

NON-TRADITIONAL TRAINING FOR WOMEN

(TC-94-04-37-1)

EXECUTIVE SUMMARY

EXECUTING AGENCY: Human Employment and Resource Training Trust (HEART), Jamaica.

IMPLEMENTING AGENCIES: *-Belize Center for Employment and Training, Belize*
-Institute of Adult and Continuing Education, Guyana
-Human Employment and Resource Training Trust, Jamaica
-John Donaldson Technical Institute, Trinidad

BENEFICIARIES: The direct beneficiaries of this training program fall into three categories. First there are 1000 low-income female heads of household, averaging 250 per country, who will receive training and employment. Second, there are the technical/vocational schools, training institutions and support institutions that will receive institutional support as a result of the program. The third group is comprised of the employers who will benefit by receiving trained and certified labor.

OBJECTIVES: The overall objective of the project is to increase the level of skilled labor available in the country by increasing access and employment opportunities to a marginalized but substantial sector of the labor force, specifically low-income women, through the delivery of specialized skills training programs. The specific goals are as follows:

- a. To design and implement a training model that will enable technical/vocational training institutions and organizations to deliver skills training programs that respond to labor market demand.
- b. To strengthen the labor market information systems so as to provide a direct link between the labor market, skills training programs, employers and prospective employees, thereby improving the training program design and delivery.
- c. To determine employment opportunities in each of the participating countries that will serve to define participant selection, skill profiling, apprenticeships and customized training programs,

and will guarantee the placement of trainees in employment or job creation at the conclusion of the training.

- d. To create linkages and develop cost recovery and other mechanisms that will enable training institutions, private sector agencies, and community organizations to offer sustainable programs for a marginalized sector of the labor market, low-income women.

DESCRIPTION:

This project will develop and provide technical and vocational education and training to low-income women in the four participating countries.

The project duration will be 36 months, and will consist of three components: (i) training program design; (ii) training delivery and job placement; and (iii) promotion and regional dissemination.

Training in each country will focus on skill clusters identified during the preliminary labor market demand assessment conducted during project preparation. The skill clusters indicated include: (i) construction industry: carpentry, masonry, plumbing, electrical installation, painting, tiling, brick laying, and site clerks; (ii) woodworking/furniture industry: joinery and cabinet-making, wooden toys and tourist items, and upholstery; and (iii) auto-mechanics: mechanical fitting and machinery.

The best way to achieve the sustainability of adult education programs is to deliver training through established institutions that can provide legitimacy and credibility to the programs, as well as facilities and resources for further course development and research. For these reasons, and owing to its successes in delivering technical/vocational training, the Human Employment and Resource Training Trust (HEART) of Jamaica, was recommended to serve as the executing agency for the regional program by the Regional Advisory Committee on Technical and Vocational Education and Training, established by the Caribbean Community (CARICOM) in 1991. Implementing agencies and support institutions in each of the participating countries were selected on the basis of proven track records in technical/vocational training, adult education and established apprenticeship or work study programs.

RISKS: A main risk of the project is low trainee participation and high drop-out owing to the pressing financial needs of low-income heads of households. This is mitigated by the fact that participants will be guaranteed job-placement or a micro-enterprise loan for self-employment, which will serve as an incentive to complete the training program and should help offset the costs of training. Furthermore, the

guidelines for selection and placement of project participants and establishment of fees will reflect the prevailing conditions of each country. The private sector and support institutions will also be involved in trainee selection and in providing counselling and mentoring support during project implementation. These measures should reduce the risk of participant drop-out. There is also a risk that the private sector will not fully participate in job placement. Currently, new hiring in the preliminarily targeted industries is usually accomplished by walk-in, and without referral. However, a competency certificate from an established institution should reduce employer resistance to job placement schemes. The extensive public awareness campaign to be launched should also enhance employer understanding and respect for the training program and thus reduce resistance. Finally, the marketing campaign aimed at the micro-enterprise agencies and the fact that they are already familiar with lending to this target population, should reduce their resistance to participation. As the success of this program relies on the participation of a variety of stakeholders, a national Advisory Committee will be established to assist in achieving cooperation and coordination.

**SPECIAL
CONTRACTUAL
CONDITIONS:**

Prior to the first disbursement to HEART it shall forward to the Bank the following information: (i) names and curriculum vitae of all counterpart staff that comprise the HEART supervisory team; (ii) draft contract for the project director and short-list of individual consultants from which the project director will be selected, for the Bank's approval; and (iii) appointments to the National Advisory Committee (NAC) of Jamaica (paragraph 3.40). Prior to the first disbursement to each of the implementing agencies they must each forward to the Bank through HEART the following information: (i) names and curriculum vitae of their supervisory team; (ii) draft contract for the national project coordinator and short list of consultants from which the national project coordinator will be selected for the Bank's approval; and (iii) the appointments to the corresponding NAC (paragraph 3.41). Prior to disbursement for tuition fees/scholarships, credit regulations for the student revolving loan and grant program to be established in each country must be submitted to the IDB for approval (paragraph 3.42).

**PROCUREMENT OF
GOODS AND
SERVICES:**

- a. Equipment. The equipment will be procured in accordance with Bank procedures. It is requirement that no single item cost over US\$10,000.

- b. Services. HEART and the implementing agencies will contract the consultants and the NGOs, and will be responsible for drawing up and negotiating contracts with them, in accordance with IDB procedures.
- c. Direct contracting. The NGOs that are to assist the implementing agencies at the national level shall be directly contracted. These NGOs were selected after careful review of all qualified entities currently operating in the sector and geographical area of execution of this program.

