GOVERNMENT OF SAINT LUCIA

Department of the Public Service

REQUEST FOR EXPRESSIONS OF INTEREST

CONSULTING SERVICES – FIRMS SELECTION

Project:	Caribbean Digital Transformation Project
Loan No.:	IDA-66820
Assignment Title:	Consultancy to Develop and Implement a National Education Management Information System (EMIS) for the Saint Lucia Education System
Reference No.:	LC-DPS-498616-CS-QCBS

The Government of Saint Lucia has received financing from the World Bank toward the cost of the Caribbean Digital Transformation Project and intends to apply part of the proceeds for consulting services.

The consulting services ("the Services") aim to support the Government of Saint Lucia in the establishment of a national Education Management Information System (EMIS) which will be an integrated platform that will serve both primary and secondary institutions, while ensuring flexibility and scalability for future needs. The Consultant will be required to design, develop and implement a comprehensive, user-friendly and scalable EMIS that meets the operational, strategic and analytical needs of St. Lucia's education sector. The services are expected to be carried out in Saint Lucia and remotely over a period of 104 weeks with an estimated commencement date of June 2026.

The detailed Terms of Reference (TOR) for the assignment are attached to this request for expressions of interest.

The Department of the Public Service of Saint Lucia now invites eligible consulting firms ("Consultants") to indicate their interest in providing the Services. Interested Consultants should provide information demonstrating that they have the required qualifications and relevant experience to perform the Services. The shortlisting criteria are as follows:

a. Minimum of five (5) years of proven experience in the design, development, and implementation of Education Management Information Systems (EMIS) or closely related education sector information systems.
b. Demonstrated experience in successfully completing at least three (3) comparable assignments in the education sector within the last ten (10) years, covering end-to-end implementation, including system configuration/development, testing, training, data migration, and deployment.
c. Demonstrated experience working in Small Island Developing States (SIDS) or comparable environments, with preference for prior assignments in the Caribbean region.

d. Proven capability in data migration, system integration, and interoperability, including experience with Application Programming Interface **(**APIs) and integration with education or government platforms.

e. Evidence of current technical expertise, skills, and resources within and readily accessible to the firm to ensure timely delivery.

f. Demonstrated ability to provide a well-developed Education Management Information System (EMIS) solution or core components that can be rapidly customized and deployed to support a smooth transition.

g. Demonstrated experience in developing financially sustainable costing models for EMIS or comparable systems, including total cost of ownership considerations, alignment with government budgetary realities, minimize vendor lock-in through open and modular solutions and provisions for knowledge transfer and local capacity development to support long-term operations and maintenance.

Key Experts will not be evaluated at the shortlisting stage.

The attention of interested Consultants is drawn to Section III, paragraphs, 3.14, 3.16, and 3.17 of the World Bank's "Procurement Regulations for IPF Borrowers" dated July 2016, revised November 2017 and August 2018 ("Procurement Regulations"), setting forth the World Bank's policy on conflict of interest.

Consultants may associate with other firms to enhance their qualifications, but should indicate clearly whether the association is in the form of a joint venture and/or a sub-consultancy. In the case of a joint venture, all the partners in the joint venture shall be jointly and severally liable for the entire contract, if selected.

A Consultant will be selected in accordance with the Quality and Cost Based Selection (QCBS) method set out in the Procurement Regulations.

Further information can be obtained at the address below during office hours 8:00 am to 4: 40 pm, Monday to Friday.

Expressions of interest must be delivered in a written form to the address below (in person, or by mail, or by e-mail) by **midnight, EST, Wednesday December 10, 2025.**

Caribbean Digital Transformation Project
Division of Public Sector Modernization
Department of Public Service
Bourbon Street,
Castries,
Saint Lucia
Attention: Project Manager
Email: slu.cardpt@gmail.com copied to sheralin.monrose@govt.lc

GOVERNMENT OF SAINT LUCIA

DEPARTMENT OF THE PUBLIC SERVICE

CARIBBEAN DIGITAL TRANSFORMATION PROJECT

TERMS OF REFERENCE

FOR

CONSULTANCY TO DEVELOP AND IMPLEMENT-A NATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS) FOR THE SAINT LUCIA EDUCATION SYSTEM

LC-DPS-498616-CS-QCBS

1. INTRODUCTION

The Caribbean Digital Transformation Program (CARDTP, also referred to as the Project) is a World Bank–funded regional initiative with a total value of USD $25.6 million for Saint Lucia, and is being implemented alongside four (4) other OECS countries.

