

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

DOMINICAN REPUBLIC

**STRATEGY FOR THE SECONDARY AND TECHNICAL EDUCATION AND JOB
TRAINING SECTOR**

(TC-97-01-28 7)

LOAN PROPOSAL

This document was prepared by the project team consisting of: Pedro Sáenz, RE2/SO2, Project Team Leader; Katherine Taylor, RE2/SO2, Yoshimi Nishino, RE2/SO2 y Claudio de Moura Castro SDS/SOC.

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TECHNICAL COOPERATION PROFILE

DOMINICAN REPUBLIC

December 19, 1997

PROJECT NAME: Strategy for the Secondary and Technical Education and Job Training Sector.

PROJECT NUMBER: TC-97-01-28 7

COUNTRY TEAM: Leader: Pedro Sáenz, RE2/SO2; Katherine Taylor, RE2/SO2, Yoshimi Nishino, RE2/SO2; other contributions made by: Claudio de Moura Castro (SDS/SOC).

EXECUTING AGENCY: Inter-American Development Bank

BENEFICIARIES: Dominican Republic

FINANCING PLAN: IDB: US\$145,000

TENTATIVE DATES: Next mission: First quarter of 1998

I. BACKGROUND

- 1.1 Despite the Dominican government's efforts to develop a more coordinated and coherent strategic plan for the vocational training system, there is still a need to strengthen this sector. Vocational training is currently offered by a myriad of institutions including public primary schools, public secondary schools with diversified programs, vocational schools associated with the armed forces and national police, a state-funded polytechnical school created by NGOs with religious affiliations, and training within private-sector industrial enterprises. Public secondary schools offer a four-year technical baccalaureate program, as well as one-year technical education program, both of which aim to prepare students for direct entry into the job market.
- 1.2 However, there is no system-wide capacity for monitoring, regulating, and accreditation. Nor is there readily available market information for seekers and providers of employment. In 1980, the Government of the Dominican Republic created INFOTEP (Instituto Nacional de Formación Técnico Profesional) to organize and manage the entire sector of vocational training as well as providing training directly. However, INFOTEP has been limited in its own operation and ability to deliver actual training which has meant that it has not reached its potential for leading the strategic planning of the national technical training system. Given INFOTEP's shortcomings, there is no central institution

capable of analyzing the current system shortfalls and offering strategic direction to the vocational training system.

- 1.3 Employers, on the other hand, lack a reliable mechanism to determine the value of training credentials. In the absence of a reliable accreditation system, many employers regularly seek graduates from education centers with reputations for consistently screening participants in the selection process and producing workers who are appropriately trained to respond to specific industry needs.
- 1.4 Overall, the institutional responsiveness to market forces is weak. In many cases, the institutions providing training do not offer the training and skills development in greatest demand by industries. For example, employers in the tourism sector prefer young people with experience in the field, language skills, and flexibility, but who do not necessarily have the high-level degrees possessed by many of the new entrants to the work force. Employers in the free zone are most interested in recruiting entry-level workers with math and problem-solving skills commensurate with the skills possessed by someone with a solid primary or lower secondary education.
- 1.5 FUNDAPEC (Fundación APEC de Crédito), a non-profit supported by the private economic sector, which administers a large-scale student credit program for students seeking training. Under an IDB loan (826/SF-DR), FUNDAPEC has been a major force behind the creation of consultative councils, designed as a *fora* for bring people together, building linkages, promoting innovations, and the general professionalization of educational administration. However, FUNDAPEC's own internal administration is weak and the institution suffers a credibility problem among those familiar with its internal data systems and financial viability. Though it has ostensibly promoted better linkages within skill markets, it has had less success in building linkages into its credit programs; there is ample room to improve the student orientation regarding credit, employment, careers, or any other market-information area of potential benefit to credit applicants. Its institutional weakness hinders its ability to fulfill its responsibilities to strengthen the guidelines, supervision and planning capacity of the vocational education and training system.
- 1.6 These deficiencies in the system result in a persistent mismatch, low productivity, and lackluster international competitiveness. The mismatch is between the labor market demand for skilled employees and the skills which students are able to obtain from their vocational training and education. This is associated with the lack of information about the functioning of labor markets, market signals such as sectoral growth trends, and the nature of employment opportunities. Students, on the one hand, are required to make career decisions as early as sixth grade without knowledge about necessary skills and credentials, career prospects, competition for positions, or the nature of the work in a specific

occupation or sector. They tend to base their educational and professional choices on their parents' expectations or the image of a job category, rather than on the current labor market situation.