I. COUNTRY ELIGIBILITY

- 1.1 The four Caribbean Community (CARICOM) countries involved in this project have been declared eligible for all modalities of financing under the Multilateral Investment Fund by the Donors Committee. Based on the Memoranda of Eligibility prepared by the Bank, Jamaica was declared eligible on October 6, 1993; Trinidad and Tobago on November 11, 1993; Belize on February 9, 1995; and Guyana on November 2, 1995.

II. BACKGROUND

- 2.1 This project was proposed as a regional program owing to CARICOM's plans for a single market with free movement of labor, and regional accreditation of education and training programs. It is expected that the regional exchange of experiences will lead to greater dissemination of the program's methods and facilitate the standardization required for regional accreditation. The selection of the four countries took into account the percentage of women in the labor force, unemployment rates, opportunities for employment, and pre-existence of training institutions and women's organizations with experience in this area and the capability to manage the program.
- 2.2 Each of the participating countries are in a process of transition from state-driven to more open, diversified, and market-oriented economies where the private sector is assuming greater importance. Potential new economic development paths are highly dependent on technical and managerial capacity. Economic competitiveness requires that more attention be devoted to training/retraining the unskilled and unemployed, including low-income women, who make up a significant proportion of the labor force in the Caribbean.
- 2.3 A specific characteristic of the participating countries in this project is a relatively high labor force participation of women (up to 46% in Jamaica). Factors contributing to this include: increased educational access and achievement of women, deterioration of real income pushing women into the labor force in an attempt to compensate for the decrease in household budget, and the growing incidence of female headship. Twenty-two to 44% of households in the Caribbean have female heads.
- 2.4 In countries such as Trinidad and Tobago, studies by the World Bank indicate that the unemployment rates among females were 20% - 30% higher than among their male counterparts. In most countries, low-income women have borne the brunt of recession and adjustment processes, including cutbacks in social and public sectors. Disparities in income between men and women are significant: a recent ECLAC study suggests that the average income of females in the target countries was only 44% to 77% of male average income.

- 2.5 With the large number of women now entering the labor market, there is an especially urgent need to expand employment opportunities for low-income women by adapting the skill levels and areas of expertise of these women to the current demands of the market, which list openings in the areas of construction, electronics, computer repair, automechanics, and so on. The successful promotion of women in these non-traditional occupations begins with training in these fields and continues with job placement support. Success will help to reduce occupational segregation and fuel optimal utilization of labor resources in the economy.
- 2.6 Over the last few years there have been attempts by both governments and non-governmental organizations to organize training for women in non-traditional skills. Some examples are: in Belize, brickmaking by the Belize Organization for Women and Development (BOWAND); in Guyana, training in printing run by Red Thread; in Jamaica, training in construction skills by the Women's Constructive Collective (WCC) and in small appliances repairs by the Bureau of Women's Affairs; and in Trinidad and Tobago, training in construction carpentry, plumbing, electrical installation, and technical drawing and blueprint reading by the Bureau of Women's Affairs. These projects successfully demonstrated the potential for non-traditional training and employment for women. They also demonstrated that Caribbean women would enter into non-traditional jobs if offered the opportunity, as demand for training outnumbered the spaces available. The WCC has had particular success in sustaining interest by providing a support system to women working in these areas.
- 2.7 In a recent study on non-formal education and empowerment it was found that 36% of the programs offered to women by 12 agencies surveyed were on non-traditional skills. ^{1/} The intention of these programs was to provide women with marketable skills that would increase their opportunities of gaining or creating employment. The study revealed that the non-traditional training programs that were most successful contained components for: self-development, communications, problem-solving, planning, entrepreneurial and small business management training, marketing, academic upgrading/literacy, and sensitization to gender issues. It was also determined that barriers to women in non-traditional skill areas were due largely to lack of access to and information about training and job opportunities, as opposed to simply lack of self-esteem or self-confidence among women.
- 2.8 However, many of these programs were not based on accurate labor market information. Thus, women were not necessarily trained in immediately marketable skills. To enable low-income women to participate in and benefit from training and employment opportunities in non-traditional areas, requires that training

^{1/} "Non-Formal Education and Empowerment of Women: Report of a Caribbean Study", Patricia Ellis, 1994.

institutions develop gender sensitivity, as well as the capacity to deliver market-relevant programs. Linkages must be created between technical and vocational training institutions, the private sector, and support institutions.

- 2.9 In general, access to training in the Caribbean has been curtailed not only because of limited training capacity, but also because of limited access to capital to finance training. Existing student loan programs cater to tertiary institutions and to students participating in long-term training activities, leading to degrees and certificates. Job training programs, which are usually free, cater to school leavers and the youth population. Where short-term skills training for adults exists, typically both public and private training institutions charge fees yet there are no student loan schemes for such short-term programs. The lack of financing results in large numbers of adults being unable to tap into skills training programs.