CARDTP is designed to address existing gaps in government infrastructure, cybersecurity, cloud infrastructure, platforms and build capacity. The Project enables the government to provide a unified portal for citizens to access digital services and track transactions, continuity of operations procedures, and capacity building of public sector ICT staff in line with the enhanced mandate and workload. It also implements at the regional and national levels, a combination of digital infrastructure enhancements. These are aimed at creating an enabling environment for improvements, support for digitization of the private sector, and greater adoption of digital services.

The Project serves to build on the framework of the Medium-Term Economic Development Plan and the National Competitiveness Agenda, the Government of Saint Lucia's (GoSL) efforts to improve public sector modernization and develop a domestic digital economy as a top priority to:

I. transform public services delivery utilizing digital technologies and platforms to improve the user experience for citizens accessing public services and to improve the efficiency of internal government operations;
II. mitigate the impact of climate change and natural disasters by putting in place resilient policies and systems that promote government business continuity in the event of natural or other disasters.
III. implement a large-scale public service modernization project (DigiGov) that is supported by various international and regional programs, e.g. Caribbean Regional Communication Infrastructure Program (CARCIP), and is intended to:
    a. utilize the connectivity infrastructure developed across the island, as well as nodal infrastructure in the form of a centralized government Datacenter;
    b. develop the cross-cutting enablers of digital government including an EA and interoperability framework, a digital identification platform (using the MPID numbering system), authentication infrastructure, and a government payment platform;
    c. use the developed infrastructure and digital government enablers as a basis for the phased implementation of one hundred and fifty-four (154) digitized public services, such as civil registry (birth, marriage, and death registration), drivers' license application, testing and renewal, permits and authorizations for construction, among others.

2. BACKGROUND

The Government of Saint Lucia (GOSL), through the Caribbean Digital Transformation Project (CARDTP) with funding from the World Bank, is undertaking the development of a national Education Management Information System (EMIS). This initiative forms a core component of the country's broader digital transformation and education reform strategy.

Over the past two decades, the Ministry of Education (MoE) piloted various EMIS solutions. These platforms proved inadequate for nationwide deployment due to limitations in scalability, usability, historical data retention, and integration. Building on these lessons, the current initiative seeks to establish an integrated platform that will serve both primary and secondary institutions, while ensuring flexibility and scalability for future needs.
The EMIS will also form part of the **SLU Learning Hub**, a strategic platform for digital transformation in education. It will serve as the central system for generating real-time, accurate, and policy-relevant data across the sector.

3. OBJECTIVES

The objective of this assignment is to design, develop, and implement a comprehensive, user-friendly, and scalable EMIS that meets the operational, strategic, and analytical needs of Saint Lucia's education sector.

a) Strengthen MoE capacity to collect, analyze, and report education sector data for planning, monitoring, and decision-making.

b) Provide stakeholders — including the Ministry, school leaders, teachers, teacher training institutes, and international organizations such as UNESCO — with relevant, timely, and actionable data for policy-making, management, and practice, including distance education initiatives.

c) Deliver real-time, role-based information access tailored to different user groups across the education system.

d) Automate and streamline data management processes to improve efficiency and reduce administrative workload.

e) Enable tracking and analysis of key performance indicators for schools, TVET institutions, and the overall education sector.

f) Build institutional capacity within the MoE IT Unit and stakeholders for sustainable system operations, including platform management and troubleshooting.

g) Promote data-driven education management through accessible analytics and reporting tools.

h) Establish a scalable and sustainable EMIS platform that can adapt to evolving educational needs.

i) Ensure offline-first functionality for key system modules to support data entry, validation, and reporting in schools with limited or intermittent internet connectivity.

j) Ensure compliance with applicable business requirements, technical specifications, and data protection standards.

4. EXPECTED RESULTS

Upon successful completion of this contract, the following outcomes are expected:

a) Fully functional Phase 1 and Phase 2 functionality serving all public schools with capacity for future expansion.

b) Reliable, accurate education data with secure access and proper data protection compliance.

c) Active use of the system by ministry staff, school administrators, teachers, and parents.
d) Comprehensive training materials, system administration manuals, and user guides delivered for sustainable system management.
e) Ministry personnel are capable of managing and maintaining the system independently.
f) Successful connection with existing education systems for seamless data sharing.
g) Regular use of EMIS reports and analytics for education planning and policy development.
h) Established help desk, training programmes, and maintenance procedures for long-term system operation.
i) Complete transfer of source code, system documentation, and intellectual property rights to ensure full Ministry ownership and control of the EMIS platform.
j) Complete hosting environment transfer to the Ministry with documented procedures and Standard Operating Procedures (SOPs) for independent system management.