- 1.7 The Dominican government is committed to improving the level of training and increasing the access of the poor to its vocational training programs. Since 1995, it has requested \$40 million in loans for a project to be executed by FUNDAPEC, the executing institution for the IDB-financed Program to Strengthen Technical-Vocational Education in the Dominican Republic for which the Central Bank is the lender. Both the Secretariat of Labor and the Secretariat of Education have requested loans and technical assistance. The Secretariat of Labor has expressed interest in establishing an employment agency and developing a project for youth following a model similar to that of *Chile Joven*. ^{1/} At the end of 1996, the Government of the Dominican Republic (henceforth GoDR) and the IDB agreed that in-depth studies are necessary prior to making a further commitment of assistance to this sector.
- 1.8 Other donors have been approached by the GoDR for technical assistance in areas related to the sector of vocational and technical education. The World Bank has shown an interest in working on formal secondary education. This effort will complement the proposed IDB efforts. Such an intervention will be preceded by an analysis of the financing of the entire sector of secondary education. The European Community has discussed an ECU 10 million investment to strengthen the post-secondary polytechnical institutes. Such an investment will be preceded by studies beginning in mid-1998 which will complement those of the proposed IDB technical cooperation. The IDB will continue communicating with the donor community to coordinate efforts in the sector.

II. JUSTIFICATION

- 2.1 In the 1996 National Plan for Social Development, the GoDR articulates the employment policy as: "elevating worker productivity through adequate technical preparation of the work force, according to the demands of the market and to promote technical development in secondary school, extending perspectives in the labor market, such as stimulating the responsibilities of businesses in worker training according to their needs." The Plan reflects a high degree of consensus about the considerable mismatch between the supply and demand of qualified technicians and labor force. This is the case in all sectors, including those in industry, in the free zone, and tourism, which have experienced the

^{1/} The objective of this program in Chile is to provide training to individuals who are not in the mainstream labor market of fully integrated into society by teaching them basic job skills and improving their chances of finding employment. When a similar program was designed for Argentina, the objective was to also lend support for the production-transformation process by preparing semiskilled labor for production-sector occupations with demonstrated unmet demand.

fastest growth in recent years. The same document describes secondary education as "having limited training for work. Without an application of adequate curricular changes, secondary education will remain fundamentally academic in that it will not provide youth with skills to apply to employment, but rather, almost exclusively, to college entrance."

- 2.2 This technical cooperation fits within the Bank strategy for providing support to the education sector proposed in the Country Paper (May 1997, p. 33) and in the Program for Technical Cooperations and Small Projects, 1997 (REL/RSS) (GN-1973-2). The Bank strategy emphasizes assistance in the creation of an environment of macro-policies that lead to growth. Within this framework, the Bank strategy for social aspects concentrates on reducing poverty and inequality in the Dominican Republic through the investment in human capital. Among the specific objectives within the strategy is increasing productivity and competitiveness of the work force in the country. Directly related to the Bank strategy for the country, this technical assistance will allow for the necessary sectoral analysis to identify new operations for vocational education and training, specifically the preparation of the Program for Improvement of Technical and Vocational Education (DR-0112).

