



Government of Saint Lucia

Department of Education, Innovation and Vocational Training

OECS Skills and Innovation Project

**Terms of Reference for the Consultancy for Assessment of Post-Secondary Institutions
– Physical Infrastructure**

Prepared: January 23, 2025

I. Introduction

The World Bank's Board has approved US\$36 million to Grenada, Saint Lucia and the OECS Commission from the International Development Association (IDA) of the World Bank Group to finance the OECS Skills and Innovation Project (SKIP). Each participating country will receive funding in the amount of US\$15 million credit while the OECS Commission will receive an IDA grant in the amount of US\$6 million.

The OECS Skills and Innovation Project will provide for investments in post-secondary education to promote transversal and advanced technical skills among youth while strengthening regional cooperation in post-secondary education. Transversal skills are characterised as defined as foundational and higher-order cognitive, socioemotional, digital, entrepreneurial, and managerial skills that are in accordance with increasing demand by the private sector in the regional and global labor market, and the importance of acquiring these skills for labor market success irrespective of sector or occupation. Priority transversal skills will under the OECS SKIP include the skills that employers in the region value the most (such as communication, work ethic, problem-solving, adaptability, teamwork, and initiative).

Over the next six years, the OECS SKIP will benefit 40,000 youth (18 to 34 years of age) who are currently enrolled or will enroll in post-secondary institutions in the OECS region, and who will benefit from regional interventions to foster collaboration in the post-secondary education space. In addition, youth will benefit from the project's provision of new tools to assess priority skills and support teachers, as well as 120 entrepreneurs and firms that would participate in collaborative innovation projects. The project will also foster collaborative innovation within Organization of Eastern Caribbean States (OECS) Member states.

The project will seek to provide direct support to National Colleges and other selected post-secondary institutions to implement Regional Enhancement Plans (REPs), develop new or enhance existing programs for priority skills, and support collaborative innovation projects, with the objective of promoting improved learning environments and fostering better skills and innovation in the OECS to respond to increasing private sector demand for skills.

The REPs for each selected post-secondary institution will be informed by a comprehensive institutional assessment covering physical infrastructure, equipment, curricula, learning materials, program offerings, teaching practices, research activities, student services, internal quality assurance systems, governance mechanisms, project management capacity, collaboration and exchanges with other post-secondary institutions in the OECS, engagement with the private sector, EMIS, and GBV prevention and response protocols.

Central to the attainment of this objective is the conduct of assessments of the physical infrastructure of the beneficiary institutions: the Sir Arthur Lewis Community College (SALCC) and National Skills Development Centre (NSDC).

The Sir Arthur Lewis Community College (SALCC) is the premier tertiary education institution in Saint Lucia, renowned for its comprehensive academic offerings and commitment to national development. SALCC offers a diverse range of programs across five faculties: Health and Wellness, Engineering, Humanities and Sciences, Education and Professional Practice, and Agriculture and Tourism. These faculties serve both full-time and part-time students, with approximately 2,000 full-time and an additional 2,000 part-time students annually. The college provides multiple entry pathways, including CXC qualifications, prior

learning assessments, access courses, and credit transfers. SALCC has strong academic partnerships with over 20 institutions worldwide, allowing graduates to transfer up to two years' worth of credits toward bachelor's degree programs. Additionally, the college supports lifelong learning and offers special training programs tailored to meet the needs of the private sector. With its mission to foster sustainability, innovation, and entrepreneurship, SALCC plays a crucial role in building human capacity in Saint Lucia and beyond.

A comprehensive institutional and infrastructural assessment of the SALCC was completed by the Government of Saint Lucia (GOSL) under the Education Quality Improvement Project (EQuIP) during the period 2019 – 2024: Institutional and infrastructural assessment of the SALCC (Education Quality Improvement Project (EQuIP): 2019-2024. The consultant reports emanating from this consultancy should inform the extent of the infrastructural assessments deemed necessary for the SALCC under this consultancy.

NSDC is a non-profit, parastatal institution which functions with a Board of Directors providing insight into various sectors of the economy and guiding policy decisions. NSDC provides services ranging from Competency Based Technical/Vocational Skills Training, Career & Life Skills Counseling, Psychosocial Counseling, Job Attachment & Placement Services, Productivity Enhancement Training (Soft/Life Skills), Micro-Enterprise Training & Information Technology Training. The NSDC focuses on instilling the necessary attitudes, skills and knowledge into individuals for career success in the new world of work. The National Skills Development Centre, together with the support of the private and public sectors, assist in providing information and training services towards developing a skilled, informed and marketable workforce, which will contribute to the development of Saint Lucians and our Regional and International partners.

