

Terms of Reference

Outcome-Based Development of an Enhanced Lower-Secondary Curriculum and Assessment in Dominica and Grenada

Windward Islands Sector Transformation for Learning Enhancement (WISTLE, P508559)

I. Background and Rationale

The World Bank is supporting the Windward Islands Sector Transformation for Learning Enhancement (WISTLE, P508559) in Dominica, Grenada, Saint Lucia, and Saint Vincent and the Grenadines, financed by a US\$10 million System Transformation Grant from the Global Partnership for Education. This consultancy supports the priority reforms of Dominica (Component 1) and Grenada (Component 2): the development, delivery, and sustained implementation of an enhanced lower-secondary curriculum, and — in Grenada — an aligned national assessment strategy.

The Windward Islands face persistent constraints to human capital development: harmonized test scores sit below the upper-middle-income average, and the Human Capital Index suggests a child born in the sub-region will be only 54–60 percent as productive as they could be, largely owing to low education quality.

- **Dominica.** The lower-secondary curriculum is outdated, only partially implemented, and used unevenly across schools, producing variable teaching quality. Only 50 percent of secondary teachers are trained, EdTech is under-leveraged, and provision for SEN learners and TVET pathways is insufficient.
- **Grenada.** There is no official lower-secondary curriculum or learning-assessment framework; teachers rely on their own resources. The Caribbean Secondary Education Certificate (CSEC) mathematics pass rate has averaged 44 percent over five years, and around one-fifth of pupils leaving primary do not reach the minimum standard in mathematics and language. Only 40 percent of secondary teachers are trained.

Because the two reforms share the same core challenge, this assignment is procured jointly across Dominica and Grenada. The firm is expected to design and deliver common solutions once, contextualized to each country, to maximize coherence, efficiency, and regional knowledge exchange.

II. Purpose and Outcomes Sought

This Terms of Reference is outcome-based. It defines the results the two Ministries of Education seek and the standards the work must meet, and it gives the firm the responsibility and professional freedom to determine how best to achieve them. The firm is accountable for outcomes, not for executing a prescribed list of tasks.

The Project Development Objective is to (i) enhance teacher pedagogical practices at the secondary level; (ii) implement enhanced lower-secondary curricula; and (iii) improve efficiency. In support of this, the assignment must deliver the following outcomes:

- **A relevant, inclusive curriculum in use.** An enhanced lower-secondary curriculum — Forms 1–3 in Dominica and Forms 1–2 in Grenada — that is locally owned, aligned to regional standards, and effectively taught in the classrooms.

- **Stronger teaching practices.** Measurable improvement in teacher pedagogical practice, evidenced through the TEACH Secondary Digital classroom-observation tool from baseline to endline.
- **Inclusive and vocational learning.** Curriculum and delivery that serve all learners — with a functional curriculum and assistive provision for SEN students and suggestions for integrating vocational learning.
- **A credible assessment system.** A national student-assessment strategy across all levels and a lower-secondary assessment aligned to the new curriculum and regional examinations policy.
- **Digitally enabled delivery.** Curriculum and assessment resources hosted on a fit-for-purpose Learning Management System that leverages existing regional platforms rather than building anew.
- **Local capacity that outlasts the contract.** National curriculum developers, education officers, assessment staff, and teachers are equipped and certified to maintain, evaluate, and adapt the curriculum after the firm departs.

III. Guiding Principles and Binding Requirements

The firm is free to propose its own methodology, sequencing, and team structure. That freedom is bound by the following non-negotiable requirements, which apply throughout the assignment and against which proposals and deliverables will be assessed:

- **1. Lead with local expertise.** The firm must engage local and regional curriculum and subject-matter specialists and work through MoE curriculum, examinations, technology, TVET, SEN, and arts officers. International expertise is welcome and must be used to complement Caribbean and national capacity.
- **2. Build durable local capacity.** Knowledge transfer is a core obligation, not a by-product. The firm must train and certify national curriculum developers, education officers, assessment staff, and teachers, working through national teacher-training institutions and public-service structures, so that each MoE can sustain the reform independently.
- **3. Align with existing initiatives; build on them, do not duplicate.** The firm must explicitly leverage the assets and evidence already in place:
 - **TEACH Secondary Digital:** use the adapted World Bank/OECS classroom-observation tool to baseline practice, inform the curriculum, monitor the pilot, and utilize World Bank trained master trainers and local classroom observers.
 - **Dominica SEN Needs Assessment** (the Needs Analysis of Inclusive Education in Dominica and forthcoming Inclusive Education Policy): build the functional curriculum and SEN provision on its findings.
 - **Dominica TVET Situational Analysis:** use it as the basis for suggesting avenues for introducing TVET from Form 1 considering the broader TVET context and the government's ambitions to increasingly provide CANTA-aligned TVET, either through vocational learning in the curriculum or as part of general subjects or as both. .
 - **OECS PEARL LMS and platforms:** leverage the existing OECS Commission / PEARL learning-management platform and other regional LMS where feasible, rather than building a new system from scratch.