III. OBJECTIVES

- 3.1 The objective of the proposed technical cooperation is to analyze and evaluate the performance of the vocational education and training system. The project entails a series of three studies to: i) analyze the causes of the disjoint between the demand for certain types of labor skills and the quality and type of the training supplied by the present vocational education and training system, ii) analyze the coordination capacity of the institutions involved in the vocational education and training sector, and iii) formulate recommendations for a sector strategy that will lead to a cohesive national training program.
- 3.2 The studies will provide a proposal for a sector strategy which will be based on an analysis of the supply of training and the skills in demand by the labor market. This series of studies will form the basis for a loan project design which will include strategies for implementation in the labor market. This will be aimed at: a) improving relevant training opportunities for future entrants to the labor market, b) improving re-training opportunities for people with weak skills or skills in low demand, especially youth, women and the poor; and c) increasing the productivity and competitiveness of emerging industries by providing a steady supply of appropriately skilled labor in the Dominican Republic.

IV. PROJECT DESCRIPTION

4.1 The proposed technical cooperation consists of three interrelated, but conceptually separate studies designed to provide an analysis of the labor market demands and the strengths and weaknesses of the present vocational training system. Each study will consider the array of different types of training institutions that exist in the Dominican Republic including the formal and nonformal, public and private educational programs and institutions. The first two studies will form the basis for the third study which will synthesize the findings and make concrete recommendations for a sectoral strategy. The studies to be carried out are as follows:

- a. A tracer (retrospective) and reverse tracer study will be conducted to obtain information on the labor market to determine the relationship between the educational supply and the labor market demand in particular. The study will obtain data on the educational, social, and economic conditions associated with graduates' employment status. As such, it will look at the different types of vocational training programs offered (short-term, long-term, pre-service, in-service, public, and private) to determine the extent to which graduates are utilizing their training. It will also determine which programs most effectively assure both employment for graduates and a work force with the appropriate skills for employment. It will focus on recipients of vocational training programs who have obtained jobs. Concurrently, a "reverse tracer study" will collect information on the trajectory of workers who have not received any training. The reverse tracer study will provide a broader sample that will reveal better trajectories for the range of families of occupations. The results of the two different data sets will provide information on what happens to the graduates of each type of training institution. As such, the two tracer studies will suggest the most appropriate educational trajectory for people in each sector of the labor force and ways to strengthen their training and suitability to the job market.
- b. A sectoral study will analyze the institutional strengths and weaknesses in the vocational education and training sector. This analysis will address ways to build a technical education planning system that is closely connected to the country's overall economic and social planning efforts, as well as responding to a changing labor market. The study will identify the strengths and weaknesses in the system by assessing: (i) the quality of the vocational training system as a whole, analyzing the role of the different institutions in the sector; (ii) the political dimensions and support for the different vocational training modalities; (iii) the feasibility of the provision of education credit by the financial sector and the role and capacity of individual organizations that provide credit to students; (iv) the flow and utilization of financial

resources in the sector of vocational education and training; and (v) determine the best institutional arrangement to provide regulatory and normative functions in the sector and the ways to strengthen such an institution.

- 4.2 An analysis of the functions, quality, and capacity of each type of training institution in the sector will include: public education (secondary diversified/vocational), post-secondary vocational, nonformal, and industrial, agricultural, and service industries. The assessment of the quality of these providers of training will take into account the quality of their curriculum (how current it is, how often it is updated, how they keep pace with the sector for which they are providing training and the extent to which the training meets the labor market demand for skills. It will also assess the mechanism whereby employers recruit their prospective employees and the role that different vocational and education training institutions play in this process. It will assess the existence of placement services in the training institutions.
- 4.3 Fortnightly meetings of a Task Force or "Grupo Consultivo" will provide a forum for building consensus about the strengths and needs of the sector. The Task Force will include representation from both the supply and demand side of labor market skills. Comprised of three ministries, FUNDAPEC, INFOTEP, and representatives from the private sector and civil society, the role of the Task Force will be to give input about the effective functioning of the sector. By promoting active dialogue, the consulting firm will assess the motivations and incentives of each actor to understand the driving issues. The Task Force will pursue dialogue to achieve consensus about the most important issues. The consulting firm will draw upon the insights of the Task Force members to assess their own system and determine the need for- and feasibility of a reform. (For a list of the participants already named to the Task Force, see Annex II.) The dialogue initiated with this Task Force will form the basis for ongoing discussions about a sector strategy both during and after the technical cooperation.
- 4.4 In consultation with those recently named to the Task Force, the consulting firm will define the scope of the different actors involved in the sector and invite representatives from the private sector and civil society. Through a process of consensus building, the firm will work with the Task Force members to articulate the different roles of each actor in the sector. The Task Force will identify the areas of the sector in which strengthening or modification is warranted. The consulting firm will work with the Task Force to articulate the main issues of the sector in a summary report.
- 4.5 A framework study will synthesize the results of the above-mentioned studies. It will also draw upon "lessons learned" documented in secondary data obtained from existing documents and data sources, such as proposals, requests and previous studies.

