

Caribbean – Senior Consultant

SCL/LMK

Development of Roadmaps and Action Plans and Pre-Designs of Skills Development Programmes (Senior Consultant) – RGT2936

TERMS OF REFERENCE

BACKGROUND

In an attempt to look for solutions to their youth unemployment challenges, Caribbean countries have undertaken a variety of efforts in the form of youth programmes and activities to achieve the rapid and efficient workforce integration or re-integration of unemployed and hard-to-employ youth who are at a disadvantage because they dropped out of the educational system or left without having acquired the skills the market demands. The literature on the effectiveness of skills development policies targeted at the youth highlights the importance of designing interventions that consider the specific situation young people face in their countries' labor markets, their current degree and type of participation and the obstacles they face in becoming fully productive workers.^{1 2}

Additionally, the literature has been able to identify elements of success of youth-targeted skills development policies that could be integrated into interventions in the Caribbean. One of these elements, as evidenced by evaluations from training programs in LAC, has been the strong emphasis on employers' active participation to ensure that they are truly demand-driven and to achieve an effective link between education/training and work (CDB, 2015). In the Caribbean, private sector participation in skills development is limited, as evidenced by the fact that Caribbean firms are less likely to provide formal training for their employees compared to their ROSE counterparts. Overall, 35 percent of Caribbean firms engaged in formal employee training, while 46 percent of ROSE counterparts did so (this difference being statistically significant).

Finally, the literature suggests that skills development policies should be conceived within a broader, coordinated strategy to strengthen countries' skills development systems. Different sources of analysis suggest that four functional areas are critical for successful skills development systems (Fieldsend, 2016): (i) labor market intelligence - especially with respect to the skills needs of the private sector - is collected systematically and acted upon; (ii) there is an 'unbroken thread' between the skills that employers need and the curriculum content of the education and training that is designed to meet those needs; (iii) the quality of all training provision can be relied upon and consistently meets the highest standards; and (iv) public funding is prioritized for skills training and contributes to a wider investment by society as a whole (including both employers and individuals). International best practice has endorsed the collaboration of all stakeholders - government ministries, training institutions, sectors and unions, youth organizations, youth research and donor organizations - as imperative to establishing a viable framework for these functional areas to be fulfilled and to thus successfully develop and implement skills development policies. In the Caribbean, the lack of coordination and collaboration between these different stakeholders represents an important challenge.

¹ Sector Framework Document, Labor (GN-2741-3).

² Caribbean Development Bank (CDB) (2015) Youth are the Future: The Imperative of Youth Employment for Sustainable Development in the Caribbean. <http://www.caribank.org/wp-content/uploads/2015/05/Youth-Study-Imperative-of-Employment-CDB-2015.pdf>.

For this, emphasis must be placed on the development of public-private partnerships (PPP) that allow for the unemployed, particularly the youth, to receive both in-classroom and on-the-job training or both, enabling the formation of a labor force with pertinent skills for the world of work. Specifically, Jamaica can consider exploring and adapting different PPP models that have been successful in other countries in the form of apprenticeship, pre-apprenticeship/traineeship and/or internship programs (Australia, Canada, Germany, the United Kingdom, New Zealand, etc.). A review and proposal of a revised National Apprenticeship Program that establishes the articulation between public sector institutions and employers (PPP) would allow the implementation of labour market demand driven programs.

Evidence and international experience show that the job training (JT), offered in higher education (university and non-university) and by companies to their workers, can be a vehicle for economic growth and social progress. Also, it allows that workers update and improve their skills during their job-life cycle, facilitating their employability and their adaptability to new technologies.

This evidence has led developed countries to prioritize their workforce training, including it as a key element of policies to improve employability, productivity and competitiveness (IDB, 2014). These countries have both medium and long term view for improving JT systems and making efforts to correct market failures, quality and pertinence of JT, etc. Most of JT systems have competence and qualification systems (QS), with external mechanisms for quality assurance and pertinence of training, and are aimed at providing opportunities for lifelong learning.

Successful JT systems have in common: 1) a gradual and systemic development – with financing and a strategic vision for median and long-term–, continuous review and adjustment, with information systems and monitoring results; 2) a solid governance that ensures alignment and constant interaction between education and training, and the involvement of key stakeholders; 3) a systemic involvement/co-participation of the productive sector (i.e. time, financial); 4) policies, processes and mechanisms (i.e. monitoring and evaluation, and accreditation) to ensure the training quality; in addition to information systems that allow to show through JT results, create incentives for continuous quality improvement, guide training decisions of the population, and identify demand for skills –present and future ones– in each sector.