- **OECS Harmonized Primary Curriculum (OHPC):** ensure a coherent learning progression from Grade 6 into lower secondary
- **Regional examinations and certification policy** (CPEA, CCSLC, CVQs, CSEC, CAPE, and minimum-competency tests) — anchor assessment design to it.
- **4. Pooled procurement, contextualized delivery.** The assignment is procured jointly across the two countries. The firm must design common frameworks, training, digital platforms- where applicable, and item banks once and deliver them once, with country-specific instances, annexes, or content where the substantive scope diverges. Each country owns and pays for its own contextualized outputs. In costing the deliverables, the firm is required to clearly define shared versus country specific costs. For non-core subjects the firm must utilize a modular pricing structure.
- **5. Inclusion by design.** Gender, social inclusion, indigenous groups, and special-education learners must be addressed within the curriculum, assessment, and delivery through the integration of Universal Design for Learning (UDL).

IV. Scope of Services

The scope below is expressed as outcome areas with the results and standards expected in each. The firm will propose in its technical offer, and refine at inception, the specific methods, tools, and work plan to achieve them. Unless noted as country-specific, work is delivered jointly and contextualized per country.

A. Curriculum design, delivery, and implementation

- **Establish the evidence base:** review existing curricula, the OHPC, national policies, and ongoing initiatives; assess the ECD-to-secondary pathway; and use TEACH Secondary Digital to baseline current teaching practice in each country.
- **Agree, with the Technical Task Force, the curriculum framework** — the vision of the ideal graduate, priority learning outcomes, pedagogical approach, and the core subjects per form (Forms 1–3 in Dominica; Forms 1–2 in Grenada).
- **Develop the subject curricula, teacher guides, and learning resources** for ten (10) subjects for Dominica and ten (10) subjects for Grenada including four core subjects¹ — including a functional curriculum for SEN delivery² and options for effectively introducing TVET at forms 1. Four core subjects will be shared between both countries. The non-core subjects will include a mix of two to six subjects and may be shared as determined through out this contract. The articulation of the non-core subjects for curricula development will be provided at the Request for Proposal stage. At this EOI stage, firms are requested to provide modular pricing for the non-core subject areas.
- **Pilot the new curriculum** in selected schools for at least two academic terms, monitor implementation with TEACH Secondary Digital, and revise on the basis of pilot evidence and qualitative research on teacher and student experience.

¹ Core subjects are Mathematics, English Language, Science, Social Studies.

² Using Universal Design for Learning (UDL) framework.

- **Digitalize the curriculum** and teacher training resources on a shared LMS that leverages existing regional platforms, with country-specific instances interoperable with each country's EMIS.

B. Design and use of assessments

- **Build a national assessment capability:** a national student-assessment strategy across all levels with an implementation plan, and a lower-secondary assessment aligned to the new curriculum and regional examinations policy.
- **Develop assessment materials,** an item bank, and a digital assessment library — leveraging AI tools for item generation, integrated with the shared LMS and accessible to the other WISTLE countries — with appropriate SEN protocols and quality assurance.

C. Capacity development and sustainability

- **Train and certify national curriculum developers, education officers, and heads of department** — running joint cohorts across both countries where feasible to build a regional community of practice.
- **Train teachers, school leaders, and ICT personnel** in the new curriculum, the TEACH Secondary Digital tool (including observations in SEN classrooms on the functional curriculum), and the LMS, using a training-of-trainers model; specific training needs to be identified in the inception report jointly with the taskforce.
- **Deliver SEN- and TVET-specialized training,** and build the assessment-units capacity in the respective MOEs, embedding planning tools in the Planning Division.
- **Sensitize teachers, principals, students, parents, and the private sector** at each phase, using shared regional messaging tailored to each national context.

V. Outcome-Based Milestones and Payment

Payment is tied to the achievement of outcomes, not to a long schedule of granular deliverables. The seven milestones below are common to both countries and contextualized for each. Joint milestones are delivered once with country-specific instances or annexes; each country pays its own weighted share through its Project Implementation Unit (PIU) upon acceptance, and each country's weights sum to 100 percent.

