activities as implementation advances. The proposed system should accommodate usage by approved personnel across the OECS Commission and Member States for data collection, reporting purposes and informed decision-making. When designing this system, the Consulting Firm should go beyond the orthodox data collection approaches to design processes that meet the demands of a distributed learning model.
6. Strengthened M&E capacity of staff of the OECS Commission and the OECS Member States on the established MERL System utilizing training and learning resource manuals and other evidence-based training approaches for sustainable implementation of the MERL.
7. M&E Country manuals and other resources which will include an implementation plan with specific activities to operationalize the system (goal, baseline, timelines, frequency of measurement, responsible actors, required resources, etc.) and ensure compatibility with the Programme Implementation Manual (PIM).
8. Prepare Annual Progress Monitoring Reports based on the program's expected results.

## **5.0 Methodology**

Considering the complex nature of the OECS PEARL, a wide range of approaches will be required to achieve the intended objectives and outputs. The OECS PEARL directly supports four (4) GPE Member States (Dominica, Grenada, Saint Lucia, St Vincent & the Grenadines); however, some components such as the Curriculum & Assessment will directly benefit all nine (9) Member States. Consequently, it is conceivable that an approach not listed in the Terms of Reference may be required. In this eventuality, the OECS Commission may consider and agree to other innovative approaches, some of which may be proposed by the M&E Consultancy Firm to achieve efficient and effective delivery of the outputs.

The OECS Data Governance and Management Framework, the OECS PEARL Programme Document, the Project Implementation Plan, among other documents, will provide direction for the establishment of a Monitoring, Evaluation, Reporting and Learning (MERL) system for this Consultancy. The following are the foreseen approaches to the assignment:

- 1) High quality research:
  - a) Context reviews and needs assessments;
  - b) Literature reviews and document analysis;
  - c) Accepted approaches to data collection and analysis, documented and justified in key reports on these methods with a balanced approach to the quantity of detail provided;
  - d) Clear presentation of findings based on quality research approaches and using high quality visuals as necessary; and
  - e) Clear recommendations with justifications.
- 2) Inclusive, collaborative approach to development and implementation, such collaboration to include the following groups:
  - a) EDMU;
  - b) OECS Member States-MoEs;
  - c) OECS technical and governance groups;
  - d) OECS education regional and international development partners;
  - e) Other consultants appointed by the OECS Commission and OECS Member States, particularly, the Project Implementation Consultancy Team and the Student Assessment consultants;
  - f) Existing structures of the OECS Ministries of Education, duly considering the roles of Education Officers, Curriculum Officers, Principals and teachers; and
  - g) Incorporating change management strategies throughout implementation.
- 3) Use of progressive and evidence-based approaches to the assignment for quality and effective management while not unduly affecting efficiency of implementation, this approach to include:
  - a) Efforts to achieve transformational change, with identification of change agents and enacting critical changes that increase opportunities for learning by educators and students;
  - b) Application of the OECS Professional Development Model as opposed to large scale workshops and one-size-fits-all approaches;
  - c) Application of the OECS Education Initiatives Sustainability Framework;
  - d) Progression from outlines to plans/proposals to drafts to final;
  - e) Training plans to be approved by the EDMU well in advance of training; and
  - f) Modularized training programmes that allow for self-paced and group learning in blended modalities.
- 4) Risk mitigation strategies implemented to ensure quality and timely delivery.
- 5) Blended approach to orientation, training and Professional Development activities, for both regional and national activities.
- 6) Future proofing approaches and strategies that consider important lessons learned during the COVID-19 pandemic and reflect attention to preparing an education system for future

developments and demands.

- 7) Clear and evidence-based project management strategies to ensure that implementation remains on schedule and within budget.