Latin America and the Caribbean (LAC) have developed several experiences with partial success, although no country has operated under a system that links the subsystems of education and training under one unique governance, nor offer continuing education opportunities to people.

The Bank approved a Technical Cooperation to provide support for productivity and youth employment initiatives in the Caribbean (RG-T2936) for 3 countries in the Caribbean. The main objective of the TC is to support the Caribbean's efforts to address the challenges of low productivity and high youth unemployment. Specifically, the TC will contribute to (i) gaining a better understanding of the situation of youth in the Caribbean labor markets; (ii) engaging the private sector so that it can more actively participate in skills development for the youth; and (iii) promoting a systemic and long-term vision for skills development through the development of concrete roadmaps and action plans outlining steps to be taken in the short, medium, and long term and that emphasize the importance of multi-stakeholder engagement.

Promoting human capital is thus essential for productivity growth as higher skilled workers make possible the development and adoption of technological and organizational changes that cause productivity to increase. Improved skills, in turn, are associated with higher earnings and a higher probability to remain on the job and represent an opportunity to improve the distribution of income –

particularly at the middle and low end of the distribution - since skills shortages are highest among the poor and vulnerable. Within this context, the Government of **Country** has requested IDB support for the analysis and proposal for the Development of Roadmaps and Action Plans and Pre-Designs of Skills Development Programmes.

Specifically, the IDB will finance a team of consultants and with high expertise in JT Systems. One of the consultants will be **responsible for providing strategic advice** (senior consultant) for the Development of Roadmaps and Action Plans and Pre-Designs of Skills Development Programmes.

The work related to this consultancy will focus on enhancing the skills required for **Country** population to positively contribute to the country's productivity and to be successfully inserted into the labour market. During 2014, a series of knowledge exchanges on the topic of skills, "**TransFormation: Skills for Work**", were held in six countries including Colombia, Brazil, Mexico, Chile, Peru, and Panama and counted with the participation of a wide array of actors from the civil society, private, and public sectors including Ministries of Labor, Finance, and Education. Through these exchanges, participating countries have been able to (i) understand the main causes of the skills and productivity shortages in the region; (ii) analyze obstacles for change, and potential regional innovations to overcome them with the support from countries outside the region that have experience in the development of these strategies (such as European Countries, Australia, New Zealand and Korea); and (iii) map out a vision for the future and actions that must be realized in order to achieve that vision. In July 2015, these efforts were expanded to El Salvador and The Bahamas. Bahamas recently drafted a Roadmaps and Action Plans and Pre-Designs of Skills Development Programmes that can serve as an example (see attachment).

OBJECTIVE

The specific objective of the consultancy is to provide the strategic advice to support the development of a concrete action plans and roadmaps to build upon the system that the **selected Caribbean countries** (3) currently have in order to strengthen it.

MAIN ACTIVITIES

In summary, the selected individual will conduct the following activities:

Activity/Component	Description
1. Development of action plan and roadmap	Action Plan and Roadmap for The Bahamas to strengthen its labor market and skills development systems.
2. Action plan feasibility and validation workshops	Facilitate workshops held with representatives from the private, public, and academic sectors to evaluate the feasibility and validate the proposed Action Plan and Roadmap.

Specifically, activities included are as follows:

1. Development of action plan and roadmap

Based on the previous assessment and recommendations, provide strategic guidance to develop an action plan and roadmap in order to strengthen the skills development system in **selected Caribbean countries** (3). This must include the following, among other things:

- Best practices in other countries that may help address challenges and potentiate opportunities for **selected Caribbean countries** (3).
- A timeline for implementation.
- A mapping of actors that must be involved at different stages of the action plan and roadmap.
- An estimation of costs that would be incurred in the implementation of the action plan and roadmap.

2. Action Plan Feasibility and Validation Workshops

This activity will include a more focused dialogue with representatives from the public and private sectors and civil society. The objective of this dialogue will be twofold: (i) to validate the findings from the assessments described under this component; and (ii) to evaluate the feasibility and timing of the action plans and roadmaps and their associated policy options. This component is particularly important given that the workshops will help capture the real bottlenecks and implementation challenges in order for the action plans and roadmaps to be translated in the future into pilot projects with tangible results and will be strategic in prioritizing interventions. Moreover, the dialogue generated between sectors during this exercise will provide a lens into the cross-sector collaboration dynamics that are necessary for a comprehensive approach to skills-building initiatives at the national level. Among other things, these dialogues aim to include a discussion on topics such as:

- What is needed to create and strengthen programs and mechanisms that allow on-the-job training in a structured manner and following pre-established and regulated contents;
- What is needed to create information mechanisms about the opportunities and returns to education in the labor market by occupation and sector; and
- What is needed to improve links between the technical education centers and the national employment services.