Institutional context

- 2.10 The CARICOM technical/vocational strategy calls for regional accreditation of educational institutions and training programs. Experience proves that the best way to address the need for sustainable adult education programs is to deliver training through institutions that can provide legitimacy and credibility to the programs, as well as facilities and resources for further course development and research. For these reasons, and due to its successes in delivering technical/vocational training, the Human Employment and Resource Training Trust/National Training Agency (HEART Trust/NTA) of Jamaica was recommended by CARICOM's Regional Task Force on Technical and Vocational Education and Training as the overall executing agency for this project.
- 2.11 HEART Trust/NTA was established as a statutory body to coordinate and support the entire vocational training in Jamaica, and is directly responsible for labor market information, curriculum development, and funding. It is administered by a board of directors with a large private sector representation, and is financed by private sector contributions and from grants from donor agencies. HEART Trust/NTA operates several academies that provide technical/vocational training, and administers the School Leavers On-the-Job Training Opportunities Programs. As the operating arm of the National Council on Technical and Vocational Training, HEART Trust/NTA is also responsible for certification of technical/vocational training institutes, accreditation, and instructor training. It has a proven track record in both training delivery and placement, and the institutional capacity to manage a regional program of this nature.
- 2.12 The support institutions and implementing agencies were selected on the basis of their proven track records in technical/vocational training, adult education and established apprenticeship or work study programs. The institutions selected are leaders in

technical/vocational and/or adult training in the participating countries, and are committed to widening the boundaries of training services they provide. They are as follows: Belize, *The Center for Employment Training (CET)*; Guyana, *Institute of Adult and Continuing Education (IACE)*; and Trinidad and Tobago, *John Donaldson Technical Institute (JDTI)*. The support institutions will be contracted to assist the implementing agencies in the development of assessment tools, as well as in the development of selection criteria for the project's target population. These organizations were selected on the basis of their proven track records of innovative work/study programs with the target population. These institutions will also assist in administering the selection process, as well as in the development of individual training profiles and plans for the trainees selected. All the selected implementing agencies and support institutions have: (i) experience in delivering job-training programs; (ii) capacity to provide logistical and administrative support needed as counterpart during the project; (iii) established links to private sector and employer groups; (iv) experience with adult learners; (v) access to infrastructure (classrooms and laboratories) needed for the training programs developed under this project; and (vi) potential to sustain training programs after project completion. See Annex I for more details on the implementing agencies.

- 2.13 The MIF has approved two operations that specifically seek to improve productivity and employment opportunities for low-income women through the promotion of women's participation in technical and vocational training, and through an increase of the technical level and range of training options offered to women. These are now in the process of launching their operations. The first program is a regional initiative to be implemented in four countries--Argentina, Bolivia, Ecuador and Costa Rica, through the Inter-American Center for Vocational Training Research and Documentation (CINTERFOR). The second, targets low-income women heads of households in approximately one dozen cities of Colombia, and is being implemented by a local foundation with previous experience working with the target group. The proposed Caribbean project will be linked to the CINTERFOR project as HEART is part of the regional training network. This linkage will enable the fostering of shared experiences through HEART's participation in CINTERFOR's regional workshops and outreach activities.

III. THE PROJECT

A. Objectives

- 3.1 The overall objective of the project is to increase the level of skilled labor available in the country by increasing access and employment opportunities to a marginalized but substantial sector

of the labor force, low-income women, through the delivery of specialized skills training programs.

3.2 The specific objectives of the project are:

- a. To design and implement a training model that will enable technical/vocational training institutions and organizations to deliver skills training programs that respond to labor market demand and supply.
- b. To strengthen the labor market information systems so as to provide a direct link between labor market, skills training programs, employers, and prospective employees, thereby improving the training program design and delivery.
- c. To determine employment opportunities in each of the participating countries that will serve to define participant selection, skill profiling, apprenticeships and customized training programs, and will guarantee the placement of trainees in employment or job creation at the conclusion of the training.
- d. To create linkages and to develop cost recovery and other mechanisms that will enable training institutions, private sector agencies, and community organizations to offer training programs that are sustainable, to low-income women.

B. Description

3.3 The project duration will be 36 months, and will consist of three components: (i) training program design; (ii) training delivery and job placement; and (iii) promotion and regional dissemination.

1. Training program design

3.4 This component will consist of the following activities: curriculum and program development, training of trainers, trainee assessment, and selection.

3.5 As part of the project identification work, a preliminary needs assessment was conducted that examined the following factors: (i) projected growth/ expansion in the market; (ii) current existence of job opportunities; and (iii) opportunities for women to develop a competitive advantage. The technical training component will focus on the following skill clusters in response to the needs identified in each country for skilled labor in various sectors, industries, and occupations including:

- a. Construction industry: carpentry, masonry, plumbing, painting, tiling, electrical wiring, brick laying, and site clerking.
- b. Woodworking/furniture industry: joinery and cabinet-making, wooden toys and tourist items, and upholstery.

c. Auto-mechanics: mechanical fitting and machinery.