#### Document Development Process

In instances where a document is deemed a deliverable (as identified in Table 1 ) or an output as outlined in the Programme Document, the following process should be observed: Feedback on an initial draft will be provided by the OECS Commission and in some cases by the participating OECS Member States. Where feedback is provided, the M&E Firm is required to prepare a response document detailing the responses to and actions taken based on the feedback. Further, two versions of the document should be resubmitted, one with tracked changes to reflect the amendments made based on the feedback provided and a clean, fully edited version for approval. It is the firm’s responsibility to ensure that all final deliverables are proofread and error free. This requirement will be considered in making final decisions regarding acceptance of and payment for final deliverables.

### 6.0 Key Output and Deliverables

The key activities of the assignment, the expected outputs and estimated time inputs are detailed in Table 1 below:

**Table 1: Key outputs and deliverables**

Deliverable	Activities	Estimated Time Input (Working days)
<p><b>Deliverable#1:</b> An Inception Report detailing the Consulting Firm’s approach to the Assignment.</p>	<p>Prepare work plan for the full duration of the consultancy including Consultant’s methodology;</p> <p>Undertake a detailed desk review of relevant documents which will be made available by the EDMU, including, among others:  <a href="#">Mid-Term Review of the OECS (2019)</a>  <a href="#">OECS Data Quality Assessment Report (2019)</a>  <a href="#">OECS Data Governance and Management Framework</a>  <a href="#">Draft OECS Education Initiatives Sustainability Framework</a></p>	<p>15 Working Days</p>

<p><b>Deliverable #2:</b> A revised and completed Performance Management Framework for the OESS and the OECS PEARL.</p>	<p>Review existing OESS and related Performance Management Framework;</p> <p>Review Mid-Term Review of the OESS and the <a href="#">OECS Education Statistics Code of Practice and Interim Plan for the Development of Education Statistics</a> to produce revised OESS indicators to monitor the implementation of the OESS (2021 - 2026).</p> <p>Review OECS PEARL Results Framework and associated Program Implementation Manual (PIM).</p> <p>Confirm indicators, baselines and targets for the OESS PMF.</p>	<p>15 Working Days</p>
<p><b>Deliverable #3:</b> A web-enabled MERL System for OESS and OECS PEARL</p> <p>A Sustainability Plan for the MERL System</p> <p>A guide on successfully implementing the new OECS MERL System.</p>	<p>Identify and assess existing reporting structures;</p> <p>Review existing data collection systems at the Ministries of Education in the nine (9) Member States;</p> <p>Review other tools which will be derived during the implementation of the OECS PEARL to include but not limited to the planned lesson observation tool and system and the Information Management System for Curriculum and Assessment which will be developed under separate consultancies.</p>	<p>45 Working Days</p>
<p><b>Deliverable # 4</b></p>	<p>Baseline and endline reports based on instructional lesson observations using a specified tool such as Teach developed by the World Bank</p>	<p>15 working days</p>
<p><b>Deliverable #5:</b> Training Delivery, training report including plans, material and registers</p>	<p>Build M&amp;E capacity of staff of the OECS Commission and the OECS Member States on the established MERL System by organising short term training sessions with members of the EDMU; and key personnel in the nine (9) Member States.</p>	<p>30 Working Days</p>
<p><b>Deliverable #6:</b> Annual Progress Monitoring Reports based on the program's expected results.</p>	<p>Prepare Annual Progress Monitoring Reports based on the Program's expected results.</p>	<p>20 Working Days</p>

## 7.0 Institutional Arrangements and Reporting

The Monitoring and Evaluation (M&E) Consultancy Firm will report to the Programme Director, EDMU, with technical inputs from the Project Manager and Technical Specialist, Data and Information, OECS PEARL as well as the Programme Management Unit (PMU) of the OECS Commission. In the execution of duties, the firm will be expected to liaise and collaborate with teams within the OECS Commission, participating OECS Member States, other duly appointed OECS PEARL consultants, relevant government institutions and authorities.

All Reports listed in Table 1 shall be prepared and submitted in Microsoft Word format or other agreed format via electronic mail or web platform to [oeccspearl@oeccs.int](mailto:oeccspearl@oeccs.int) . The final report of the consultancy shall be submitted in three (3) hard copies and one electronic copy (PDF & MS Word format). Note that National Coordinators have been appointed in each GPE Member State to assist in coordinating arrangements for field work and logistical planning. However, the Consultant will be responsible for making logistical arrangements for the country visits.