REPORTS / DELIVERABLES

The individual will submit the following products:

- 1) Work plan: Should contain Roadmap & Action Plan structure (outline), proposed workshop structure
- 2) Revised version of draft of action plan and roadmap (country 1)
- 3) Revised version of draft of action plan and roadmap (country 2)
- 4) Revised version of draft of action plan and roadmap (country 3)
- 5) Final reports, integrating all comments made by participants in the workshops and by the IDB.

PAYMENT SCHEDULE

Deliverable	Payment
Product 1	20%
Product 2	20%
Product 3	20%
Product 4	20%
Product 5	20%

QUALIFICATIONS

- Minimum 10 years of relevant professional experience, particularly in job training, technical occupational competency standards, etc. Experience in best practices developed by countries such as United Kingdom, Australia, or New Zealand (but not limited to).
- Strong written and oral communication skills in English.
- Ability to work effectively in complex, multi-disciplinary and multi-cultural teams; superior interpersonal skills and client-orientation.

Competencies: Must be results oriented and target driven; has the ability to build strategic relationships among stakeholders by asking clear, concise and relevant questions in order to obtain information from staff and other clients; shows flexibility and openness to differing ideas and solutions in highly complex situations regarding policies; procedures and reporting lines; and has the ability to influence others by presenting ideas with confidence, energy and passion.

CHARACTERISTICS OF THE CONSULTANCY

Consultancy category and modality: Products and External Services Contractual (PEC).

Contract duration: From August 2017 to January 2018: 60 non-consecutive days in a 6-month period.

Place(s) of work: Selected **Country** or country of origin.

Coordination: The project team leader, Fernando Pavon (SCL/LMK) will be responsible for the supervision of this contract and for the coordination with the **Country** for delivered products.

Payment and Conditions of Contract: Remuneration will be determined in accordance with Bank regulations and criteria.

Confidentiality: All work related to this assignment, including outputs and information collected will be property of the Inter-American Development Bank and will remain strictly confidential at the discretion of the supervisor.

Consanguinity: Individuals with relatives working for the IDB within, and including the fourth degree of consanguinity and the second degree of affinity are not eligible for employment as staff or consultants. Candidates must be citizens of a member country of the Inter-American Development Bank.

Diversity: The IDB is committed to diversity and inclusion and to providing equal opportunities in employment. We embrace diversity on the basis of gender, age, education, national origin, ethnic origin, race, disability, sexual orientation, religion, and HIV/AIDs status. We encourage women, Afro-descendants and persons of indigenous origins to apply.

Caribbean – Local Consultant

SCL/LMK

Development of Roadmaps and Action Plans and Pre-Designs of Skills Development Programmes (Local Consultant) – RGT2936

TERMS OF REFERENCE

BACKGROUND

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OBJECTIVE

The specific objective of the consultancy is to provide the strategic advice to support the development of a concrete action plans and roadmaps to build upon the system that country currently have in order to strengthen it.

MAIN ACTIVITIES

In summary, the selected individual will conduct the following activities:

Activity/Component	Description
1. Assessment of the current state of labor market and skills development systems	Quantitative and qualitative assessment of macro economy, industry and employment structure, and the current state of labor market and skills development systems (challenges and opportunities) in Country .
2. Development of action plan and roadmap	Action Plan and Roadmap for Country to strengthen its labor market and skills development systems.
3. Action plan feasibility and validation workshops	Coordinate and lead Workshops held with representatives from the private, public, and academic sectors to evaluate the feasibility and validate the proposed Action Plan and Roadmap.
4. Coordinate and follow up on Labor Market Division Dialogue with counterparts and stakeholders	Liaise with government counterparts and undertake prompt and adequate follow-up on operational decisions providing assistance to the government to meet deadlines where necessary.

Specifically, activities included are as follows:

1. Assessment of the current state of labor market and skills development systems

Conduct a quantitative and qualitative assessment of the current state of labor market and skills development systems in **Country** in order to better understand how to improve the skills of the country's current and future labor force and how to match those skills to those demanded by the private sector. The analysis will draw upon the results derived from different local data sources such as labour force surveys, Analysis of the Wages and Productivity Survey and other publications, and very importantly, face-to-face meetings with key stakeholders from different sectors. The analysis must include, among other things, a discussion of the following:

- Macroeconomic aspects such as productivity and growth trends, industry and employment structure.
- Profile of the current economically active population and the state of the labor market.
- State of the skills development system.
 - Particularly, the analysis will assess how pertinent (or not) it is in reaching the needs of the productive sector and the degree of cooperation between the public and private sector, government and enterprises, and government and employees with regards to vocational training. It will also include a stakeholder analysis of the main actors in the system.
- Analysis of challenges and opportunities with respect to the skills building system
 - A SWOT analysis should be developed and a series of recommendations should be presented to address the challenges the system is facing. Recommendations should explicitly include those related to data requirements for the development of a robust Labour Market Information System.
- Other information as deemed necessary for a robust analysis of the skills development system in The Bahamas.