5. SCOPE OF WORK

The scope of this consultancy is to improve the monitoring and evaluation system of the MoE by providing it with an EMIS that will support strategic planning and management, governance and accountability, monitoring and evaluation, and daily operational management at all levels of the education system.
The service provider will use participatory and consultative methodologies, working closely with the MoE, particularly the IT Unit and Corporate Planning Unit. The Project Manager for the Caribbean Digital Transformation Project will be the official counterpart to the service provider.

The scope of this project is organized into four primary areas:

5.1. Platform Development

a) Review existing documentation, including the Business Requirements and Data Management Framework, to develop detailed functional specifications and technical design.
b) Configure and customize the EMIS platform to deliver the required functionality for Phases 1 and 2 as indicated in Table 1: Phased Implementation Plan: Basic Core EMIS Functionality above.
c) Design intuitive user interfaces for different user types (ministry officials, school administrators, teachers, and external stakeholders), with seamless online and offline experiences.
d) Develop and deploy embedded EMIS census form functionality to support interim annual data collection, with a plan for transitioning to continuous real-time data capture through EMIS.
e) Implement necessary workflows and automation to streamline educational management processes.
f) Develop standard reports and dashboards to support data-driven decision-making.
g) Establish and implement data validation rules to ensure data quality.

h) Provide comprehensive system documentation.
i) Provide a complete handover package including source code transfer, comprehensive system documentation, technical architecture guides, and intellectual property rights transfer to ensure full Ministry ownership and independent system management capability.

5.2. HOSTING ENVIRONMENT

The service provider will be responsible for establishing the hosting environment for the EMIS platform using their preferred infrastructure approach. Cloud hosting is preferred as it aligns with modern digital transformation best practices. The hosting solution must demonstrate compliance with Saint Lucia data protection regulations and CARICOM/OECS digital governance guidelines. To meet these requirements, the service provider must:

a) Implement a secure, reliable hosting environment for the EMIS platform, including data back-up best practices.
b) Implement security measures, including access controls and data protection.
c) Establish monitoring systems to ensure reliable performance.
d) Provide technical support and maintenance for the hosting infrastructure.

The hosting approach and infrastructure decisions will be subject to review and potential optimization following the initial contract period based on operational experience and evolving requirements. Upon contract completion, the hosting environment must be transferred to Ministry control with comprehensive documentation, SOPs, technical training for Ministry IT staff, and clear handover procedures to ensure seamless transition to independent Ministry management of the hosting infrastructure.

5.3. DATA MIGRATION

a) Conduct an audit of existing data sources to inform the migration strategy.
b) Develop and implement a data migration plan for transferring data from existing sources.
c) Clean and validate data during the migration process.
d) Verify data integrity after migration is complete.
e) Document all data structures and relationships.

5.4. IMPLEMENTATION AND TESTING

a) Conduct comprehensive system testing, including unit testing, integration testing, and user acceptance testing.

b) Execute phased deployment with pilot implementation in selected schools before full rollout.

c) Provide structured post-implementation transition support during the agreed project period, including issue resolution, performance tuning, and knowledge transfer to designated MoE staff and administrators.

d) Verify all functional and technical requirements are met through systematic testing procedures.

5.5. TRAINING AND SUPPORT

a) Provide training for MoE personnel on system administration and usage.

b) Deliver a training-of-trainers program for rolling out training to schools.

c) Build technical competencies within the Ministry IT Unit for system administration and maintenance

d) Develop comprehensive training materials and documentation, including user guides, technical specifications, and system administration manuals.

e) Establish a service desk for ongoing technical support.

f) Provide knowledge transfer, maintain detailed project records to enable independent MoE system management, and ensure continuity.

g) Provide regular progress reporting for transparency and accountability throughout the implementation.

h) Execute a complete system handover, including source code transfer, intellectual property rights assignment, comprehensive technical documentation, and hosting environment transfer with full SOPs and technical training for Ministry independence.

6. OVERVIEW OF SYSTEM REQUIREMENTS

This contract focuses on implementing Phase 1: Foundational Setup and Phase 2: Core Operations as part of the SLU Learning Hub. Phase 3: Integrated Services will complete the full Basic Core EMIS functionality suite and will be subject to separate procurement.

The MoE will provide comprehensive documentation, including Business Requirements, Software Requirements Specification (SRS), EMIS Open Data Standard, and applicable data protection standards to inform the preparation of functional and technical specifications, and system architecture and design documentation.

The EMIS will serve as the central platform supporting all education levels and stakeholder groups, from data producers at the school level to policy makers at the ministry level, ensuring seamless data flow for strategic improvement of the education system.