- 3.6 Counterpart funding will be provided by the implementing agencies follows:

COUNTRY	AGENCY	AMOUNT (US\$)
Belize	The Center for Employment Training	167,500
Guyana	IACE	167,500
Trinidad and Tobago	John Donaldson Technical Institute	167,500
Jamaica	HEART/Trust NTA	246,500
	Four Support institutions (US\$6,500 each)	26,000

- 3.7 The non-technical curriculum of the training program will include: basic skills, job skills, negotiation skills, time management, problem solving, and entrepreneurship/self-employment skills.
- 3.8 Curriculum specialists will consult with employers and will review existing curricula and use information generated by the labor market expert and non-governmental organizations to adapt existing curriculum to develop training modules, instructional materials, training packages, and manuals to be used.
- 3.9 Existing nationally certified technical/vocational programs will be used as a basis to arrive at the core curriculum to be used in all four countries. A modular format will be used, with the program requiring a given number of units to attain an acceptable basic level of competence in a specific skill.
- 3.10 Support institutions will be contracted to assist in the development and testing of assessment tools, as well as in the development of selection criteria for the project's target population. These were selected on the basis of their proven track records in technical/vocational training for women and innovative work study programs. These institutions will also assist in administering the selection process, as well as in the development of individual training profiles and plans for the trainees selected. The following institutions have been identified: the *WCC* in Jamaica, *Red Thread* in Guyana, *BOWAND* in Belize, and the *Women's Resource and Research Center* in Trinidad.
- 3.11 Trainers in the participating institutions will undergo training on the content and instructional materials developed for this program by the curriculum specialist. Training will include the following topics: the role of labor market information, adult education, design and use of instructional materials, monitoring and evaluation, and gender issues.
- 3.12 The training of trainers program will be delivered through regional and national workshops. The regional workshop will bring together between 12 and 16 trainers: 3-4 each from the four countries, at least one from each of the agencies delivering the technical

training, a representative from the support institutions, and the national project coordinator. This team from each country will, with the assistance of the regional project director, conduct training of trainers programs for the participating instructors, trainers, and resource persons at the national level.

2. Training delivery and job placement

- 3.13 This component will include the following activities: trainee selection and assessments, classroom and on-the-job training for approximately 1000 women, labor market services, and job placement services.
- 3.14 In each country at least 200 low-income women will be identified and selected to participate in the project. In Jamaica and Trinidad and Tobago where the target population is greater, targets of 400 and 300 are proposed. They will be identified and selected by the support institutions with input from the private sector. Tests developed to assess their education/literacy levels, aptitude, level of readiness, and ability to participate in and benefit from the training program will be administered, and the results used to develop a profile of the trainees and to design their individual training plan.
- 3.15 The training program will consist of classroom and on-the-job training over a period of four to six months. Approximately 75% of the training period will be spent on technical skill modules. The technical skills component may or may not be integrated but must meet the minimum certificate level awarded by the training institution. Around 20% of the training period will be spent on apprenticeship and work study arrangements that will be required of each student and non-technical elective modules. The non-technical components of the program which will require the remaining 5% of the training period will vary according to the student's needs, and will be provided by additional private sector organizations. On completion of the requested training plan, each student will be presented with a competency certificate that is recognized by the relevant national training authority. This competency certificate from the technical institution is a departure from standard practice in this skills area, and will give credence to the women's employability.
- 3.16 The labor market expert, in cooperation with the national project coordinators, will provide technical assistance to the executing and support institutions to enable them to upgrade their labor market information systems, and to identify the skill base required in each country. The Labor Market Information System (LMIS) should enable the participating institutions and agencies to generate reliable labor market information on an on-going basis, needed to develop and deliver relevant programs.
- 3.17 The labor market expert will establish an institutional framework for the generation and dissemination of labor market information,

standardize procedures and operations of the LMIS, and train the staff members of the various agencies. Based on labor market trends and demands, the expert will assist in identifying the final skills mix to be included in the training programs. The technical training institutions will be provided with software and hardware needed to implement and manage the proposed LMIS, as well as training in these systems.

- 3.18 During the first year of project implementation, work-study and apprenticeship arrangements will be made to match the LMIS skills mix identified. These arrangements will inform the final design of job placement mechanisms. The labor market specialist, in cooperation with the implementing agencies, curriculum specialists, and potential employers, will identify in each country: (i) current entry level employment skills and current screening methods for hiring new employees; (ii) current technical skills needed by employers; and (iii) current training performed by employers by priority, topic, cost, and resources used. As such, technical training courses will be designed to meet specific needs of local business, and employers will play a role in both classroom instruction and the planning of course curriculum.
- 3.19 The implementing agencies will be responsible for establishing workstudy and apprenticeship arrangements with local employers. The implementing agencies will also determine the actual employment opportunities, which will be used to assist in defining participant selection criteria, skill profiling, mentoring programs, and individual training plans for the participants.
- 3.20 One job placement option that will serve as an initial model is the Women's Constructive Collective (WCC) in Jamaica. The WCC has developed a strategy for finding placements through job auditions. Trainees selected are offered work on site on a trial basis at no cost to the employer. In this model, if the employer is impressed by the work of the trainee during the trial period, and a long-term position is offered, the trainee is paid for the time already worked. If, on the other hand, the trainee did not perform satisfactorily, the contractor is under no obligation to pay.
- 3.21 As part of project preparation work, potential contractors have been identified in each country corresponding to the pre-identified skill clusters. A list of potential employers is attached as Annex II. The project will guarantee full employment either through job placement (target 75%) or self-employment (target 25%) for all trainees. This figure is based on findings during project preparation and on the commitment of the implementing institutions to fulfill these job placement rates.
- 3.22 The regional project director and national project coordinators will be responsible for expanding the list of contractors and tracking placements throughout the life of the project. In addition, project staff will be called on to expand private sector participation through the provision of training scholarships,

mentorships, apprenticeship programs, work/study attachments, and in-plant and on-the-job training. Accomplishment of this task will determine the final design of the training program in each of the participating countries.