2. Development of action plan and roadmap

Based on the previous assessment and recommendations, provide strategic guidance to develop an action plan and roadmap in order to strengthen the skills development system in **Country**. This must include the following, among other things:

- Best practices in other countries that may help address challenges and potentiate opportunities for **Country**.
- A timeline for implementation.
- A mapping of actors that must be involved at different stages of the action plan and roadmap.
- An estimation of costs that would be incurred in the implementation of the action plan and roadmap.

3. Action Plan Feasibility and Validation Workshops

This activity will include a more focused dialogue with representatives from the public and private sectors and civil society. The objective of this dialogue will be twofold: (i) to validate the findings from the assessments described under this component; and (ii) to evaluate the feasibility and timing of the action plans and roadmaps and their associated policy options. This component is particularly important given that the workshops will help capture the real bottlenecks and

implementation challenges in order for the action plans and roadmaps to be translated in the future into pilot projects with tangible results and will be strategic in prioritizing interventions. Moreover, the dialogue generated between sectors during this exercise will provide a lens into the cross-sector collaboration dynamics that are necessary for a comprehensive approach to skills-building initiatives at the national level. Among other things, these dialogues aim to include a discussion on topics such as:

- What is needed to create and strengthen programs and mechanisms that allow on-the-job training in a structured manner and following pre-established and regulated contents;
- What is needed to create information mechanisms about the opportunities and returns to education in the labor market by occupation and sector; and
- What is needed to improve links between the technical education centers and the national employment services.

4. Coordinate and follow up on Labor Market Division Dialogue with counterparts and stakeholders

This activity will focus on maintaining the day-to-day dialogue for Labor Market Division with counterparts and stakeholders. Activities include:

- a) Provide operational and administrative support for the drafting of TC and Loan documents, including but not limited too; Annual Operation Plan (AOP), Pluriannual Execution Plan (PEP), Program Operational Manual (POM), Terms of Reference (TOR) and other documents pertinent to the procurement process.
- b) Monitor the implementation process for and provide updates on the execution of SCL/LMK TC and Loan Agreement activities in **Country**.
- c) Prepare and assist with the preparation of periodic and special reports as required, including manuals and correspondence.
- d) Liaise with government counterparts and undertake prompt and adequate follow-up on operational decisions providing assistance to the government to meet deadlines where necessary.
- e) Liaise with non-government stakeholders where required with regards to the implementation of project activities.
- f) Provide technical support and advice where sort in areas of professional expertise.
- g) Work as a contributing member of a variety of teams with government, non-government and IDB, SCL/LMK and Country office of Barbados (CBA) counterparts to complete work and reporting activities.
- h) Provide status updates on projects as determined and serve as the intermediary between government, non-government and IDB, SCL/LMK and Country Office counterparts on specific issues as required.
- i) Provide and coordinate logistical support for meetings, virtual conferences, conference calls, workshops and IDB missions as required.
- j) Share relevant information with stakeholders, including other contractals as required, ensuring the smooth progress of activities.
- k) Other activities as requested by the IDB supervisor.

Qualifications

Education: Master Degree in Economics, Business, Project Management, Management, Public Policy or related discipline or the equivalent combination of post graduate qualifications.

Experience:

- Minimum 5-7 years of relevant professional experience, particularly in job training, technical occupational competency standards, etc. Experience in best practices developed by countries such as United Kingdom, Australia, or New Zealand (but not limited to).
- A minimum of 5 years' experience in project/programme management including at least 4 years of professional experience in development projects with the IDB, World Bank or other International Cooperation Agencies.
- Experience working in or with IDB Caribbean member countries would be an asset.
- Experience working in or with private sector in proposed country is highly desired.

Languages: English

Areas of Expertise: Project Management, Communication Management, Change Management, Stakeholder Management.

Skills: Strong communication skills including the ability to explain and clearly define project issues at senior levels within the public sector and IDB; demonstrate strong leadership skills; excellent organisational skills and attention to detail; strong oral and written communication skills; time-management skills; problem-solving skills and diplomacy; strong communication, teamwork and negotiation skills; ability to manage budgets effectively; strong analytical and reporting skills and the ability to respond in writing by providing clear, concise, timely and accurate information; proficiency in MS Office applications.