To enhance the overall capacity of the SALCC and the NSDC under the OECS SKIP, the Ministry of Education seeks to hire a consultant firm to conduct an infrastructural assessment of select buildings of the SALCC and NSDC. This is inclusive of all curricular and co-curricular laboratories and workshops as well as equipment required to support quality, relevant and innovative programme delivery.

II. Consultancy Objective

To complete an infrastructural assessment of select buildings of the SALCC and NSDC. This is inclusive of all curricular and co-curricular laboratories and workshops as well as equipment required to support quality, relevant and innovative programme delivery.

III. Scope of Work:

Infrastructural Assessment of NSDC and SALCC: Selected Buildings, Laboratories and Workshops

The Consultant will assess the infrastructural condition of relevant buildings at the SALCC and NSDC. This includes all laboratories and workshops, relative to established industry standards. The assessment, in consultation with relevant stakeholders, should rely on existing or previous assessments, updating them if necessary, and should include:

A. Physical Facilities

1. The consultant shall complete a desk review on existing/previous assessment reports on physical facilities of the SALCC and NSDC.
2. Conduct a physical assessment of relevant buildings of SALCC and NSDC. The desk review in (1) above should inform the following assessments of the facilities:
 - a) a non-invasive infrastructural assessment of relevant buildings, including all laboratories and workshops at the SALCC and NSDC. This is inclusive of, but not limited to, physical (including structural), mechanical, electrical, and plumbing assessments, in accordance with current/established codes used in Saint Lucia, the OECS, or in accordance with general industry standards. These assessments should be based on existing/previous assessments (particularly as it relates to the SALCC). In such circumstances an update to the assessment may be required.
 - b) architectural assessment with regard to current/established building codes used in Saint Lucia, or in accordance with general industry standards, with special emphasis on accessibility for persons with disabilities, health, fire and life safety.
 - c) a condition rating of relevant buildings, all laboratories and/or workshops, per institution.
 - d) a condition index, that is, the cost of repair for relevant buildings, laboratories and/or workshops.
 - e) an assessment of the locations of the buildings/ laboratories and workshops, with regard to the impact of climate change, natural and man-made hazards, with a statement on the suitability of the site for further investment.
 - f) a functionality assessment of relevant buildings, laboratories/workshops in terms of their suitability for current and future functions, in view of OECS SKIP objectives and the strategic plans of the SALCC and NSDC.
 - g) a summary of each deficiency with an associated observation, digital image and recommended corrective action. This is inclusive of, but not limited to, mechanical, electrical and plumbing issues. Pictures, illustrations, and/or aerial/drone footage of buildings/sites or relevant components are to be included.

B. Equipment Assessment: All Laboratories and Workshops

The consultant shall complete an equipment assessment. This assessment should rely on existing/previous assessment reports and should include the following in reference to all laboratories and workshops of the SALCC and NSDC:

1. (i) a condition rating of equipment, and an estimate of the remaining useful life.
(ii) a statement of any impact the condition of the equipment has on stakeholder health and safety.

2. a functionality assessment of laboratories and workshop equipment in relation to technological relevance and suitability for current and future functions, and in accordance with international standards and/or good practice for laboratory and/or workshop equipment.
3. a condition index. That is, the cost of repair relative to the cost of replacement of all laboratory and workshop equipment. Photos of all relevant equipment are to be included.
4. an assessment of inventory and accessibility of equipment to faculty, students, and staff for teaching, research, and administrative purposes.
5. an assessment of utilisation and efficiency of equipment. This is inclusive of the identification of underutilised or redundant equipment.
6. an assessment of funding or budgetary allocations for the purchase and maintenance of equipment.
7. an assessment of safety standards, training, and risk management for the use of equipment.
8. an assessment of the impact of existing equipment on learning and research.
9. an assessment of the environmental sustainability of all equipment and laboratories.
10. an assessment of the strategic planning and development regarding equipment. That is:
 - (i) **future needs:** Identification of future equipment needs based on emerging trends, technological advancements, and strategic goals.
 - (ii) **long-term planning:** Development of long-term plans for equipment procurement and upgrades.
11. an assessment of the level of stakeholder involvement in the selection/purchase of equipment.
12. an assessment of the availability and usability of user training manuals for equipment and the availability of technical Support for equipment procured.