3. Promotion and regional dissemination

- 3.23 A public awareness campaign to sensitize the public about women in non-traditional occupations and the training program will be developed and launched in the first year of project implementation, during training program design. A series of messages on radio and television, and articles in the print media will be designed to overcome stereotypes of the occupational options open to women and to inform the public about gender issues in technical and vocational jobs. The campaign will be aimed at three target groups: (i) low income women; (ii) potential employers; and (iii) society at large. Job placement guarantees will be a feature of the promotional campaign. The support institutions will assist the public relations expert to develop, design, and implement the campaign.
- 3.24 To facilitate coordination and information exchange, the regional project director along with the public relations expert, shall be responsible for the publication of a quarterly newsletter and other project updates that inform the public, as well as participants, about the project. Regional fora will be conducted to facilitate the exchange of experiences among the implementing agencies. The training packages and materials designed will also be made available to other training institutions, private sector agencies, and NGOs throughout the region. Participants for the regional fora will include representatives of relevant regional agencies, institutions and organizations. Among these will be CARICOM, CATVET, and the CARICOM Regional Task Force on Technical and Vocational Education and Training.
- 3.25 A national workshop will be held in each country once a year to review the project and to educate the public about the project and process. Project reports will be prepared as case studies for the workshops. Participants for the workshops will include representatives of relevant organizations, such as private sector companies and agencies, technical and vocational training institutions, women's bureaus, and support institutions.

B. Beneficiaries

- 3.26 The direct beneficiaries of this training program fall into three categories. The primary beneficiaries of this project are 1000 low-income women who will receive training and employment. Final target population focus, however, will vary in each country according to its socioeconomic characteristics, the worker profiles sought by the productive sector, and the fact that the program relies on self-selection mechanisms. Secondary beneficiaries are the technical/vocational schools and support institutions that will

receive institutional strengthening as a result of the program. The tertiary beneficiaries are the employers who will benefit by receiving trained and certified labor.

C. Executing mechanisms

1. Regional coordination

- 3.27 Overall execution of the project will be the responsibility of HEART Trust/NTA in Jamaica at the regional level. This will be accomplished through a project director who will lead the team of specialized consultants that will constitute the regional executing unit (REU), and coordinate the activities of the implementing agencies. Within three months of signature of the technical cooperation agreement between the Bank and HEART Trust/NTA, HEART Trust/NTA will contract the services of the project director. HEART Trust/NTA will also serve as the implementing agency in Jamaica, providing administrative and logistical support necessary for the implementation of the training program in Jamaica. See Annex I for organizational chart.
- 3.28 The regional project director will have overall responsibility for coordinating and managing the project at the regional level and for training program implementation in Jamaica. Specialized consultants will be contracted and will constitute the regional executing unit that will consist of the following: labor market information specialist, curriculum development specialist, technical and vocational training expert, public relations expert, credit specialist, gender expert, and information systems expert.
- 3.29 Each implementing agency shall co-sign the technical cooperation agreement with HEART Trust/NTA. Their responsibilities for project coordination at the national level are described in the terms of reference in Annex III. The implementing agencies will be responsible for developing an action plan, and administering and managing the project at the national level.

2. National coordination

- 3.30 At the national level, the implementing agencies will have responsibility for project execution. Each implementing agency will be responsible for coordinating the activities of all the participating institutions and experts (i.e. support institutions, training facilities, tutors, etc.) constituting the national project team, through a national project coordinator who will be appointed for this purpose. The national project coordinator will also act as secretary to the National Advisory Committee (NAC) to be named by the implementing agency.
- 3.31 In each country, the support institutions (identified in paragraph 3.10) will be directly contracted by the implementing agency to provide expertise in the area of gender awareness, personal development training, remedial education, and public relations.

They will also assist in developing guidelines and criteria for identifying, screening, and selecting trainees. These institutions have been selected on the basis of their prior experience in non-traditional training, gender awareness training, knowledge of the trainee pool, and institutional capacity to participate fully. These were selected after careful review of all qualified entities operating in the sector. See Annex I for organizational chart.

- 3.32 In each country a NAC that will provide oversight for the project will be established. The NACs will be voluntary bodies established by each implementing agency to provide a mechanism for inter-agency collaboration and cooperation, and will be responsible for monitoring and evaluating project activities. Each NAC will comprise at a minimum, representatives of the following: implementing agency, technical training institution, women's bureau, support institutions, micro-enterprise lending agency, all industries relevant to the training programs to be offered, and an adult education institute.

3. Personnel

- 3.33 The activities to be carried out under this project will be done by individual consultants and/or consulting firms over a period of 36 months. The activities will require the following services: project director (36 months), curriculum specialist (12 months), labor market expert (9 months), technical and vocational training expert (6 months), micro-enterprise/credit specialist (6 months), information systems expert (12 months), gender training expert (6 months), evaluation experts (6 months), and public relations expert (6 months). The implementing agencies will contract the national project coordinators, and local trainers and technical instructors. The support institutions will provide services on a lump sum contract basis equivalent to 15 consulting months respectively in each country. Microenterprise agencies will be contracted by the implementing agencies to conduct the entrepreneurship training modules. The terms of reference are specified in Annex III.

4. Supervision

- 3.34 Supervision of this technical cooperation will be the responsibility of the Bank's office in Jamaica. HEART Trust/NTA will supervise the work of the implementing agencies and the regional executing unit. The implementing agencies will supervise the work of the national project team.

D. Costs and financing

- 3.35 The total project cost is estimated to be the equivalent of US\$2,425,000 of which US\$1,650,000 would be grant resources from the MIF. The breakdown of costs is presented in the summary budget below. See Annex IV for detailed budget information.