This study provide a framework to synthesize the findings of the tracer studies and sectoral analysis and relate them to the larger Dominican context. It will provide conclusions about the sector of vocational training and make concrete policy recommendations. This study will produce a proposed sectoral strategy to rectify the current mismatch and streamline the functions of the sector to better provide an adequate supply of appropriately skilled labor.

Number of international consultants required and specialties and duration of assignments:

Number of International Experts	Field of Specialization	Duration of Assignment
1	Head Consultant (Coordination and Framework Study)	50 work days
1	Social Science Specialist (Tracer Studies)	40 work days
1	Sector Specialist in Vocational Education and Training (Sectoral Analysis)	40 work days
Total: 3		Total: 130 work days

- 4.6 Expected results and products: This consultancy will produce three reports and one presentation in keeping with the detailed descriptions of each study in the main body of this Plan of Operations, as follows:
- 4.7 The tracer studies will culminate with a report detailing the effects of different types of training on the population and the effect of no training on the employment trajectory of the population. This report will be completed and submitted to both the Head Consultant and the IDB within two weeks of completion of the analysis.
- 4.8 The sectoral analysis will culminate with a report detailing the quality of the current system with an in-depth analysis of the role played by each stakeholder institution. It will detail the quality of the range of different types of training programs including strengths, weaknesses, and recommended improvements. This report will be completed and submitted to both the Head Consultant the IDB within two weeks of completion of the analysis.
- 4.9 Within two weeks of completion of the analysis, a final report of the framework study will be submitted to the IDB providing a synthesis of the supply and demand factors of the studies and a proposed sector strategy.
- 4.10 Subsequently, a final version of this report will be delivered in an oral presentation by the Head Consultant to Dominican and IDB officials.

- 4.11 Expected impact and indicators for evaluation: Successful execution of this technical cooperation will provide a body of knowledge about labor education which will serve as a basis for formulating a sectoral strategy, policies and designing future projects in the sector in the Dominican Republic. Such knowledge is necessary before further investments are made in the sector. The quality of the results will depend in large part upon the support and collaboration of the national counterparts and actors. This potential risk will be addressed by the inclusion of principal actors in a Task Force while will be convened fortnightly throughout the technical cooperation. The success of this technical assistance will provide a strategic framework from which to identify new operations and design a subsequent project in the sector. Specifically, it will propose a sectoral strategy and lay the groundwork for the preparation of the Program for Improvement of Technical and Vocation Education (DR-0112).
- 4.12 The tracer studies will provide data on the types of training being demanded by the labor market and the job placement success of the different training programs. It will detail the relative success of each of the different types of training programs. As such it will delineate the most appropriate educational trajectories for people going into each sector of the labor force. In addition, it will detail the ways to strengthen the training system and improve the direct links between the training system and the labor market.
- 4.13 The sectoral study will articulate the strengths and weaknesses of the vocational education and training system looking at issues of quality of the training programs and their suitability to the demands of the labor market. It will detail the political dimensions and the support for the different vocational training modalities. The flow and utilization of resources will be detailed. Existing and potential sources of financing will be described.
- 4.14 The framework study will provide a synthesis of the sector with a complete analysis of its current status and makes recommendations of a strategy for subsequent Bank involvement in vocational education and training.