Competencies: Must be results oriented and target driven; has the ability to build strategic relationships among stakeholders by asking clear, concise and relevant questions in order to obtain information; shows flexibility and openness to differing ideas and solutions in highly complex situations regarding policies; procedures and reporting lines; the ability to work under pressure and the ability to influence others by presenting ideas with confidence, energy and passion.

Characteristics of the Consultancy:

- **Contractual category and modality:** TTC or Defined Term Contractual (DTC), Monthly
- **Contract duration:** 12-24 months
- **Place(s) of work:** Country Office
- **Responsible person:** Fernando Pavon, Labor Markets & Social Security Specialist, LMK/CJA

Payment and Conditions: Compensation will be determined in accordance with Bank's policies and procedures. The Bank, pursuant to applicable policies, may contribute toward travel and moving expenses. In addition, candidates must be citizens of an IDB member country.

Visa and Work Permit: The Bank, pursuant to applicable policies, may submit a visa request to the applicable immigration authorities; however, the granting of the visa is at the discretion of the immigration authorities. Notwithstanding, it is the responsibility of the candidate to obtain the necessary visa or work permits required by the authorities of the country(ies) in which the services will be rendered to the Bank. If a candidate cannot obtain a visa or work permit to render services to the Bank the contractual offer will be rescinded

Consanguinity: Pursuant to applicable Bank policy, candidates with relatives (including the fourth degree of consanguinity and the second degree of affinity, including spouse) working for the Bank as staff members or Complementary Workforce contractuels, will not be eligible to provide services for the Bank.

Diversity: The Bank is committed to diversity and inclusion and to providing equal opportunities to all candidates. We embrace diversity on the basis of gender, age, education, national origin, ethnic origin, race, disability, sexual orientation, religion, and HIV/AIDs status. We encourage women, Afro-descendants and persons of indigenous origins to apply.

Caribbean – Senior Consultant

SCL/LMK

Support for the development of Public Private Partnerships for Skills Development (Senior Consultant) – RGT2936

TERMS OF REFERENCE

BACKGROUND

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Additionally, the literature has been able to identify elements of success of youth-targeted skills development policies that could be integrated into interventions in the Caribbean. One of these elements, as evidenced by evaluations from training programs in LAC, has been the strong emphasis on employers' active participation to ensure that they are truly demand-driven and to achieve an effective link between education/training and work (CDB, 2015). In the Caribbean, private sector participation in skills development is limited, as evidenced by the fact that Caribbean firms are less likely to provide formal training for their employees compared to their ROSE counterparts. Overall, 35 percent of Caribbean firms engaged in formal employee training, while 46 percent of ROSE counterparts did so (this difference being statistically significant).

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Evidence and international experience show that the job training (JT), offered in higher education (university and non-university) and by companies to their workers, can be a vehicle for economic growth and social progress. Also, it allows that workers update and improve their skills during their job-life cycle, facilitating their employability and their adaptability to new technologies.

This evidence has led developed countries to prioritize their workforce training, including it as a key element of policies to improve employability, productivity and competitiveness (IDB, 2014). These countries have both medium and long term view for improving JT systems and making efforts to correct market failures, quality and pertinence of JT, etc. Most of JT systems have competence and qualification systems (QS), with external mechanisms for quality assurance and pertinence of training, and are aimed at providing opportunities for lifelong learning.

Successful JT systems have in common: 1) a gradual and systemic development – with financing and a strategic vision for median and long-term–, continuous review and adjustment, with information systems and monitoring results; 2) a solid governance that ensures alignment and constant interaction between education and training, and the involvement of key stakeholders; 3) a systemic involvement/co-participation of the productive sector (i.e. time, financial); 4) policies, processes and mechanisms (i.e. monitoring and evaluation, and accreditation) to ensure the training quality; in addition to information systems that allow to show through JT results, create incentives for continuous quality improvement, guide training decisions of the population, and identify demand for skills –present and future ones– in each sector.

Latin America and the Caribbean (LAC) have developed several experiences with partial success, although no country has operated under a system that links the subsystems of education and training under one unique governance, nor offer continuing education opportunities to people.

The Bank approved a Technical Cooperation to provide support for productivity and youth employment initiatives in the Caribbean (RG-T2936) for 3 countries in the Caribbean. The main objective of the TC is to support the Caribbean's efforts to address the challenges of low productivity and high youth unemployment. Specifically, the TC will contribute to (i) gaining a better understanding of the situation of youth in the Caribbean labor markets; (ii) engaging the private sector so that it can more actively participate in skills development for the youth; and (iii) promoting a systemic and long-term vision for skills development through the development of concrete roadmaps and action plans outlining steps to be taken in the short, medium, and long term and that emphasize the importance of multi-stakeholder engagement.