SUMMARY BUDGET*			
US\$ Dollars			
	MIF	LOCAL	TOTAL
1. Specialized Agencies Implementing Agencies	324,750	166,500	491,250
Support institutions	90,000	24,000	114,000
2. Consultants and resources persons	430,950	61,500	492,450
3. Training	481,200	431,500	912,700
6. General support & Equipment	51,000	71,500	122,500
7. Publications	60,000	0	60,000
8. Evaluation	50,000	0	50,000
98. Contingencies	162,100	20,000	182,100
TOTAL	1,650,000	775,000	2,425,000
* See Annex IV for details			

- 3.36 The MIF's contribution will be used to pay for: (i) consulting services; (ii) training scholarships, trainer fees, workshop participation; (iii) general support and equipment; and (iv) publications. The contribution of HEART Trust/NTA and the implementing agencies will provide administrative support and other in-kind contributions in the form of staff time and expertise, physical space, facilities, equipment, and tools. In addition, fees for the trainers will progressively be borne such that by the third year of the project all trainer fees will be the responsibility of the implementing agencies.
- 3.37 As a part of the cost recovery mechanism, the trainees will be required to pay fees which will be set based on the prevailing rates in each country for skills training. While fees are required, currently most skills training programs such as HEART Trust/NTA's are provided free by the governments with participants stipends. Colleges, such as John Donaldson in Trinidad, charged consumable fees, which recover approximately 30% of costs of the training program. Fees for privately offered traditional skills training such as beautician and word processor run from between US\$50 equivalent in Guyana and US\$100 in Trinidad. These factors will be taken into account in setting fees for training programs in each of the participating countries.
- 3.38 Bearing in mind the target group and the need to broaden access to training, as well as the fact that there are no mechanisms for accessing funding or providing credit for self-financing of short-term skills training and non-degree education, the feasibility of establishing a financial assistance program will be studied. Financial assistance might take the form of a student revolving loan scheme, or scholarships/grants, or work study. The financial assistance will support items such as the cost of the tuition, transportation and lunch, day-care costs, and purchase of tools.

- 3.39 As part of the training program design, HEART/Trust NTA will review models of student loans and microenterprise lending in order to design the student revolving loan and grant program to be established in each country. Credit regulations to be applied would be submitted for IDB approval within the first year of project execution. Through the work-study programs and apprenticeship schemes, there will also be direct employer participation in the payment schemes. The final design of the cost-recovery mechanisms will be completed as part of the training program design.

E. Disbursements

- 3.40 The disbursement period will be 40 months from the date of the agreement. Disbursements for the operation will be made in accordance with Bank procedures, through HEART Trust/NTA. Prior to the first disbursement to HEART Trust/NTA, the Bank shall receive the following information:
- a. The names and curriculum vitae of all counterpart staff that comprise the regional supervisory team.
 - b. Draft contract for the project director, and short-list of individual consultants from which selection for project director will be made for Bank approval.
 - c. List of appointments to the regional Programming and Evaluation Committee as well as the NAC for Jamaica.
- 3.41 Prior to the first disbursement to each of the implementing agencies they must each forward to the Bank through HEART Trust/NTA the following information:
- a. The names and curriculum vitae of all counterpart staff that comprise their respective supervisory teams.
 - b. Draft contracts for the national project coordinators, and short-list of individual consultants from which selection for project coordinator will be made, for Bank approval.
 - c. List of appointments to the NAC.
- 3.42 Prior to disbursement for tuition fees/scholarships, credit regulations for the student revolving loan and grant program to be established in each country must be submitted to the IDB for approval.

IV. BENEFITS AND RISKS

A. Benefits

- 4.1 As a result of this project, at least 1000 low-income women will:
(i) be able to receive certified training from accredited institutions that previously would not have granted them admittance; and (ii) receive job placement.
- 4.2 The project will improve the capacity and capability of training institutions to develop and deliver training programs that respond to the demands of the labor market by strengthening the labor market information systems in the countries, and the institutional capacity for collecting and disseminating accurate labor market information.
- 4.3 The project will open access to technical and vocational training institutions to a marginalized sector of the labor force (adults without secondary school certificates), thus increasing the productivity of the institutions, by developing a curriculum that meets their training needs. The curriculum to train women in non-traditional technical skills for entry-level jobs in the labor market, can be integrated into the regular offerings of technical and vocational training institutions throughout the region, and standardization of the curriculum will also further to the regional accreditation agenda of the CARICOM region.
- 4.4 Finally, the project will result in the establishment of cost recovery mechanisms, such as fees, work-study and/or a student loan scheme for short-term technical training, to facilitate the promotion and sustainability of short-term skills training programs beyond the scope of this project.

B. Risks

- 4.5 A main risk of the project is low trainee participation and high drop-out owing to the pressing financial needs of low-income heads of households. This is mitigated by the fact that participants will be guaranteed job-placement or a micro-enterprise loan for self-employment, which will serve as an incentive to complete the training program and should help offset the costs of training. Furthermore, the guidelines for selection and placement of project participants and establishment of fees will reflect the prevailing conditions of each country. The private sector and support institutions will also be involved in trainee selection and in providing counselling and mentoring support during project implementation. These measures should reduce the risk of participant drop-out.
- 4.6 There is also a risk that the private sector will not fully participate in job placement. Currently, new hiring in the

preliminarily targeted industries is usually accomplished by walk-in and without referral. However, a competency certificate from an established institution should reduce employer resistance to job placement schemes. The extensive public awareness campaign to be launched should also enhance employer understanding and respect for the training program and thus reduce resistance. Finally, the marketing campaign aimed at the micro-enterprise agencies and the fact that they are already familiar with lending to this target population, should reduce their resistance to participation. As the success of this program relies on the participation of a variety of stakeholders, a national advisory committee will be established to assist in achieving cooperation and coordination.