#	Outcome Milestone	Dominica	Grenada
M1	Inception ³ and shared design foundation — agreed methodology, work plan, consultation and desk-review findings, pilot scope, and country-specific annexes; TEACH Secondary Digital baseline planned.	10%	10%
M2	Curriculum framework and learning outcomes agreed with each Technical Task Force — vision of the ideal graduate, priority outcomes, pedagogical approach, and core-subject confirmation.	12%	12%
M3	Subject curricula and learning resources developed — Dominica: 10 subjects (Forms 1–3) and Grenada: 10 subjects (Forms 1–2) plus TVET strand and SEN functional curriculum;	25%	25%
M4	National assessment capability built — national assessment strategy, implementation plan, item bank, and digital assessment library.	8%	8%
M5	Digital delivery enabled — curriculum and assessment resources hosted on a shared LMS leveraging existing regional/PEARL platforms, with country-specific instances.	12%	12%
M6	Piloted, evaluated, and refined — pilot (academic curriculum and functional curriculum) in selected schools (≥2 terms), TEACH Secondary Digital monitoring, qualitative research, and curriculum/assessment revision on pilot evidence.	18%	18%
M7	Local capacity and sustainability secured — certified national developers and officers, trained teachers and leaders, embedded planning tools, final rollout guidelines, and sustainability plan.	15%	15%
	TOTAL	100%	100%

Acceptance of each milestone is subject to quality assurance by the relevant National Technical Task Force and approval by the Permanent Secretary (or delegate) through the respective PIU. Approvals are required to process payments for all deliverables.

Expected Deliverables, Outputs, and Acceptance Criteria

The table below complements the milestones above by specifying, for each milestone, the tangible deliverable, the outputs to be submitted, and the criteria against which they will be verified and approved. Each milestone payment is processed only upon written acceptance of the corresponding

³ The inception report must include a risk analysis with a key aspect linked to stakeholders (ownership, change management) and to challenges that could occur in the implementation of the curriculum and assessment reform.

deliverable(s) by the relevant National Technical Task Force and the Permanent Secretary (or delegate) through the respective PIU. For each deliverable, bidders must price shared versus country-specific costs separately, in line with the binding requirement in Section III.4.

#	Deliverable	Tangible outputs submitted	Acceptance / verification criteria	Shared vs. country-specific
D1 (M1)	Inception & shared design foundation	Inception Report: agreed methodology, work plan and timeline; desk-review and consultation findings; pilot scope; TEACH Secondary Digital baseline plan; country-specific annexes.	Report accepted by both National Technical Task Forces; baseline plan and pilot-school list signed off by each PIU.	Shared report with one annex per country.
D2 (M2)	Curriculum framework & learning outcomes	Approved Curriculum Framework (per country): graduate vision, prioritized learning outcomes, pedagogical approach, and confirmed core-subject list per form.	Framework formally endorsed by each Technical Task Force; core-subject count confirmed.	Shared framework, contextualized per country.
D3 (M3)	Subject curricula & learning resources	Full subject curricula, teacher guides, and learning resources — Dominica: 10 subjects (Forms 1–3); Grenada: 10 subjects (Forms 1–2); plus SEN functional curriculum and TVET.	Each subject package reviewed against the agreed framework and accepted by the Task Force; SEN and TVET strands verified	Common templates and standards shared; subject content country-specific.
D4 (M4)	National assessment capability	National assessment strategy and implementation plan; item bank; digital assessment library, with SEN protocols and QA documentation.	Strategy approved by each MoE; item bank passes documented QA; library integrated with and demonstrated on the LMS.	Shared item-bank engine and library; country assessment strategies separate.
D5 (M5)	Digitally enabled delivery	Curriculum and assessment resources hosted on the shared LMS (tbc)	Each instance demonstrated live and accepted by the ICT lead / PIU; EMIS interoperability verified.	Shared platform; one configured instance per country.
D6 (M6)	Pilot, evaluation & refinement	Completed pilot in selected schools (≥2 terms); TEACH Secondary monitoring data; qualitative research report; revised curriculum and assessment package.	Pilot report and revised materials accepted by the Task Force; revisions traceable to documented pilot evidence.	Country specific pilot protocol; pilots run per country.
D7 (M7)	Local capacity & sustainability	Certified national developers and officers (certification records); trained teachers and leaders (attendance and ToT records); embedded planning tools; final rollout guidelines and sustainability plan.	Certification and training records verified; sustainability plan and rollout guidelines accepted by each Permanent Secretary / PIU.	Joint cohorts where feasible; certification recorded per country.