## 8.0 Indicative Payment Schedule

<b>Deliverable</b>	<b>Payment</b>
<b>Output 1:</b> Inception Report	5%
<b>Output 2:</b> A revised and completed Performance Management Framework for the OESS and the OECS PEARL	10%
<b>Output 3:</b> Establishment of MERL System	20%
<b>Output 4:</b> Baseline and endline reports on lesson observations	10%
<b>Output 5:</b> Training Delivery, Training report including plans, material and registers	25%
<b>Output 6:</b> Progress Monitoring Reports (Four Annual Progress Reports)	30% (7.5% per report)
<b>TOTAL</b>	<b>100%</b>

## 9.0 Duration/Schedule for Completion of Contract Deliverables

The Assignment is expected to be undertaken in 140 professional days throughout the project implementation projected to end July 2025.

TASKS	ITEM	SCHEDULE DELIVERY DATES
1.	Inception Report	Four (4) weeks after Contract signing
2.	A revised and completed Performance Management Framework for the OESS and the OECS PEARL	3 months after contract signing
3.	Establishment of MERL System	3 months after Baseline Assessment Report
4	Baseline report on lesson observations	4 months after contract signing
5.	Training Delivery, Training report including plans, material and registers	6 months after the establishment of MERL System
6	Annual Progress Monitoring Reports	7 days after the end of the reporting year
7	Endline report on lesson observations	3 months before end of consultancy

## 10.0 Selection Requirements

The work should be undertaken by a team of professions with expertise in one or more of the skill sets required to deliver the outputs. Accordingly, the team should comprise the following Key Experts:

- **For Key Expert 1: Team Leader (Strategic Planning/Results Based Management Specialist)**

### Qualifications and skills:

At least a Master's degree (or equivalent) in Strategic Management, Public Administration, Public Sector Management, Management Studies, Operations Management, Economics or a related field, or one that is deemed relevant and;

Specialised certification and/or training in Results based management from a recognized institution  
General Professional Experience

**Specific Professional Experience:**

At least seven (7) years' experience in strategic planning, performance monitoring, evaluation.

At least five (5) years of progressive responsibility in the design and implementation of results-based planning, monitoring and reporting systems.

Direct experience in developing strategic plans for at least two organisations/entities/Ministries

Direct experience developing RBM systems for at least two (2) organisations/entities/Ministries; working and leading teams and undertaking training in monitoring and evaluation

At least three (3) years' experience designing data collection methods and instruments for adequate monitoring and evaluation of performance, for organisations of varying size and capacity (small to large).

At least three (3) years' experience translating high-level, multi-year strategic objectives to the operational/implementation level.

At least three (3) years' experience in delivering training in strategic planning, results-based management, monitoring and evaluation.

At least two (2) years' experience of engaging senior government officials in the Caribbean and/or other similar regions.

An understanding of the regional education system; more specifically, pre-primary and primary levels to include gender dynamics and challenges with Special Education Needs.

At least three (3) years' experience working in the Caribbean and/or other similar regions.

- **For Key Expert 2: Performance Management/Monitoring and Evaluation Specialist**

**Qualifications and skills:**

At least a Master's degree (or equivalent) in Monitoring and Evaluation, Public Administration, Public Sector Management, Management Studies, Operations Management, Economics or a related field or one that is deemed relevant, and;

Specialised certification and/or training in Results based management from a recognised institution.

**Specific Professional Experience:**

At least five (5) years of progressive responsibility in the design and implementation of results-based planning, monitoring and reporting systems

At least three (3) years' experience in the delivery of training in results-focused programme/project cycle management, including training/workshop facilitation.

At least three (3) years' experience in supporting the design of RBM systems, and conducting monitoring and/or evaluation activities.