V. ESTIMATED COSTS AND PROPOSED FINANCING

- 5.1 The estimated total cost amounts to US\$145,000.
- 5.2 The proposed Technical Cooperation may be financed with resources from the Swedish Trust Fund for Consulting and Training.

BUDGET FOR THE CONSULTING FIRM				
I. EMOLUMENTS (Accounting category 1.1)				
A. Salaries and Annual leaves (Accounting category 1.1)				
1. Salaries	Working days	Daily Fee in US\$	Total Fee in US\$	Total of Salaries in US\$
Head Coordinator:	50 days	500	25,000	
Social Science Specialist (Tracer):	40 days	500	20,000	
Training specialist (Sector Analysis):	40 days	500	20,000	
Survey Coordinator (Tracer)(national) Research Assistant (Sector Analysis) (national):	40 days	100	4,000	
Interviewers (14 people for 25 days each) (Tracer)	350 days	30	4,000	
Data coders and data enterers (3 people for 15 days each) (Tracer study):	45 days	30	1,350	
Data inputter (1 person) (Sector Analysis):	5 days	30	150	
Subtotal of salaries	610 days			85,000
B. OVERHEAD (30% of total salaries)				25,500
C. DIRECT NON-SALARY COSTS				
1. Travel:		Unit Costs in \$	Total Cost in \$	Total in US\$ (equivalent)
International air travel (incl. taxis, etc.) (route and number of flights)		1,500	9,000	
Six airfares from Stockholm to Santo Domingo		110	14,300	
Per diem, number of calendar days: 130			1,000	
Local travel:				
Subtotal:				24,300
II. EQUIPMENT (Acquisition/rental/leasing)				5,000
III. CONTINGENCIES (Acct. Cat. 98)				5,200
TOTAL BUDGET				US\$145,000

5.3 Local contribution: US\$29,000

5.4 Total value of operation: US\$174,000

VI. EXECUTION

6.1 All consultants (international and national) financed by T/C Funds will be hired directly by the Bank.

- 6.2 In keeping with the operational procedures of the T/C Funds Program, the IDB will be the sole executing agency. The selection and hiring of consultants for this operations will follow the applicable Bank policies and procedures, however public announcement for the pre-qualification of consulting firms will not be required. In addition, the unit with technical responsibility for this operation, RE2, will obtain the clearance from the Technical Cooperation Coordination Unit for the names of the consulting firms that integrate the short-list approved by the Bank for any assignment financed under this operation, before the Bank asks for technical proposals from the selected firms. The same clearance will be required for the name of the individual consultants to be hired, including in the cases in which the hiring of local consultants is allowed.
- 6.3 The project will be executed over a four month period. The final report will be submitted within four and a half months of the signing of the contract. The lead consultant will work on the design and coordination of the project during the first week. The consultants conducting the tracer studies and the sectoral analysis will begin work the second week. The Task Force will be convened within the first month of the project.
- 6.4 The IDB Representation in the Dominican Republic will supervise the technical cooperation.

VII. DISBURSEMENTS

- 7.1 The disbursement schedule is as follows:
- a. 30% of the overall budget will be paid upon signing of the contract.
 - b. 30% will be paid upon submission of the three reports, one for each of the studies.
 - c. 20% will be paid upon completion of the technical cooperation.
 - d. 20% will be paid after approval by the beneficiary and the Bank of the final report with finding and the proposed strategy.
 - e. The deadline for disbursement of the final payment will be no later than four months and two weeks following the start of work on this project.

VIII. REPORTS

- 8.1 The Consultants are expected to prepare the following reports: (i) a draft report of each of the three studies will be submitted to the IDB within two weeks of the completion of each study; (ii) a final report with an executive summary of 3-5 pages in English will be submitted to the IDB within two weeks of the conclusion of the technical cooperation.
- 8.2 All reports and documents prepared under this technical cooperation financed by the Swedish Trust Fund for Consulting and Training

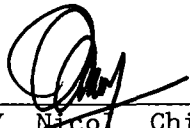
shall have a cover page that, in addition to the title and number of the technical cooperation project, shall contain a statement indicating that the work has been financed by the Swedish Trust Fund for Consulting and Training Fund under the T/C Funds Program.