C. Technological Infrastructure

The consultant shall complete an assessment of the technological infrastructure. This assessment should rely on existing/previous assessment reports and should include the following in reference to all laboratories and workshops of the SALCC and NSDC:

1. an assessment of the availability and quality of IT infrastructure, including but not limited to computers, internet access, software,
2. an assessment of the capacity and reliability of network infrastructure. This includes, but is not limited to, Wi-Fi/broadband connectivity LAN.

D. Library Resources

The consultant shall complete an assessment of the library resources. This assessment should rely on existing/previous assessment reports and should include the following in reference to all laboratories and workshops of the SALCC and NSDC:

1. an assessment of the size, scope, and accessibility of the institutions' library collection, including digital resources.
2. an assessment of the availability of study spaces and technology within the library.

E. Maintenance

The consultant shall complete an assessment of the maintenance practices. This assessment should rely on existing/previous assessment reports and should include the following in reference to all laboratories, workshops and equipment of the SALCC and NSDC:

1. an assessment of existing/proposed maintenance manual/plan/strategy for relevant buildings, laboratories, workshops, physical equipment. technology equipment maintenance, repair and replacement. This is inclusive of:
 - i. an assessment of the sustainability of the maintenance manual/plan/strategy.
 - ii. identification of existing gaps, and recommendations for enhancement.
2. an assessment of the annual budgetary allocation for the maintenance. This is inclusive of the sustainability of the institutions' annual budget.
3. an assessment of **long-term** strategic planning and development. That is, development of long-term plans for building and equipment maintenance and upgrades.

F. Strategic Planning and Development

The consultant shall complete an assessment of the strategic development plans. This assessment should rely on existing/previous assessment reports and should include the following in reference to all laboratories and workshops of the SALCC and NSDC:

1. an assessment of ongoing investments and existing infrastructure development plans (short and long term) with a view to evaluating implementation and successful completion of initiatives
2. an assessment of the alignment of infrastructure development with the institutions' strategic goals.
3. an assessment of the level of stakeholder involvement in infrastructure planning and development.
4. an assessment of the sustainability of the strategic infrastructure plan of the SALCC and NSDC.
5. an assessment of safety and security measures in place to protect the infrastructure of the SALCC and NSDC.

IV. Duration of Consultancy

Three (3) months.

V. Deliverables and Payment Schedule

No.	Description	Submission period/Timeline	Payment ¹
1	Inception Report and Work Plan	No later than ten (10) days after contract signing and the inception meeting. The DOE and other relevant stakeholders will provide feedback.	10%
2	<p>Progress Report: The Consultants are to report modularly on the individual tasks outlined in the following segments/modules of the Scope of Work:</p> <ul style="list-style-type: none"> ● Building Assessment ● Equipment Assessment ● Technological Infrastructure ● Library Resources ● Maintenance ● Strategic Planning and Development <p>Individual modules are to be submitted for stakeholder review on completion. For payment, Consultants shall consolidate reviewed modules into the First Progress Report.</p>	<p>The DOE and other relevant stakeholders shall provide feedback modularly.</p> <p>Individual modules shall be consolidated into the First Progress Report. This Report shall be submitted by the consultants no later than thirty-five (35) days after submission of the Inception Report.</p> <p>No later than seventy (70) days after submission of the Inception Report and work plan. The Department of Education (DOE) and other relevant stakeholders shall provide feedback.</p>	50%
3	<p>Stakeholder Consultation The Consultant will deliver a PowerPoint presentation on key aspects of the Progress Report to stakeholders.</p>	No later than ten (10) days after receipt of stakeholder feedback on the Progress Report.	20%
4	<p>Final Report: The Consultant will consolidate all feedback provided by stakeholders and submit a revised</p>	No later than ten (10) days after receipt of DOE and relevant stakeholder feedback on the Progress Report. The DOE	20%

¹ On acceptance or approval of deliverable(s) by the Client.

No.	Description	Submission period/Timeline	Payment ¹
	Progress Report as a Final Report. This Report should also delineate the outcomes of the stakeholder consultation.	reserves the right to request revision(s) to the Final Report on review.	

VI. General Areas of Expertise/Experience of the Consultant Firm

Qualification and Experience

1. Minimum of seven (7) years' experience in design and construction of buildings, civil engineering facilities management, infrastructure planning, mechanical engineering, architecture, or a related field ideally within the education sector (higher education).
2. Proven record of at least two (2) completed assignments, ideally within the education sector (higher education), that demonstrate the quality of works; duration of the project; scope of works; ability to conduct infrastructural assessments in accordance with Government of Saint Lucia (GOSL) building codes, OECS Building Code 2016 (7th Edition), or other acceptable international standards or codes of practice.