Within this context, the Government of **Country** has requested IDB support for the analysis and proposal for the Development of Public-Private Partnerships (PPP) for Skills Development for a Sector.

Specifically, the IDB will finance a team of consultants and with high expertise in JT Systems. One of the consultants will be **responsible for providing strategic advice** (senior consultant) and ensure that Public-Private Partnerships (PPP) for Skills Development are developed in a consistent manner with the best practices of countries such as United Kingdom, Australia, and New Zealand, world leader in JT system. Some countries have opted for the Sectoral Skills Council (SSC) as one of these PPP for Skills Development mechanism. For the operational aspects of every SSC, a group of consultants and/or firm will be hired to support the creation, management, and operation of each SSC. Complementarily, an institutional expert will be hired, who will work on the improvement of the proposed skills system.

The main functions of these Public-Private Partnerships (PPP) for Skills Development will be defined by the productive sector in accordance with the public sector. Among other responsibilities, the SSC may be responsible for conducting sectorial studies –considering the national and international trends, and future demands of skills–; providing systematic information to enable the creation or transformation of public policies related to the sector; and developing occupational standards (competition rules) and/or qualifications, as well as curriculum development based on these standards. The SSC will involve the productive sector in developing the system, and will form, at the conceptual and operational level, to public officer and firms' representatives, on key aspects of the system (i.e., standardization, evaluation and certification of competencies).

OBJECTIVE

The specific objective of the consultancy is to support the creation of one Public-Private Partnerships (PPP) for Skills Development in a key economic sector, based on its contribution to economic development. If SSC mechanism is to be chosen, to ensure that each SSC receives strategic advice, SSC will be developed according with the best practices of countries such as United Kingdom, Australia, and New Zealand.

MAIN ACTIVITIES

The development of every SSC will require having a strategic vision to guide the creation, management and operational performance of the SSC.

The development of each SSC will cover two stages:

- a) **Awareness, training and constitution process of the SSC.** Conduct an awareness process, in both the private and public sectors, to build a commitment to develop basic outputs to meet education and training with labor skills demanded by employers. This SSC will ensure common technical language concepts between public and private sector actors. This stage includes: awareness of the private and public sectors; support in building up and organizing the SSC; support in elaborating a Work Plan; support in setting up objectives and goals; support the development of cooperation agreements to incorporate and adapt international standards; support in creating working groups to take forward practical steps, including risk analysis; development of operational rules for SSC.
- b) **Operation and development of the STC and adoption of Competency Standards.** Develop of competency approach to address learning needs regarding to competencies identified. This stage includes: support in market Intelligence; development of functional maps; support in developing competency standards; support for the market development

of competency certification; establishment of operational rules for the processes of standardization, evaluation, and certification of competences; and reports on progress.

In order to carry on the consultancy, the consultant:

- 1) Will provide strategic advice to one SSC, in order to ensure it shares the same strategic vision to develop the main activities described above (a and b). While there will be a team of consultants in charge to provide operational and managerial support to the SSC during the two stages described above (a and b), the consultant responsible for providing strategic advice will promote that both stages are developed in a consistent manner with developed countries' best practices and have a systemic perspective.
- 2) Coordinate, when necessary, with the key public sector actors and private sector ones as well, in order to define the steps for the establishment, implementation and operational progress of SSC, according to the strategic vision.

REPORTS / DELIVERABLES

- **Product 1.**
 - Work Plan, presented 5 days after the first series of meetings with **Country** delegates/officers.
- **Product 2.**
 - Submit a report in Word detailing findings from the initial consultations with **Country** and relevant stakeholders.
 - Report on the setting up of the Sector Skill Council/Committee (SSC), submitted to the 15 days constituted. Include its governance structure and agreements amongst stakeholders.
- **Product 3.**
 - Last Report, including the curricula that were modified.
 - Prepare and present a PowerPoint presentation on the main findings and SSC structure for possible replication.

PAYMENT SCHEDULE

Deliverable	Payment
Product 1	20%
Product 2	45%
Product 3	35%

QUALIFICATIONS

- Minimum 10 years of relevant professional experience, particularly in job training, technical occupational competency standards, etc. Experience in best practices developed by countries such as United Kingdom, Australia, or New Zealand.
- Strong written and oral communication skills in English or Spanish.

- Ability to work effectively in complex, multi-disciplinary and multi-cultural teams; superior interpersonal skills and client-orientation.

Competencies: Must be results oriented and target driven; has the ability to build strategic relationships among stakeholders by asking clear, concise and relevant questions in order to obtain information from staff and other clients; shows flexibility and openness to differing ideas and solutions in highly complex situations regarding policies; procedures and reporting lines; and has the ability to influence others by presenting ideas with confidence, energy and passion.