IX. RESPONSIBILITY

- 9.1 The basic and technical responsibility for execution of the technical cooperation will be held by the Social Programs Division, RE2. The IDB Representation in Santo Domingo and the Technical Secretariat of the Presidency will provide in-country support.

X. RECOMMENDATIONS

- 10.1 The Chief RE2/SO2 recommends the approval of this operation, and the authorization of funds from the Swedish Trust Fund for Consulting and Training to finance the project proposed in the present Memorandum Plan of Operations.




Lionel Y. Nicol, Chief RE2/SO2

Dec 19, 1997
Date

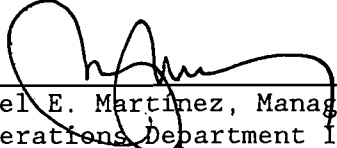
XI. CERTIFICATION

- 11.1 I certify that resources from the Swedish Trust Fund for Consulting and Training are available for up to US\$145,000 in order to finance the activities described and budgeted in this Memorandum - Plan of Operations. The commitment and disbursement of these resources shall be made only by the Bank in US dollars. The same currency shall be used to stipulate the remuneration and payments to consultants, except that local consultants working in their own borrowing member country shall have their remuneration defined and paid in the currency of that country. No resources of the Fund shall be made available to cover amounts greater than the amount certified hereinabove for the implementation of this Plan of Operations. Amounts greater than the certified amount may arise from commitments on contracts denominated in a currency other than the Fund currency, resulting in currency exchange rate differences, for which the Fund is not at risk.



Arnolde M. Da Fonseca, Chief REL/TEC

December 31, 1997
Date

Approved: 

Miguel E. Martinez, Manager Regional
Operations Department II

12/31/97
Date

NON-REIMBURSABLE TECHNICAL COOPERATION TO DEVELOP A STRATEGY FOR THE
SECONDARY AND TECHNICAL EDUCATION AND JOB TRAINING PROGRAM

(TC-97-01-28)

TERMS OF REFERENCE FOR THE LEAD CONSULTANT

I. POSITION DESCRIPTION

- 1.1 Objectives: The lead consultant will manage a group of consultants in undertaking three different studies, the last of which will provide a synthesis of the first two.
- 1.2 Activities: As leader of the team, the consultant will be in charge of supervising the entire technical cooperation, contributing to the designs of the first two studies, and synthesizing their results in a strategic framework with concrete recommendations for a sector strategy. This will include hiring the specialists to work on the different components of the project. S/he will oversee and be an integral participant in the successful design and implementation of each of the tracer studies, the sector analysis, and the consensus building process of the Task Force. S/he will supervise and contribute to the design process and analysis done by each respective specialist. Based on the results of the first two studies, s/he will be the primary person to work on the framework study. Upon project completion, the lead consultant will present the study findings, conclusions and recommendations to officials in Santo Domingo with representatives of the IDB. Over the course of contract, the lead consultant will work with the team to carry out the following activities: 1/
 - a. Supervise and coordinate the tracer and reverse tracer studies with the social scientist to determine the relationship between the educational supply and the labor market demand.
 - b. Supervise and coordinate a sectoral study of vocational education and training including an institutional analysis.
 - c. Work with the consultant in charge of Study # 2 and the IDB Representation to identify and include a solid representation of the major stakeholders in the sector in the Task Force. Together with the specialist in vocational education and training, convene fortnightly meetings of the Task Force to dialogue about the issues and provide support and input to the studies. (See Annex II for a list of preliminary members named to Task Force.)

1/ The project description in the Plan of Operations contains a complete description of each study.

- d. Produce a strategic framework to synthesize the results of the two studies mentioned above and provide direction for the next set of interventions.

