

Caribbean – Local Contractual

SCL/LMK

Development of Roadmaps and Action Plans and Pre-Designs of Skills Development Programmes (Local Contractual – Dominican Republic) – RGT3016

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% of Caribbean firms engaged in formal employee training, while 46% 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, the Dominican Republic 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 is designing a Technical Cooperation to provide support to enhance Private Sector Engagement for Productivity (RG-T3016)³ for The Bahamas and Dominican Republic. The main objective of the TC is to continue the support of the Bank in this area, this time expanding the scope of this work to the Dominican Republic and focusing on the implementation of actions already identified in the roadmap and action plan that has been developed for The Bahamas.

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 Dominican Republic has requested

³ Skills for Work: Enhancing Private Sector Engagement for Productivity in The Bahamas and Dominican Republic

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 contractuals and with high expertise in JT Systems. One of the contractuals will be **responsible for providing strategic advice** (senior contractual) 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 Dominican Republic 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 on 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. The Bahamas has recently drafted a Roadmaps and Action Plans and Pre-Designs of Skills Development Programmes that can serve as an example.

OBJECTIVE

The specific objective of the consultancy is the creation of a roadmap and action plan for the skills development system of the **Dominican Republic** and in-country workshops with high-level stakeholders to validate their feasibility. *This consultancy will have the strategic guidance of the senior advisor.*

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 Dominican Republic.
2. Development of action plan and roadmap	Action Plan and Roadmap for Dominican Republic 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 **Dominican Republic** 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 Dominican Republic. This must include the following, among other things:

- Best practices in other countries that may help address challenges and potentiate opportunities for Dominican Republic.
- 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 Dominican Republic.
- 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 Dominican Republic (CDR) 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: Spanish & 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 Dominican Republic
- **Responsible person:** Labor Markets 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.

Bahamas – Local Contractual

SCL/LMK

Support for initial implementation of two Public-Private Partnerships for Skills Development (Bahamas) – RGT3016

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% of Caribbean firms engaged in formal employee training, while 46% 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.

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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, Bahamas 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.

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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 Dominican Republic has requested

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IDB support for the analysis and proposal for the Development of Roadmaps and Action Plans and Pre-Designs of Skills Development Programmes.

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The work related to this consultancy will focus on enhancing the skills required for Dominican Republic 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 on 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. The Bahamas has recently drafted a Roadmaps and Action Plans and Pre-Designs of Skills Development Programmes that can serve as an example.

OBJECTIVE

The specific objective of the consultancy is the support for initial implementation of two Public-Private Partnerships for Skills Development in **The Bahamas**. *This consultancy will have the strategic guidance of the senior advisor.*

MAIN ACTIVITIES

This Consultancy seeks to materialize the actions identified within the already developed Skills Roadmap and Action Plan for The Bahamas under RG-T2611, related to the implementation of public-private partnerships proposals to ensure a demand-driven approach to skills development. The proposals will identify two sectors⁴ linked to the countries' overarching development strategy and that have a high potential to create good quality jobs (formal) and that pay above the average of the country. The sectors will be analyzed through the following:

- current and future economic importance for the country (i.e. imports, exports, investment attraction opportunities, etc.);
- mapping of current sector-based arrangements per country;
- using desk research, an overview of occupations/job roles and skills requirements for the sector and potential career paths;
- analysis of the future of work in the identified sector and occupations/roles due to advancements in technology and changing ways of working e.g. telework etc.
- stakeholder analysis for the sectors; and

⁴ BH-L1037 "Skills for Current and Future Jobs in The Bahamas" has prioritized the sectors of Maritime, Medical Services, and IT/Telecommunications for the establishment of a nation-wide apprenticeship program. This TC aims to support these efforts and as such the private sector engagement strategy should ideally focus on two of these sectors.

- lessons learned from previous private sector engagement experiences in skills development (if applicable). The proposals will serve as inputs for the implementation of two Public-Private Partnerships for Skills Development⁵ as outlined under BH-L1037 and as such will be complementary to efforts that are already underway in the country to strengthen skills development.

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

Activity/Component	Description
1. Action plan and Roadmap coordination	Coordinate and lead dialogue held with representatives from the private, public, and academic sectors for the implementation of the proposed Action Plan and Roadmap.
2. 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. Action Plan and Roadmap Coordination

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 materialize the actions identified within the already developed Skills Roadmap and Action Plan for The Bahamas under RG-T2611; and (ii) to support the implementation of two Public-Private Partnerships for Skills Development as outlined under BH-L1037. This component is particularly important given that the dialogue with different stakeholders (public and private) 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.

2. 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:

- 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.
- Monitor the implementation process for and provide updates on the execution of SCL/LMK TC and Loan Agreement activities in The Bahamas.

⁵ Sector skills councils are entities that represent employers in a coherent and acknowledged sector of the business community. In countries like the United Kingdom, there has been great emphasis on creating this type of institutional structures, which have also played an important role in ensuring quality assurance for apprenticeships programs by setting occupational standards and assessment methodologies for the apprentice.

- 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 Bahamas (CBH) 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 contractuals 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 5years 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: Spanish & 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 Bahamas
- **Responsible person:** Labor Markets 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.