CHARACTERISTICS OF THE CONSULTANCY

Consultancy category and modality: Products and External Services Contractual (PEC).

Contract duration: From August 2017 to January 2018: 60 non-consecutive days in a 6-month period.

Place(s) of work: **Country** or country of origin.

Coordination: The project team leader, Fernando Pavon (SCL/LMK) will be responsible for the supervision of this contract and for the coordination with the **Country** for delivered products.

Payment and Conditions of Contract: Remuneration will be determined in accordance with Bank regulations and criteria.

Confidentiality: All work related to this assignment, including outputs and information collected will be property of the Inter-American Development Bank and will remain strictly confidential at the discretion of the supervisor.

Consanguinity: Individuals with relatives working for the IDB within, and including the fourth degree of consanguinity and the second degree of affinity are not eligible for employment as staff or consultants. Candidates must be citizens of a member country of the Inter-American Development Bank.

Diversity: The IDB is committed to diversity and inclusion and to providing equal opportunities in employment. We embrace diversity on the basis of gender, age, education, national origin, ethnic origin, race, disability, sexual orientation, religion, and HIV/AIDs status. We encourage women, Afro-descendants and persons of indigenous origins to apply.

REGIONAL

SCL/LMK

Development and Plan for Implementation of a Communications Strategy for Public Private Partnerships for Skills Development – RG-T2936

TERMS OF REFERENCE

BACKGROUND

In an attempt to look for solutions to their youth unemployment challenges, Caribbean countries have undertaken a variety of efforts in the form of youth programmes and activities to achieve the rapid and efficient workforce integration or re-integration of unemployed and hard-to-employ youth who are at a disadvantage because they dropped out of the educational system or left without having acquired the skills the market demands.

The literature on the effectiveness of skills development policies targeted at the youth highlights the importance of designing interventions that consider the specific situation young people face in their countries' labor markets, their current degree and type of participation and the obstacles they face in becoming fully productive workers.^{1 2}

Additionally, the literature has been able to identify elements of success of youth-targeted skills development policies that could be integrated into interventions in the Caribbean. One of these elements, as evidenced by evaluations from training programs in LAC, has been the strong emphasis on employers' active participation to ensure that they are truly demand-driven and to achieve an effective link between education/training and work (CDB, 2015). In the Caribbean, private sector participation in skills development is limited, as evidenced by the fact that Caribbean firms are less likely to provide formal training for their employees compared to their ROSE counterparts. Overall, 35 percent of Caribbean firms engaged in formal employee training, while 46 percent of ROSE counterparts did so (this difference being statistically significant).

Finally, the literature suggests that skills development policies should be conceived within a broader, coordinated strategy to strengthen countries' skills development systems. Different sources of analysis suggest that four functional areas are critical for successful skills development systems (Fieldsend, 2016): (i) labor market intelligence - especially with respect to the skills needs of the private sector - is collected systematically and acted upon; (ii) there is an 'unbroken thread' between the skills that employers need and the curriculum content of the education and training that is designed to meet those needs; (iii) the quality of all training provision can be relied upon and consistently meets the highest standards; and (iv) public funding is prioritized for skills training and contributes to a wider investment by society as a whole (including both employers and individuals). International best practice has endorsed the collaboration of all stakeholders - government ministries, training institutions, sectors and unions, youth organizations, youth research and donor organizations - as imperative to establishing a viable framework for these functional areas to be fulfilled and to thus successfully develop and implement skills development

¹ Sector Framework Document, Labor (GN-2741-3).

² Caribbean Development Bank (CDB) (2015) Youth are the Future: The Imperative of Youth Employment for Sustainable Development in the Caribbean. <http://www.caribank.org/wp-content/uploads/2015/05/Youth-Study-Imperative-of-Employment-CDB-2015.pdf>.

policies. In the Caribbean, the lack of coordination and collaboration between these different stakeholders represents an important challenge.

For this, emphasis must be placed on the development of public-private partnerships (PPP) that allow for the unemployed, particularly the youth, to receive both in-classroom and on-the-job training or both, enabling the formation of a labor force with pertinent skills for the world of work. Specifically, Jamaica can consider exploring and adapting different PPP models that have been successful in other countries in the form of apprenticeship, pre-apprenticeship/traineeship and/or internship programs (Australia, Canada, Germany, the United Kingdom, New Zealand, etc.). A review and proposal of a revised National Apprenticeship Program that establishes the articulation between public sector institutions and employers (PPP) would allow the implementation of labour market demand driven programs.

Evidence and international experience show that the job training (JT), offered in higher education (university and non-university) and by companies to their workers, can be a vehicle for economic growth and social progress. Also, it allows that workers update and improve their skills during their job-life cycle, facilitating their employability and their adaptability to new technologies.