II. QUALIFICATIONS

- 2.1 The head consultant must possess a graduate degree in the social sciences, economics or related field. S/he must demonstrate significant experience in conducting sectoral analyses, institutional strengthening (among public and private entities), and as the facilitator in strategic planning exercises. Proven leadership and negotiation skills and previous in-depth work in the labor and education sectors in the Dominican Republic is preferred. The consultant must possess practical experience in policy analysis. Swedish citizenship preferred. Fluency in Spanish required.

III. PRODUCTS OF THE CONSULTANCY

- 3.1 A final report will be submitted to the Bank within fifteen days of the completion of the studies. This report should contain: (i) an analysis and discussion of the tracer study and the sectoral study, (ii) the framework analysis, (iii) a proposed sectoral strategy, and (iv) a 3-4 page executive summary in English. Submission of this report to the Bank for approval will precede payment of the final 20% of the operational cost.

IV. TERMS AND DURATION OF THE CONSULTANCY

- 4.1 Duration: 10 weeks of work distributed over the course of a period of 4 months.

LIST OF MEMBERS NAMED TO TASK FORCE (DEC. 1-4, 1997)

Other stakeholders will be invited to join the Task Force as part of Study II.

Secretaría de Estado de Trabajo

Lic. Pablo Acosta, Director General de Empleo y Recursos Humanos

Secretaría de Estado de Educación

Lic. Miguel Ureña, Director de la Dirección General de la Educación Técnica Profesional

Secretaría Técnica de la Presidencia

Lic. Jaime Aristy, Asesor del Secretario Técnico de la Presidencia

INFOTEP

Lic. Juan Casilla, Sub-Director Operativo

Ing. George Guzmán, Director de Planificación

FUNDAPEC

Licda. Miriam Díaz, Encargada de Proyectos

PROJECT EXECUTION SCHEDULE																
Activities per consultant	month 1				month 2				month 3				month 4			
	wk 1	wk 2	wk 3	wk 4	wk 1	wk 2	wk 3	wk 4	wk 1	wk 2	wk 3	wk 4	wk 1	wk 2	wk 3	wk 4
Coordination/ Design- Lead consultant (10 weeks)																
Detailed planning	X															
Organization of project team Design/launching of Tracer Study with consultant Design/launching of Sector Analysis with VET specialist Supervision of studies		X	X													
			X	X												
			X	X												
						X	X					X				
Framework Study Compilation and analysis of studies/research Writing of final project report													X	X	X	X
Tracer Studies																
Statistician (8 wks) Design of questionnaire Identification of the sample population Contracting and training of the interviewers Administration of the survey Coding and analysis of data Writing of report	X	X														
	X	X														
		X														
		X	X	X	X											
						X	X	X								
							X	X								
Interview Coordinator (8 wks)			X	X	X	X	X	X	X	X						
Interviewers (14@5 wks each)				X	X	X	X	X								
Data Inputters (3@3 wks each)						X	X	X								

Sector Analysis																
Vocational Education and Training Specialist (8 wks)																
Interviews/ research	X	X	X	X	X	X	X	X								
Design of database	X															
Analysis and writing of project report																
Task Force																
Lead Consultant and VET Specialist		x		x		x		x		x		x		x		x
Convening of Task Force (1/2 day for each meeting plus 1/2 day of preparation and analysis)																
Data Inputter (101 wk)						X										

X = Full time
x = Half time

NON-REIMBURSABLE TECHNICAL COOPERATION TO DEVELOP A STRATEGY FOR THE
SECONDARY AND TECHNICAL EDUCATION AND JOB TRAINING PROGRAM

(TC-97-01-28)