At least three (3) years' experience in developing RBM/M&E/MERL procedures manuals.

An understanding of the regional education system; more specifically, pre-primary and primary levels to include gender dynamics and challenges with Special Education Needs.

At least three (3) years' experience working in the Caribbean and/or other similar regions.

- **For Key Expert 3: Information Technology Specialist**

**Qualifications and skills:**

At least a Master's degree (or equivalent) in Information Technology, Information Management, or a related field, or one that is deemed relevant.

**Specific Professional Experience:**

At least five (5) years' specific experience in developing IT solutions and providing IT support and maintenance services for multi-country systems.

At least five (5) years' experience in developing and managing databases within the non-profit sector.

At least three (3) years' experience in developing and managing databases within the social sector; specifically, the education sector.

At least three (3) years' experience in the development and deployment of web technologies and development of web-based information systems.

**The Consultancy Firm in general:**

- Not less than five (5) years of overall consulting experience, including in: Monitoring and Evaluation, Education Statistics, information systems, and results-based management.
- At least one (1) successfully completed, similar assignment during the past five (5) years.
- An understanding of development results and Results Based Management concepts and at least three (3) years' experience working in the Caribbean and/or other similar regions.
- All experts must be independent and free from conflicts of interest in the responsibilities they take on.

## **GUIDELINES FOR SUBMISSION OF EXPRESSIONS OF INTEREST**

The Organisation of Eastern Caribbean States (OECS) Commission is seeking Expressions of Interest from Consultancy Firms to undertake the **Monitoring and Evaluation Consultancy services for the OECS PEARL**.

It is expected that the services will commence in March 2022 and be completed July 2025.

Consultancy Firms are invited to indicate their interest in providing the services. Interested firms must provide information on their capability and suitability to undertake the assignment.

Consultancy Firms interested in undertaking the prescribed services are to submit an Expression of Interest to include:

1. Information on the firm's qualifications to perform the services, experience and competence relevant to the assignment, including a Curriculum Vitae
2. A Concept Note on the planned framework for undertaking the assignment and a breakdown of the number of days required for each task and a sample of previous work done.

**Expressions of Interests submitted should not exceed 25 pages (including all annexes).**

Consultancy Firms shall bear all costs associated with the preparation and submission of their Expressions of Interest.

The OECS is not bound to accept any Expression of Interest, and reserves the right to annul the selection process at any time prior to contract award, without thereby incurring any liability to the Consultants.

For more information or to submit Expressions of Interest, please contact:

Procurement Unit  
Organisation of Eastern Caribbean States  
Morne Fortune  
P.O. Box 1383  
Castries  
ST LUCIA  
[procurement@oecs.int](mailto:procurement@oecs.int)

Copied to:

[oeccpearl@oecs.int](mailto:oeccpearl@oecs.int)

Expressions of Interest can be submitted via email **at the following email address:**  
[procurement@oecs.int](mailto:procurement@oecs.int).

A Consulting Firm will be selected in accordance with the Consultant's Qualifications (CQS) Selection method as detailed in the procedures set out in the Procurement Manual of the OECS dated November 2013, revised June 2017 available at the following link: <https://oecs.org/en/work-with-us/procurements/procurement-procedures>

Expressions of Interest will be evaluated and the Consulting Firm with the most relevant experience, qualifications and technical competence will be selected and requested to submit a proposal which will be the basis for negotiations leading to a contract.

The criteria to evaluate the Expressions of Interests submitted may include:

1. Technical competence in undertaking the assignment
2. Qualifications of the Consultants
3. Related experience of the Consultant and experience in undertaking similar assignments
4. Planned framework submitted for undertaking the assignment

The details of the services required are available in the Terms of Reference which is available on the official website: [www.oecs.int](http://www.oecs.int).