The Bank approved a Technical Cooperation to provide support for productivity and youth employment initiatives in the Caribbean (RG-T2936) for 3 countries in the Caribbean. The main objective of the TC is to support the Caribbean's efforts to address the challenges of low productivity and high youth unemployment. Specifically, the TC will contribute to (i) gaining a better understanding of the situation of youth in the Caribbean labor markets; (ii) engaging the private sector so that it can more actively participate in skills development for the youth; and (iii) promoting a systemic and long-term vision for skills development through the development of concrete roadmaps and action plans outlining steps to be taken in the short, medium, and long term and that emphasize the importance of multi-stakeholder engagement.

OBJECTIVE

To support the creation of one Public-Private Partnerships (PPP) for Skills Development in key economic sector the consultant will be required to develop a Communications Strategy and Implementation Plan that includes:

- An awareness campaign to present the Public-Private Partnerships (PPP) for Skills Development process. The campaign should reflect the constitution process of the Public-Private Partnerships (PPP) for Skills Development. Draft a proposal to conduct an awareness process, in both the private and public sectors, to build a commitment to develop basic outputs to meet education and training with labor skills demanded by employers.
- The campaign proposal should revise & ensure that the Public-Private Partnerships (PPP) for Skills Development contains common technical language concepts between public and private sector actors.
- A promotional/branding campaign to engage all relevant stakeholders and to inform the public about the objectives and intended results & benefits of Public-Private Partnerships (PPP) for Skills Development.
- A comprehensive plan for the rollout of the Communications Strategy.

MAIN ACTIVITIES

The consultant will work closely with the IDB team and key stakeholders, taking responsibility for the actions that follow:

- a) Review the Public-Private Partnerships (PPP) for Skills Development to have a clearer understanding of the scope of the proposal.
- b) Conduct stakeholder engagement sessions to gain a thorough understanding of the communication needs and gain stakeholder buy-in for the process. Discuss the scope of communications strategy, the targeted audiences and the main channels of communication to be used, including, but not limited to: stakeholder events, media campaigns through newspapers, TV or others, social media, flyers etc.
- c) Prepare and present a PowerPoint presentation of the finalized Communication Strategy and plan for rollout to the GoBH.

The activities mentioned above constitute the primary responsibilities of the position, not an exhaustive list of duties. Additional responsibilities as necessary for the completion of the above-mentioned tasks are not precluded, which may become necessary and be will approved by the supervisor.

REPORTS / DELIVERABLES

- **Product 1.** Prepare and present a PowerPoint presentation to the IDB detailing the proposed methodology for the development and rollout of the Communications Strategy that will support the implementation of the Public-Private Partnerships (PPP) for Skills Development.
- **Product 2.** Submit First Draft of the Communications Strategy and Implementation Plan for review and comments by the relevant stakeholders.
- **Product 3. i)** Submit Final Draft of the Communications Strategy and Implementation Plan. **ii)** Prepare and present a PowerPoint presentation to present the Final Draft of the Communications Strategy and Implementation Plan of the Public-Private Partnerships (PPP) for Skills Development.

PAYMENT SCHEDULE

Deliverable	Payment
Product 1	30%
Product 2	30%
Product 3	40%

QUALIFICATIONS

Education: The individual should have a Master degree in Communications, Journalism, Public Relations, Marketing or any other related discipline.

Experience: A minimum of 5 years of professional experience in developing and implanting marketing and communications solutions for public or private entities.

Language: Fluency in English.

Areas of Expertise: Marketing & Branding, Business Development, Corporate Communications, Graphic design, Stakeholder Management.

Skills: Strong oral and written communication skills; strong analytical and reporting skills and the ability to respond in writing by providing clear, concise, timely and accurate information; proficiency in MS Office applications.

Competencies: Must be results oriented and target driven; has the ability to build strategic relationships among stakeholders by asking clear, concise and relevant questions in order to obtain information from staff and other clients; shows flexibility and openness to differing ideas and solutions in highly complex situations regarding policies; procedures and reporting lines; and has the ability to influence others by presenting ideas with confidence, energy and passion.

CHARACTERISTICS OF THE CONSULTANCY

Consultancy category and modality: Products and External Services Contractual (PEC).

Contract duration: From November 2017 to March 2018.

Place(s) of work: Jamaica or country of origin.

Coordination: The project team leader, Fernando Pavon (SCL/LMK) will be responsible for the supervision of this contract and for the coordination with the Bank for delivered products.

Payment and Conditions of Contract: Remuneration will be determined in accordance with Bank regulations and criteria.

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