6.1. PHASED IMPLEMENTATION PLAN: BASIC CORE EMIS FUNCTIONALITY

The implementation will follow a phased approach focused on building a solid foundation before adding more advanced features:

Table 1 Phased Implementation Plan: Basic Core EMIS Functionality

Category	Phase 1: Foundational Setup	Phase 2: Core Operations
Institution Management	• Institution registration and licensing • School type, location classification (public, private, denominational) • Basic infrastructure information • Governance details (school boards, parent-teacher associations) • Physical infrastructure tracking and condition monitoring • Basic budget and financial tracking systems • Basic document management and classification • Contact and emergency contact information • Leadership structure, contact, and role information • Basic Health and Safety Records • Basic curriculum and programme documentation	• Basic facility conditions assessment • Enhanced infrastructure detail recording • Expanded timetable and calendar management • Detailed curriculum implementation tracking • Enhanced health and safety record keeping • Basic asset inventory development
Personnel Management	• Biographical information and national identification card processing • Contact information management • Emergency contact information for staff • Current employment records • Staff onboarding and identification • Teacher certification and Ministry of Education registration verification • Payroll and compensation management, including EC dollar tracking • Attendance and leave management systems • Basic qualifications documentation	• Position and assignment details • Enhanced professional development tracking • Staff transfer management • Basic performance documentation • Certification renewal tracking and management • Complete employment history development
Student Management	• Student registration and ID generation • Basic biographical data and national identification card processing • Birth certificate and national ID matching	• Enhanced academic record management • Basic attendance recording • Assessment capture including CPEA, CXC CSEC, CXC CAPE • Student transfer management • Academic records and grading

	• Parent/guardian information • Basic enrolment tracking • Basic health and wellness records (essential medical conditions, emergency contacts) • Basic school feeding programme participation tracking • Basic academic resource tracking (textbooks and learning materials) • Basic special education needs screening • Emergency contact management systems	• Basic behaviour incident recording • Enhanced health and wellness coordination
Cross-Cutting Functions	• Essential data standards and unique ID systems for Saint Lucia • Essential document storage and classification • Simple parent portal with view-only capabilities for basic student information • Emergency contact and alert systems • Basic data governance and validation rules • National identification system integration (basic) • Census form functionality to support interim annual data collection • Offline authentication, validation, and local data storage features are operational. See details below • Hosting environment established with backup, recovery, and disaster recovery capabilities • Standardized reports and dashboards implemented with role-based access controls for all Phase 1 functionalities • Data migration plan and full import of data	• Basic institutional reports and operational dashboards • Enhanced parent portal functionality • Basic resource distribution tracking • Document and records management systems • Basic attendance alerts and emergency contact notifications • Continued hosting environment and disaster recovery capabilities • Expanded third-party integrations
Training, Support, Help Desk, and Documentation	• Inception report and detailed work plan • Initial training sessions for MoE personnel and Help Desk staff delivered • Training materials, system administration manuals, and user guides • Help Desk operational with trained staff, ticketing system, Standard Operating Procedures (SOPs) • Offline-accessible user guides and training resources	• Training-of-trainers program continuation • Training materials, system administration manuals, and user guides • Continued training sessions conducted • Help desk services expanded with updated knowledge base resources • Complete handover and transfer of source code, system documentation, and intellectual property rights to the Ministry

		• Knowledge transfer sessions for technical staff on source code management and system architecture • Documentation of all system components, APIs, and integration points for the Ministry technical team

Note: Offline-first capabilities, including data entry, validation, reports, authentication, and backup, are essential across all phases to accommodate limited connectivity in remote schools.

6.2. TECHNICAL REQUIREMENTS

The EMIS must be built on a modern, modular, and scalable technical architecture that ensures strong performance, high availability, ease of maintenance, and security. The system must be able to support large volumes of users and data, adapt to future growth, and meet international standards for data protection and accessibility.

Architecture and Maintenance:

- Use a layered architecture separating data, business logic, and presentation layers.
- Implement business intelligence tools and customizable dashboards.
- Adopt service-oriented design supporting web, mobile, and modular updates.
- Support cloud-based or hybrid deployment with scalability.
- Provide administrative tools for system monitoring, configuration, and user management.
- Enable scheduling of updates with roll-back functionality.

Performance and Scalability:

- Ensure consistent, fast system response times even during peak periods.
- Optimize database structures for efficient handling of large volumes of education data.
- Support data import and export in MS Excel, open formats, and machine-readable formats.
- Implement horizontal and vertical scalability to increase users and data.
- Include performance testing for low-bandwidth environments and offline synchronization.

Availability and Reliability:

- Ensure high system availability with redundancy for critical components.
- Implement backup, recovery, and disaster planning procedures.

- Employ automated system monitoring and proactive alerting.
- Generate regular audit and compliance reports.
- Ensure periodic offline backup storage with automatic sync when reconnected.