An electronic copy of the Expressions of Interest should reach the OECS Commission no later than January 19, 2022, **addressed to:**

**Procurement Officer**

**At the following email address:**

**[procurement@oecs.int](mailto:procurement@oecs.int)**

**The email submissions should include the name and address of the Consultant and shall be clearly marked in the subject line as "Expression of Interest – Monitoring and Evaluation consultancy services for the OECS PEARL."**

Appendix A – *OECS PEARL Implementation Plan*

<b>Component 1: Enhanced quality and equity of access to ECD and Special Education Needs (SEN) Services</b>						
<b>Activity</b>	<b>Lead Entity</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Remarks</b>
<i>Sub-Component 1.1: Strengthened enabling environment for equitable and quality service delivery</i>						
<b>1.1.1</b> Refurbish pre-primary classrooms facilities and provide appropriate furniture and equipment	MOE					Select classrooms in underserved communities
<b>1.1.2</b> Conduct in-service training in child-centered learning	MOE					Include non-GPE States.
<i>Sub-Component 1.2: Improved availability of services for children with special education needs.</i>						
<b>1.2.1</b> Conduct a National Child Disability and Special Education Needs Survey.	MOE					Include non-GPE States.
<b>1.2.2</b> Develop and provide professional training to teachers and practitioners who interact with children with SEN	OECS					To be informed by survey data
<b>1.2.3</b> Incorporate assistive technology tools in select educational institutions	MOE					Needs to be informed by survey data
<b>1.2.4</b> Undertake Special Needs Community Sensitization programmes	OECS					To be informed by survey data
<b>Component 2: Enhanced Curriculum and Assessment</b>						
<i>Sub-Component 2.1: Improved capacity to develop and implement the school curriculum</i>						
<b>2.1.1</b> Conduct Professional Training in Curriculum and Assessment	OECS					Include non-GPE States.
<i>Sub-Component 2.2: More relevant OECS Harmonized Primary Curriculum (OHPC)</i>						
<b>2.2.1</b> Conduct an evaluation of the OHPC and key stage assessments.	MOE					Include non-GPE States.
<b>2.2.2</b> Develop the new OHPC	MOE					Include non-GPE States.
<b>2.2.3</b> Procure and develop curriculum support materials	OECS					
<b>2.2.4</b> Conduct a pilot implementation of the OHPC	MOE					
<i>Sub-Component 2.3: Improved key stage assessment in Reading and Mathematics</i>						
<b>2.3.1</b> Strengthen OECS early grade (K2) reading assessment	OECS					Include non-GPE States.
<b>2.3.2</b> Develop OECS early grade (K2) numeracy assessment	OECS					Include non-GPE States.
<b>Component 3: Strengthened Leadership and Management</b>						

<i>Sub-Component 3.1: Enhanced capacity of education leaders to support learning</i>						
3.1.1 Develop a Quality Teaching, Learning and Leadership Framework (QTLLF)	OECS					Include non-GPE States.
3.1.2 Conduct Professional Development for School Leaders.	MOE					
<i>Sub-Component 3.2: Strengthened school improvement planning (SIP) and implementation with a focus on learning</i>						
3.2.1 Develop a harmonized Continuous School Improvement Model	OECS					Include non-GPE States.
3.2.2 Implement the approved Continuous School Improvement Model	MOE					
<b>Component 4: Programme Management, Institutional Strengthening, Monitoring and Evaluation</b>						
<i>Sub-Component 4.1: Programme Management</i>						
4.1.1 Recruit/procure resources and establish structures to manage programme implementation and monitoring and evaluation	OECS					To be established at both national and regional levels
<i>Sub-Component 4.2: PEARL Monitoring and Evaluation</i>						
4.2.1 Produce quarterly progress reviews and reports	OECS ; MOE					
4.2.2 Undertake Mid-term and final evaluation reports	OECS					
<i>Sub-Component 4.3: Strengthened Institutional Capacity for M &amp; E</i>						
4.3.1 Conduct training in PEARL Project Monitoring, Evaluation, Reporting and Learning System	OECS					
4.3.2 Implement a MERL data collection, analysis and reporting system	MOE					
4.3.3 Implement Change Management	OECS ; MOE					