V. COMPLIANCE WITH PROJECT ELIGIBILITY CRITERIA

A. General criteria for project eligibility

- 5.1 MIF financing for training of workers is consistent with the general purpose of the MIF which is to expand the productivity of the work force and especially those stated in Article I (b) referring to the implementation of development strategies which promote private sector participation and are aimed at poverty alleviation.

B. Facility criteria for project eligibility

- 5.2 The proposal is also fully consistent with the criteria for grant financing under the Human Resources Facility of the MIF Agreement which establishes, among other criteria, that grants be provided to strengthen vocational training institutions. The project provides financing for activities which will reduce the social costs of structural adjustment programs, as referenced in Section 5(b) of the Agreement.

VI. CONSISTENCY WITH THE BANK'S REGIONAL PROGRAM AND STRATEGY

- 6.1 The Bank's strategy in all the CARICOM countries calls for activities and programs aimed at poverty reduction, and stimulation of productive employment. Priority areas for Bank financing as out-lined in the Regional Programming Paper of 1992, include programs of education and training to strengthen the human resource base of the Bank's member countries, as well as the development of programs that enable the delivery of services at the community level. The proposed project is compatible with IDB strategy in that it supports the upgrading of labor force skills and the alleviation of the social costs of adjustment programs through contributing to skills acquisition and income generation by women who have been most hard hit by these programs.

VII. FUNDING MODALITY

- 7.1 The project is expected to be financed through a grant based on (i) the countries' eligibility; (ii) the countries' compliance with the criteria of eligibility for obtaining grant resources at the country level (Article 5b of the MIF Agreement) detailed in Section III paragraphs 3.1-3.4 of the Eligibility Memorandum for each country; and (iii) the catalytic impact the proposed project is expected to have on investment flows, as required under Article III, Section 5(a) by facilitating increased productivity and investment potential among women in the region.

VIII. MONITORING AND EVALUATION

- 8.1 In order to ensure effective execution of the project, a Programming and Evaluation Committee (PEC) will be established. The PEC would be comprised of representatives from the IDB and HEART Trust/NTA, the project director, and all the implementing agencies. The PEC will meet as specified below and in case of emergencies, to monitor the progress of the project. The project director will serve as secretary of the PEC.
- 8.2 The first meeting of the PEC will be held no later than eight months after contracting of the project director to review initial workplan. The second PEC meeting will take place at the completion of the training program design phase. A third PEC meeting will take place mid-term through training program delivery. The fourth and final PEC meeting will take place upon completion of the training program and would evaluate the project execution. PEC meetings may be held in any of the participating countries and the PEC may elect to conduct on-site inspection of any national implementing agency.
- 8.3 The technical cooperation agreement to be signed between the Bank, HEART Trust/NTA and the implementing agencies shall specify that the reports to be prepared by HEART Trust/NTA, the individual consultants, and the all the specialized agencies hired, shall be submitted to the Bank through HEART Trust/NTA, as detailed in the terms of reference. These shall include audited financial reports.
- 8.4 Generally, HEART Trust/NTA, the implementing agencies, as well as each consultant or specialized agency hired will prepare and submit reports of the work completed at mid-term and within 15 days of the conclusion of their services. Where applicable, training programs and accompanying documentation/manuals to be issued should be submitted as annexes to the progress reports.
- 8.5 During training program development, an evaluation expert will be contracted to design a system for evaluating project activities and

outcomes, for measuring project success and for assessing project impact. The evaluation design will consist of formative and summative, and internal and external evaluation. It will also include the development and use of diagnostic tests, economic and social indicators, and benchmarks to measure personal and institutional change and project outcomes and achievements.

8.6 Four months after completion of project activities, evaluation experts shall be contracted by the Bank to conduct an external evaluation of the project. The purpose of this evaluation will be to:

- a. assess the efficiency and effectiveness of the project,
- b. measure the success and to assess the impact of the project,
- c. trace the women who have completed the training and ensure that they were placed in jobs or were self-employed in the field in which they were trained,
- d. ascertain the degree of sustainability that the project has/is likely to achieve e.g. the number of courses that will be offered and the potential for continued employment by the women using the technical skills they have acquired, and
- e. determine the extent to which the training program curriculum, instructional materials etc. has been integrated into the institution's mainstream program and/or is being used by technical/vocational training institutions and by other agencies in the Region.