VI. Firm's Proposed Approach and Inception

In its technical proposal, the firm will set out its proposed methodology, work plan, team, and how it will meet each binding requirement in Section III. The detailed approach will be confirmed and

refined in an Inception Report agreed with both PIUs and Technical Task Forces at the start of the assignment.

VII. Duration of Service

The consultancy will be undertaken over 18 months of effective work, completed within a 20-month period. The contract value is inclusive of all applicable taxes; no additional funds will be paid towards the achievement of deliverables.

VIII. Experience, Qualifications, and Team

The consulting firm shall demonstrate:

- At least twelve (12) years' experience managing curriculum-reform projects, and at least twelve (12) years' experience in formative and summative assessment development, of comparable magnitude.
- At least two (2) completed curriculum assignments and one (1) completed assessment assignment at basic/secondary level in the past five (5) years, the latter involving quality-assured items used in a large-scale assessment.
- Graduate qualified team members in education, curriculum, or assessment, with proven research, statistical, and qualitative analysis skills.
- Understanding of the Caribbean education context, with at least two (2) team members having demonstrated regional experience in the Caribbean or a small-island state; a local representative or partner in the Eastern Caribbean is required if the firm is not Caribbean-based.

Team Composition and Qualification Requirements for the key experts

The firm should comprise key personnel who possess a range of skills and qualifications to successfully provide the identified services. As such, the firm will have a core composition of the following experts outlined below.

Core key-expert profiles:

- Team Leader / Curriculum Reform Specialist; Senior Curriculum Specialist (Lower Secondary); Senior Assessment Specialist.
- Specialist with experience in ; Special Education / Inclusive Curriculum Specialist; integrating vocational learning in general secondary education; EdTech / LMS Specialist.
- Subject-Matter Experts (per core subject); Monitoring, Evaluation and Research Specialist; Change Management / Teacher Professional Development Specialist; Local partners in the Eastern Caribbean.

No.	Key experts	Minimum qualifications, skills and experience
1	Team Leader and Senior Curriculum Specialist	• A post graduate degree in Curriculum and Instruction, or a related field from a recognized higher education institution. • Knowledge of trends and developments in Learning and Instruction in secondary education.

		• At least eight (8) years of experience in developing learning standards or curriculum content, preferably for secondary education programs. • Demonstrated experience in the conduct of research particularly on curriculum or learning standards. • At least five years' experience in implementation of curriculum, along with the development of manuals and other curriculum or teacher instruction products • Demonstrated experience in the development and supervision of programmes in the field of curriculum or learning standards. • Proven track record of aligning digital learning content to national curricula and ensuring compliance with formal learning outcomes.
2	EdTech specialist	• Post Graduate Degree in information and communications technology, digital learning, education technology, curriculum design and development, or a related field. • Minimum of eight (8) years of experience in ICT design and development, or related field. This includes but is not limited to: integrating digital learning tools into curricula and the applied use of e-learning platforms, innovative digital instructional tools and resources, online assessments, and competency-based learning methodologies. • Experience leading large-scale ICT development and capacity building programmes. • Experience with the application of quality assurance standards or relevant monitoring, evaluation and learning (MEL) tools to ensure quality capacity building programme design and delivery. • Experience with training-of-trainers models and competency-based learning.
3	Senior Assessment Specialist	• A master's or Ph.D. in Education, Assessment, Measurement. • Minimum of 8 years of experience in educational assessment or teaching, with a focus on designing, implementing, and analyzing assessments. • Capability of training others in professional development settings
4	Inclusive Education Specialist	• Post graduate degree in Special Education, Inclusive Education, or a related field. • Minimum of eight (8) years of experience in Special Education, or a related field. This includes, but is not limited to inclusive education, universal design for learning. • Minimum of five (5) years of experience in developing SEND inclusive curriculum. • Minimum of five (5) years of experience providing psychosocial supports to SEND learners.

		• Experience with training-of-trainers models and competency-based learning. • At least five (5) years of experience in developing and facilitating capacity development, coaching and mentoring within the education sector. • Demonstrated experience of at least 5 years Expertise in Universal Design for Learning (UDL), Social-Emotional Learning (SEL).
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Non-Key Experts

The firm is at liberty to mobilize non-key experts to effectively undertake the activities of these Terms of Reference. However, the non-key experts and any additional experts forming the firm's team will not be evaluated or scored. All experts must be independent and free from conflicts of interest in the responsibilities they take on.