TERMS OF REFERENCE FOR A STATISTICIAN TO CONDUCT TWO TRACER STUDIES

I. POSITION DESCRIPTION

- 1.1 Objectives: The statistician will be responsible for designing, conducting a tracer and a reverse tracer study and analyzing the data collected.
- 1.2 Activities: Over the course of a three week period, this consultant will work in conjunction with the lead consultant to determine the design of the tracer and reverse tracer studies. This process will include designing the sampling, drafting and testing the questionnaire, and preparing the data input program. Assisted by fourteen interviewers, the consultant will then spend five weeks conducting the study, collecting, cleaning and analyzing the data. This will entail a statistical analysis and on-site research.
- 1.3 The nature of these studies will be to determine the relationship between the educational supply and the labor market demand. The study will obtain data on the educational, social and economic conditions associated with graduates' employment status. The tracer study will consider a sample of students in the labor force who have received one of the types of training being offered in the Dominican Republic. This array includes, but is not limited to, recipients of one of the different types of training offered (short-term, long-term, pre-service, on-the-job-, public and private training). Concurrently, the reverse tracer study will sample the population which has not received any training.
- 1.4 After collecting the data on these two populations, the consultant will supervise three data inputters. S/he will be responsible for cleaning and processing the two data sets. Once processed, s/he will analyze the data. S/he will then write a report with an analysis and summary of the findings of the tracer studies.

II. QUALIFICATIONS

- 2.1 The consultant must possess a graduate degree in economics/the social sciences with a strong background in statistics and familiarity with statistics programs. S/he must demonstrate

significant experience in conducting survey type studies and analysis of large sample data. Experience supervising data inputters. Previous in-depth work experience in the Dominican Republic is preferred. Swedish citizenship preferred. Fluency in Spanish required.

III. PRODUCTS OF THE CONSULTANCY

- 3.1 Copies of the final report will be submitted to the Lead Consultant of the Technical Cooperation and IDB Headquarters (Region II, Social Programs Division) within fifteen days of the completion of the tracer studies. This report should contain a description of the study including the survey methodology and analytical models used and a report of the findings with tables and charts.

IV. TERMS AND DURATION OF THE CONSULTANCY

- 4.1 Duration: 8 weeks of work.

NON-REIMBURSABLE TECHNICAL COOPERATION TO DEVELOP A STRATEGY FOR THE
SECONDARY AND TECHNICAL EDUCATION AND JOB TRAINING PROGRAM

(TC-97-01-28)

TERMS OF REFERENCE FOR A VOCATIONAL EDUCATION SPECIALIST TO CONDUCT A
SECTOR ANALYSIS

I. POSITION DESCRIPTION

- 1.1 Objectives: The vocational training specialist will be responsible for designing and conducting a sector analysis of the current vocational education.
- 1.2 Activities: This consultant will be the primary person responsible for the design of sector analysis. S/he will work in conjunction with the lead consultant to determine the design of the study.
- 1.3 This sector analysis will identify the strengths and weaknesses in the system by assessing: (i) the quality of the vocational training system, including an institutional analysis, (ii) the political dimensions and support for the different vocational training modalities, and (iii) the provision of education by the financial sector and the role and capacity of individual organization in providing credit to students. In addition, it will determine the best institutional arrangement to provide regulatory and normative functions in the sector and mechanisms to strengthen such an institution. This study will also assess the mechanism for recruitment of prospective employees and the role of the training institutions in this process. The consultant will work with the lead consultant and the IDB Representation to identify other stakeholders and invite them to join the Task Force. S/he will convene fortnightly meetings of the Task Force to assess stakeholder institutions' positions on the issues and build consensus toward a sectoral strategy. S/he will design and create a database to analyze the data on the sector.

II. QUALIFICATIONS

- 2.1 The consultant must possess a graduate degree in the social sciences. S/he must demonstrate significant experience as a specialist in vocational education and training, have a research background with complementary experience in strategic planning and negotiations. Previous work experience in the Dominican Republic

is preferred. Fluency in Spanish required. Swedish citizenship preferred.

III. PRODUCTS OF THE CONSULTANCY

- 3.1 Copies of the final report will be submitted to the Lead Consultant of the Technical Cooperation and IDB Headquarters (Region 2, Social Programs Division) within fifteen days of the completion of the sector analysis. This report will include a summary of the main issues raised in the Task Force meetings. In addition to fulfilling the activities described in section I above, this report should make concrete recommendations for developing a strategic plan for the sector which will provide an adequate supply of the type of labor in demand.

IV. TERMS AND DURATION OF THE CONSULTANCY

- 4.1 Duration: 8 weeks of work.