Interoperability and Compliance:

- Design and document RESTful APIs using JSON and XML.
- Ensure encryption of sensitive data and strong authentication methods.
- Comply with data protection regulations and CARICOM and OECS digital governance guidelines.
- Support secure data exchange with external stakeholder systems.
- Ensure compliance with WCAG 2.1 and include screen-reader compatibility.

6.3. OFFLINE-FIRST FUNCTIONALITY REQUIREMENTS

The EMIS must provide comprehensive offline capabilities to ensure continuous operation in schools with limited or intermittent internet connectivity:

Offline Data Entry and Storage:

- Complete data input and updates (student, staff, school, enrollment, attendance, assessment, infrastructure, resource data) without an internet connection
- Secure local storage using encrypted databases (SQLite, IndexedDB) with multi-user role support and access-based permissions

Data Synchronization:

- Two-way sync between offline local database and central server upon connectivity restoration
- Automated conflict detection with priority rules (timestamp-based, admin overrides) and user-confirmed resolution options
- Visual status indicators for pending sync, successful sync, and error notifications

Offline Reports and Authentication:

- Downloadable, frequently accessed reports (attendance summary, performance metrics) in offline-friendly formats (PDF, cached HTML)
- User-configurable report caching for offline access
- Secure offline login using cached credentials with session timeouts and failed attempt lockouts

Offline Validation and User Support:

- Real-time validation (required fields, format checks, logic rules) during offline data entry with contextual error messaging
- Offline-accessible core user manuals, troubleshooting guides, and FAQs in HTML or PDF formats

Offline Notifications and Data Protection:

- Local alert queuing (pending tasks, incomplete forms) and storage of server notifications for delivery upon reconnection
- Local data backup and manual export capabilities in secure formats (JSON, CSV) with encryption and password protection for device failure recovery

All offline functionality must maintain data integrity, security standards, and a seamless user experience equivalent to online operations.

6.4. INTEGRATION REQUIREMENTS

The EMIS must seamlessly connect with the following internal and external systems:

a) Scholarships System – for capturing bursary and scholarship applications.

b) Book Bursaries System – for tracking distribution of learning materials to students.

c) Exagram – for capturing MST assessments and assignments.

d) Kindergarten Registration – for capturing kindergarten registration in the Castries basin initially

e) Kindergarten Registration Portal – MySQL/PHP application for early registration.

f) VCD (Verification of Academic Qualifications).

g) CloudSuite (Asset and Financial Management) – for financial transactions, infrastructure payments, and scanned attachments.

h) HR Management Systems (including LetterTrack and HRM Excel Database) – for managing staff appointments and correspondence.

i) ASC Timetables – for scheduling and student group planning.

j) Google Classroom and Moodle – for integration with learning platforms at primary, secondary, and tertiary levels.

k) Kobo Toolkit – used for mobile field data collection and reporting.

Integration must use secure, standardized methods and ensure accurate and reliable data exchange. It must be scalable to accommodate future system integrations and support both real-time and scheduled data transfers while maintaining full auditability and security.

Key integration requirements:

- Use standardized, secure APIs and web services for data exchange.
- Implement data transformation and mapping to ensure consistency.
- Ensure data integrity and consistency across systems.
- Maintain audit trails for all data exchanges.
- Include error handling and automatic notification mechanisms.
- Support both real-time and batch processing as needed.
- Allow flexibility for future integration with additional systems.

7. DURATION

The total duration of the assignment is expected to last 104 weeks from the date of contract signing, covering two phases:

- **Phase 1 (Weeks 1 – 52)**: Development and implementation of foundational EMIS functionality aligned to the SLU Learning Hub.
- **Phase 2 (Weeks 53-104):** Core operations, system enhancement, and stabilization.

While both phases are included in this contract, progression to Phase 2 implementation requires formal acceptance of Phase 1 deliverables.

8. EXPECTED DELIVERABLES AND TIMELINES

The Consultant shall submit each deliverable electronically in both Word and PDF formats to the Client. All deliverables must be in English.

The following targets are expected by year:

Phase	Implementation Targets / Deliverables
Phase 1: Foundational Setup	• Inception report and detailed work plan completed and approved by MoE. • Functional, technical specifications, system architecture, and design documentation for Phase 1 - foundational set up completed and approved. • Configured and customized EMIS platform, implementing Phase 1- foundational setup functionality implemented, tested, and accepted.