IX. Governance, Reporting, and Responsibilities

- **Reporting line.** The firm reports to the respective Permanent Secretary through the Project Coordinator in each country's PIU. The National Technical Task Force of each country quality-assures all deliverables before approval; joint deliverables are reviewed by the joint procurement committee. Each MoE owns the rights to all deliverables.
- **Cadence.** An inception meeting precedes any activity. The firm submits quarterly progress reports per country and a final comprehensive report, attends and documents bi-weekly PIU meetings, and undertakes field visits as needed. Outputs are delivered in MS Word and hardcopy and in formats compatible with the selected LMS.
- **Client responsibilities.** Each MoE, through its PIU, facilitates access to documents, contacts, and stakeholders; serves as the formal contact point; reviews and accepts deliverables in a timely manner; and makes payment against approved milestones. The two PIUs coordinate closely on joint outputs.
- **Firm responsibilities.** The firm provides its own office space, equipment, and back-stopping; treats all information as confidential; works in accordance with the laws and practices of Dominica and Grenada; and delivers joint outputs once with country-specific instances or annexes.

X. Data Protection, Data Governance, and Responsible Use of Artificial Intelligence

X.1 General Principle. All data collected, processed, stored, or generated under this assignment — including any personal data of students, teachers, parents/guardians, and staff — shall be handled in accordance with applicable national data protection legislation, the access-to-information and data-privacy frameworks of Dominica, Grenada, CARICOM/OECS digital governance guidelines, and recognized international standards for education data (e.g., FERPA, GDPR). The firm shall treat all such data as confidential and use it solely for the purposes of this assignment.

X.2 Protection of Student and Minors' Data. Given that the data concerned relates substantially to children, the Consultant shall apply heightened safeguards, including:

- **Data minimization** — collecting and processing only the personal data strictly necessary to deliver the agreed outputs;
- **Purpose limitation** — using student data only for the educational and analytical purposes defined in this ToR, and never for commercial, secondary, or unrelated purposes;
- **Lawful basis and consent** — ensuring an appropriate legal basis for processing, including parental/guardian consent where required by law;
- **Anonymization/pseudonymization** — de-identifying student records for any analysis, reporting, testing, or AI model development wherever individual identification is not essential; and
- **No unauthorized disclosure** — not sharing, transferring, or publishing student data, in identifiable form, to any third party without the prior written authorization of the Ministry of Education.

X.3 Data Governance. The firm shall comply with the Dominica and Grenada, EMIS/education data governance framework and applicable data governance and validation rules, including documented roles and responsibilities for data ownership, stewardship, and access; data-quality and validation controls; clear data-retention and secure-disposal schedules; and full auditability of data access and exchange. Personal and education data shall remain the property of the Ministry of Education, and the Consultant shall return or securely destroy all such data upon completion or termination of the assignment.

X.4 Security Measures. The firm shall implement appropriate technical and organizational security measures, including role-based access controls, encryption of data in transit and at rest, secure hosting arrangements (cloud hosting permitted where compliant with national data-protection regulations and OECS digital governance guidelines), and a documented procedure for detecting, reporting, and responding to data breaches within [e.g., 72 hours] of discovery.

X.5 Responsible Use of Artificial Intelligence. Where the assignment involves the design, deployment, or use of AI or automated decision-support tools, the firm shall:

- Establish transparent, ethical governance arrangements that protect privacy, actively test for and mitigate algorithmic bias, and keep humans in the loop for decisions affecting students;
- Ensure AI systems are explainable, auditable, and aligned with Dominica's Grenada's and the World Bank's principles for responsible AI in education, with all stakeholders consulted in shaping AI use;
- Not use student or other personal data to train, fine-tune, or improve external/third-party AI models without explicit written authorization, and never expose identifiable student data to public or non-approved AI services; and
- Document the data sources, intended use, limitations, and safeguards of any AI tool delivered under this assignment.

- Ensure all AI-generated material is thoroughly checked and validated by team members before submitting it to the World Bank or any other stakeholder for their review and input.

X.6 Compliance and Liability. The firm shall ensure that all sub-consultants and personnel are bound by these obligations and shall remain liable for any breach. Non-compliance with this clause may constitute grounds for suspension or termination of the contract.

XI. Pooled Procurement and Contracting

This assignment is procured on a pooled basis across Dominica and Grenada to secure coherence and economies of scale. Common frameworks, training, the LMS platform, and the assessment item bank are designed and delivered once, with each country receiving a contextualized instance. Each country's MoE pays against its own milestone stream at the weighted shares set out in Section V, through its PIU. The firm will sign a separate contract with each country, in this way the deliverable payment schedule maps cleanly onto the financial agreements.

XII. Selection Method

The Consultant shall be selected based on the Quality Based Selection (QBS) method.