General Team Skills

- Strong ability to assess the condition and adequacy of physical and technological infrastructure.
- Excellent verbal and written communication skills.
- Ability to present findings and recommendations clearly to diverse stakeholders, including administrators, faculty, and governing bodies.
- Strong ability to work with a variety of stakeholders, including students, faculty, administrative staff, and external partners.
- Sensitivity to cultural diversity and inclusion.
- Strong organizational skills and ability to manage multiple tasks and projects simultaneously.
- Creative thinker who can propose innovative solutions to enhance infrastructure and support educational goals.

General Technical Knowledge of the Team

- Deep understanding of building codes, safety regulations, and accessibility standards.
- Familiarity with sustainability practices and green building standards (e.g., LEED certification).
- Knowledge of current trends and best practices in educational infrastructure.

General Strategic Planning Capabilities of the Team

- Ability to align infrastructure development with the institution's strategic goals.
- Experience in long-term infrastructure planning and budgeting.

The consultant firm shall have a team leader and at least the following team members with the following qualifications:

The firm shall assemble a team of suitably qualified key experts and non-key experts to undertake the assignment. The Team Leader will integrate the work of the various disciplines on the Team and other ad hoc specialists.

The team will comprise, but is not limited to, a civil/structural engineer, mechanical, electrical and plumbing (MEP) design lead, an architect, a quantity surveyor, an environmental and social officer and an information technology expert. The team must consist of a locally certified civil/structural, mechanical and electrical engineer.

Team Leader (Civil/Structural Engineer)

- Master's degree in civil engineering with at least seven (7) to ten (10) years' working experience in the related field, of which at least three (3) years should be within the education sector/higher education **OR** a Bachelor's degree in civil engineering with at least ten (10) years' working experience in the related field, of which at least three (3) years should be within the education sector/higher education.
- Knowledge of environmental, social policy and legislative conditions in relation to construction in Saint Lucia, ideally within the education sector (higher education). This is in accordance with Government of Saint Lucia (GOSL) building codes, OECS Building Code 2016 (7th Edition), or other acceptable international standards or codes of practice.
- Certifications or professional qualifications in facilities management, project management, or a related area are desirable (e.g. PMP, LEED, IFMA).
- Ability and experience in coordination and project management, including liaising and collaborating with multiple agencies and sectors.
- Knowledge and experience in rehabilitation projects, ideally within the education sector (higher education).
- Proven track record in conducting infrastructure assessments and audits.
- Experience with strategic planning and development of educational infrastructure.

Mechanical, Electrical and Plumbing (MEP) Design Lead

- Master's degree in electrical or mechanical Engineering with at least five (5) years' working experience in the related engineering field **OR** a Bachelor's degree in electrical or mechanical engineering with at least seven (7) years' working experience in the related engineering field.
- Knowledge and experience in electrical load checks and rehabilitation projects.

Architect

- Bachelor's degree in architecture.
- At least five (5) years' experience in building designing, ideally within the education sector (higher education).
- Knowledge and experience in retrofit projects, and rehabilitation projects, ideally within the education sector (higher education).
- Experience in heritage and conservation architecture would be an asset.

Quantity Surveyor

- Bachelor's degree in quantity surveying.
- At least three (3) to five (5) years' experience in building estimating.
- Knowledge and experience preparation of bills of quantities for building projects.

VII. Reporting/Coordination

The Consultant will report to the Project Manager of the Project Implementation Unit (PIU) for the OECS Skills and Innovation Project, through the Project Officer, and in close collaboration with the National Skills Development Centre (NSDC) and the Sir Arthur Lewis Community College (SALCC), beneficiary institutions of the OECS SKIP. Formal meetings and presentations will be scheduled for the Consultant to discuss the progress of key assignments as necessary. Deliverables of the consultancy will be approved by the Permanent Secretary, or whoever he/she so delegates.

Prior to any execution of activities related to this Terms of Reference, the Ministry of Education, through the Project Implementation Unit (PIU) of the OECS SKIP, shall convene a meeting between the key experts and other representatives of the Firm and the relevant Focal points and key stakeholders with respect to this consultancy.

VIII Evaluation Criteria:

The Consulting Firm shall be selected based on the consultant qualification selection (CQS) method.