Phase	Implementation Targets / Deliverables
	• Data migration plan and strategy with all data imported into the system completed and validated. • Developed and deployed embedded EMIS census form functionality to support interim annual data collection • Foundational integration with priority third-party systems established and operational. • Offline capability for student/staff registration, attendance, grading, and incident tracking established and verified. • Hosting environment with backup, recovery, and disaster recovery capabilities operational. • Initial development of system administration manuals and user documentation completed. • Initial training sessions for system administrators, train the trainer, Ministry personnel, and help desk staff delivered with attendance records. • Help desk fully operational with trained staff, ticketing system, (SOPs), and initial quarterly reporting mechanisms established.
Phase 2: Core Operations	• Configured and customized EMIS platform implementing Phase 2- core operations functionality implemented, tested, and accepted. • Expansion of integration with third-party educational systems implemented and tested. • Updated system administration manuals and documentation completed. • Training for the Ministry team and continuation of the training-of-trainers program delivered with attendance records. • Continued hosting and disaster recovery capabilities maintained. • Help desk operations with expanded knowledge base resources maintained. • Complete source code transfer and system documentation handover to the Ministry with intellectual property rights. • Technical knowledge transfer sessions and system architecture documentation for the Ministry IT team. • Hosting environment transfer procedures and documentation completed. •

Deliverable / Stage	**Weeks After Signing**	**Validation Weeks**	**Payment %**
Payment 1: Inception report and detailed work plan completed.	2	-	
Validation by Management: Review and validation of the Draft Inception Report by MoE	4	2	
Final Inception Report: Approved Inception Report and Data with MoE's feedback	5	-	10%

incorporated.			
Payment 2: Functional, technical specifications, system architecture, and design documentation completed	12	-	
Review and validation of Draft Functional & Technical specifications, system architecture, and design documentation by MoE	14	2	
Final Functional, technical specifications, system architecture, and design documentation with MoE's feedback incorporated.	16	4	15%
Payment 3:Configured and customized EMIS platform, implementing Phase 1 foundational setup functionality, implemented, tested, and accepted with foundational integration with priority third-party systems established and operational	48	-	
Validation by Management: Review and validation of Phase 1 EMIS setup	50	2	
Final Phase 1 EMIS Setup and Integration Accepted	52	-	20%
Payment 4a: Initial development of system administration manuals and user documentation completed	60	-	
Review and validation of system administration manuals and user documentation by MoE	62	2	
Payment 4b: Initial training sessions for system administrators, train the trainer, Ministry personnel, and help desk staff delivered with attendance records	64	-	
Review and validation of training delivery & attendance	68	2	
Final Training Records and Administration Documentation Accepted by MoE.	72	-	8%
Payment 5a: Updated system administration manuals and documentation completed	78	-	
Review and validation of updated system administration training manuals by MoE.	80	2	
Final Updated Administration Manuals Accepted with MoE feedback	82	-	7%

Payment 5b: Advanced training for the Ministry team and continuation of training-of-trainers program delivered with attendance records	88	-	5%
Review and validation of advanced training delivery	86	2	
Final Advanced Training Delivery Accepted	88	-	5%
Payment 6: Configured and customized EMIS platform, implementing Phase 2 core operations functionality, implemented, tested, and accepted, with expansion of integration with third-party educational systems implemented and tested	90	-	
Validation by Management: Review and validation of Phase 2 EMIS functionality by MoE	92	2	
Final Phase 2 EMIS functionality accepted with MoE feedback incorporated	96	-	20%
Payment 7: Final handover of the EMIS platform to the Ministry, including hosting environment and disaster recovery arrangements, complete source code and system documentation, transfer of intellectual property rights, and an expanded knowledge base. The consultant will deliver comprehensive SOPs and technical guidance to enable sustainable, Ministry-led operations.	100	-	
Validation by Management: Review and validation of hosting, DR, and handover deliverables	102	2	
Final Hosting, Documentation, and Handover Accepted with MoE recommendations incorporated.	104	-	10%

9. EXPERTISE REQUIRED

9.1 Qualifications of the Firm

a) The consulting firm must demonstrate the following minimum qualifications and experience:

b) Minimum of five (5) years of proven experience in the design, development, and implementation of Education Management Information Systems (EMIS) or closely related education sector information systems.

c) Demonstrated experience in successfully completing at least three (3) comparable assignments in the education sector within the last ten (10) years, covering end-to-end implementation, including system configuration/development, testing, training, data migration, and deployment.

d) Demonstrated experience working in Small Island Developing States (SIDS) or comparable environments, with preference for prior assignments in the Caribbean region.

e) Proven capability in data migration, system integration, and interoperability, including experience with Application Programming Interface **(**APIs) and integration with education or government platforms.

f) Evidence of current technical expertise, skills, and resources within and readily accessible to the firm to ensure timely delivery.

g) Demonstrated ability to provide a well-developed Education Management Information System (EMIS) solution or core components that can be rapidly customized and deployed to support a smooth transition.

h) Demonstrated experience in developing financially sustainable costing models for EMIS or comparable systems, including total cost of ownership considerations, alignment with government budgetary realities, minimize vendor lock-in through open and modular solutions and provisions for knowledge transfer and local capacity development to support long-term operations and maintenance.

9.1. Key Personnel Requirements

The service provider is responsible for outlining the composition and experience necessary for project roles, which must encompass at least the following essential functions:

Role	**Minimum Qualifications**
Project Manager/Team Leader	Master's degree or equivalent in Project Management, Information Systems, Education, or related field. Minimum 10 years of experience managing complex IT implementation projects. Experience in leading EMIS or education-related data system projects in the Caribbean or similar contexts is highly desirable.
Technology Architect/Advisor	Bachelor's Degree in Computer Science, Software Engineering, or a related field. Minimum 8 years of experience designing enterprise-level systems, with at least 5 years in education management information systems (EMIS).
Database Expert	Bachelor's Degree in Computer Science, Information Systems, or a related field. Minimum 5 years of experience in database design and data migration, with strong knowledge of educational data structures.

Role	Minimum Qualifications
Software Development Lead	Bachelor's Degree in Software Engineering, Computer Science, or a related field. Minimum 8 years of experience in software development, including expertise in API development and system integration. Knowledge of data protection and compliance standards relevant to education systems (e.g., FERPA, GDPR, OECS digital policy) is an asset.
Training Specialist	Bachelor's Degree in Education, IT, or a related field. Minimum 5 years of experience in IT systems training, with experience in the education sector highly desirable.
Local Liaison/Project Officer	Bachelor's Degree in Project Management, Education, or related field. Experience coordinating projects within the local context and strong knowledge of the local education system is required. Prior involvement in OpenEMIS or similar platforms preferred.
Quality Assurance Expert (QA)	Bachelor's Degree in Computer Science, Information Systems, or a related field. Minimum 5 years of experience in software quality assurance and testing, with experience in enterprise-level systems. Knowledge of testing methodologies and data validation processes is required.

In addition, the service provider is welcome to make budgetary provision for additional non-key personnel to support the software development, education domain expert, data administration, system design, quality assurance, system administration, and other relevant functions over the life of the project.

10. REPORTING

The Consultant will:

- Report directly to the Project Manager of the Project Implementation Unit (PIU) within the Ministry of the Public Service.
- Work collaboratively with the Ministry of Education, the Division of Public Sector Modernization, and other key stakeholders, under the guidance of the PIU, to ensure the effective and timely execution of the consultancy.
- Participate in regular status meetings with the PIU and relevant stakeholders to provide progress updates, discuss challenges, and align on next steps.
- Submit a Final Report at the end of the consultancy, detailing key findings, recommendations, and outcomes, ensuring alignment with the expected deliverables.

11. RESPONSIBILITIES

1. The Ministry of Education, as the lead beneficiary, shall be responsible for:

    a) Providing overall project coordination, oversight, and timely approval of deliverables.

b) Granting the Consultant access to existing systems, databases, and documentation for integration and migration.

c) Facilitating stakeholder engagement, including coordination with schools, districts, and education officers during training and rollout.

d) Reviewing and approving system configurations, customizations, and user acceptance test results.

e) Supporting change management, communication, and adoption strategies across the education sector.

f) Designating focal points and technical staff to work with the Consultant and support effective knowledge transfer.

2. The Consultant shall be responsible for:

a) Designing, developing, configuring, and implementing the EMIS platform in accordance with agreed specifications.

b) Providing a secure hosting environment and technical infrastructure until handover to the Ministry of Education (MoE).

c) Conducting data migration from existing systems and ensuring data quality, integrity, and validation.

d) Delivering comprehensive training, including training-of-trainers, user training, and capacity-building for MoE staff, system administrators, and help desk personnel.

e) Establishing help desk operations, user support protocols, and system documentation to ensure sustainability.

f) Guaranteeing system performance, security, interoperability, and compliance with agreed standards and requirements.

g) Handing over the full hosting environment, system source code, documentation, and intellectual property rights to the MoE.

h) Covering all necessary operational expenses, including staff costs, office space, equipment, software, telecommunications, travel, report deliveries, and any incidentals required for execution.

i) Conducting all consultancy activities using primarily internal resources, without reliance on external support for essential functions.

j) Ensuring confidentiality of all project-related information and maintaining professional standards in all stakeholder interactions.

k) Preparing and submitting all deliverables in English, in the formats and media specified by the PIU, and within agreed timelines.

l) Guaranteeing the validity and reliability of all tools, methodologies, and training materials developed or utilized during the consultancy

3. The Consultant and MoE will jointly:

a) Maintain regular communication and coordination through progress meetings, reports, and agreed mechanisms.

b) Collaboratively review, test, and validate deliverables, ensuring alignment with project objectives.

c) Address technical and operational challenges through joint problem-solving and adaptive management.

d) Coordinate and participate in system testing, pilot rollouts, and user acceptance exercises.

4. As the Executing Agency, the PIU shall:

a) Arrange access for the Consultant to project documents, regulations, policies, and other relevant resources required to perform the assignment.

b) Designate a focal point to guide and coordinate the Consultant's activities, ensuring alignment with project objectives and timelines.

c) Provide timely feedback and supply all relevant information and data necessary for the successful execution of the consultancy.

d) Oversee contractual compliance and ensure that project governance requirements are met.

The following deliverables are expected by year:

Phase	**Implementation Targets / Deliverables**
Phase 1: Foundational Setup	• Inception report and detailed work plan completed and approved by MoE. • Functional, technical specifications, system architecture, and design documentation for Phase 1 - foundational set up completed and approved. • Configured and customized EMIS platform, implementing Phase 1-foundational setup functionality implemented, tested, and accepted. • Data migration plan and strategy with all data imported into the system completed and validated. • Developed and deployed embedded EMIS census form functionality to support interim annual data collection • Foundational integration with priority third-party systems established and operational. • Offline capability for student/staff registration, attendance, grading, and incident tracking established and verified.

Phase	Implementation Targets / Deliverables
	• Hosting environment with backup, recovery, and disaster recovery capabilities operational. • Initial development of system administration manuals and user documentation completed. • Initial training sessions for system administrators, train the trainer, Ministry personnel, and help desk staff delivered with attendance records. • Help desk fully operational with trained staff, ticketing system, (SOPs), and initial quarterly reporting mechanisms established.
Phase 2: Core Operations	• Configured and customized EMIS platform implementing Phase 2-core operations functionality implemented, tested, and accepted. • Expansion of integration with third-party educational systems implemented and tested. • Updated system administration manuals and documentation completed. • Training for the Ministry team and continuation of the training-of-trainers program delivered with attendance records. • Continued hosting and disaster recovery capabilities maintained. • Help desk operations with expanded knowledge base resources maintained. • Complete source code transfer and system documentation handover to the Ministry with intellectual property rights. • Technical knowledge transfer sessions and system architecture documentation for the Ministry IT team. • Hosting environment transfer procedures and documentation completed.

The following regular reports are required:

- Biweekly progress meetings.
- Quarterly progress reports (8 reports total over 104 weeks).
- Training reports after each training session.
- Quarterly service desk reports (to be included in Quarterly Progress Reports).

The selected service provider is expected to commence work immediately after signing the contract.

The service provider must adhere to the implementation timeline and milestones that will be finalized during the inception phase. Any proposed deviations from this timeline must be approved by the Ministry.

In the case of delays, the service provider must immediately notify the Ministry and provide a revised timeline with mitigation strategies to minimize the impact on overall project completion.

12. LIST OF STAKEHOLDERS

The successful execution of this consultancy will require engagement with, but not be limited to, the following stakeholders:

a) Ministry of Education (MoE) – Permanent Secretary, Corporate Planning Unit, ICT Unit, Curriculum and Assessment Units, Education Officers, School Principals, and administrative staff. Key users for pilot testing, training, and validation.

b) Project Implementation Unit (PIU) – Executing Agency responsible for coordination, oversight, and project governance.

c) Division of Public Sector Modernization – Support for interoperability, ICT standards, and alignment with wider government digital initiatives.

d) Central Statistics Office (CSO) – Data harmonization and alignment with national statistics requirements.

e) Accounts Unit within the MoE – Integration with financial planning, costing models, and sustainability considerations.

f) Division of Public Sector Modernization – Standards, cybersecurity, interoperability, and hosting guidance.

g) Other Government Agencies – Including Health, Social Protection, and Civil Registry (for potential cross-sector interoperability).

12. DOCUMENTS

The following documents and resources will be provided to the Consultant to facilitate the assignment:

1) **Draft EMIS Policy and Legislation** – Including data governance and privacy provisions.
2) **System Requirements Specifications (SRS)** – Functional and technical requirements previously defined.
3) **Business Requirement Documents** – For school operations, data collection, and reporting.
4) **Education Statistics Reports & Yearbooks** – Historical and baseline datasets.
5) **Existing ICT and Digital Transformation Strategies** – Government of Saint Lucia ICT Master Plan, CARDTP digital standards.
6) **Sample Data Sets and School Census Templates** – To facilitate data migration testing.
7) **Relevant Cabinet Conclusions and Policy Papers** – Supporting mandates for EMIS adoption.

8) **Education Sector Plan (2023–2028)** – Framework for sector priorities and alignment.