DETAILED BUDGET				
		MIF	LOCAL	TOTAL
1. SPECIALIZED AGENCIES				
A. Implementing agencies				
1.1 Fees				
-3 Project coordinators	30 months x \$1,500 month ea.	135,000	0	135,000
-3 Administrative assistants	30 months x \$300/month each	0	27,000	27,000
-Communications	30 months @ \$200/month x 3 agencies	18,000	0	18,000
-Overhead (Space, facilities, equipment)	30 months @ \$300/month x 3 agencies	0	27,000	27,000
1.2 Equipment [1]	\$15,000 per agency	45,000	0	45,000
2.1 Resource person's honoraria				
-5 Researchers: identification, testing, assessment of applicants	5 x 15 days x \$50/day x 3 agencies	11,250	0	11,250
-15 Technical instructors	15 x 100 days x \$50 x 3 agencies	112,500	112,500	225,000
-Trainers/facilitators Non-Technical				
-Literacy/remedial education	10 days x 3 agencies x \$50	1,500	0	1,500
-Entrepreneurship	10 days x 3 agencies x \$50	1,500	0	1,500
B. Support institutions				
1.1 Fees				
4 Support institutions providing Vocational Training Expert, Gender Training Expert, Public Relations Expert	15 consulting month @ \$1,500/month = \$22,500/agency x 4	90,000	0	90,000
-Overhead	30 months @ \$200/month x 4 agencies	0	24,000	24,000
SUBTOTAL		414,750	190,500	605,250
2. EXECUTING AGENCY-HEART				
2. Consultants and Resource persons				
2.1 Consultants honoraria				
-Project director	36 months x \$3,000/month	108,000	0	108,000
-Labor market information specialist	180 days @ \$250/day	45,000	0	45,000
-Curriculum development specialist	240 days @ \$250/day	60,000	0	60,000
-Technical vocational training expert	120 days @ \$200/day	24,000	0	24,000
-Micro-enterprise/credit specialist	120 days @ \$200/day	0	24,000	24,000
-Gender training specialist	120 days @ \$200/day	24,000	0	24,000
-Public relations specialist	120 days @ \$200/day	24,000	0	24,000
-Information systems expert	240 days @ \$250/day	60,000	0	60,000
2.5 Travel				
2.5.1.1 Airline tickets (inter-island)		5,000	0	5,000
2.5.1.2 Per diem				
-Project director	120 days @ \$150/day	18,000	0	18,000
-Labor market specialist	30 days @ \$150/day	4,500	0	4,500
-Curriculum specialist	30 days @ \$150/day	4,500	0	4,500
-Technical/Vocational Training Expert	18 days @ \$150/day	2,700	0	2,700

		MIF	LOCAL	TOTAL
-Gender training specialist	24 days@\$150/day	3,600	0	3,600
-Public relations specialist	18 days@\$150/day	2,700	0	2,700
-Information systems expert	18 days@\$150/day	2,700	0	2,700
2.2 Resource person's honoraria				
-5 Researchers: identification, testing, assessment of applicants	5 x 15 days x \$50/day	3,750	0	3,750
-15 Technical instructors	15 x 5 months x 20 days x \$50/day	37,500	37,500	75,000
-Other Trainers/facilitators				
-Literacy/remedial education	10 days x \$50	500	0	500
-Entrepreneurship	10 days x \$50	500	0	500
SUBTOTAL		430,950	61,500	492,450

3. TRAINING/PARTICIPANTS

A. Training of trainers/Regional Workshops

Regional

3.3 Travel

*Airline tickets	24 persons x \$600 x 3 workshops	43,200	0	43,200
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*Per diem	24 persons x 15 days x \$150 per day	54,000	0	54,000
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3.5 Workshop materials	3 Workshops @ \$1,000/Workshop	3,000	0	3,000
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3.9 Other(Space, facilities, utilities)		0	1,500	1,500
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B. National Workshops/NAC Meetings

3.3 Transportation and per diem

*Local transportation	10 persons x 5 days x \$5 x 12 workshops	0	3,000	3,000
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*Lunch	10 persons x 5 days x \$10 x 12 workshops	0	6,000	6,000
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3.5 Workshop materials	3 workshops x \$500/workshop x 4 agencies	6,000	0	6,000
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3.9 Other(Space, Facilities, Utilities)	4 workshops x \$1000	0	4,000	4,000
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C. Training of women

Technical training

3.1 Tuition fees/scholarships	\$500/trainee x 1000 trainees	250,000	250,000	500,000
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3.5 Materials and supplies	\$100 per trainee x 1000 trainees	50,000	50,000	100,000
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3.9 Other (space, facilities, utilities)	\$10000/agency x 4 agencies	0	40,000	40,000
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Non-technical training

3.1 Tuition fees/registration

*Entrepreneurship/business management	\$50/trainee x 1000	25,000	25,000	50,000
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*Literacy/remedial education	\$30/trainee x 1000	15,000	15,000	30,000
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*Personal development/Gender Training	\$20/trainee x 1000	10,000	10,000	20,000
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*Job/life/coping skills	\$20/trainee x 1000	10,000	10,000	20,000
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3.5 Materials & Supplies	\$30/trainee x 1000	15,000	15,000	30,000
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3.9 Other (Space, facilities, utilities, etc.)	\$500/agency x 4 agencies	0	2,000	2,000
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SUBTOTAL		481,200	431,500	912,700
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	MIF	LOCAL	TOTAL
6. GENERAL SUPPORT			
6.6 Support personnel			
-1 Administrative assistant (HEART) 36 months x \$1000 per month	0	36,000	36,000
-Secretary (HEART) 36 months x \$500 per month)	0	18,000	18,000
6.3 Equipment	15,000	0	15,000
6.4 Supplies (paper & software etc.)		7,500	7,500
6.7 Auditing Services		10,000	10,000
6.8 Communications (fax, telephone, postage, courier) 36 months x \$1,000/month	36,000		36,000
SUBTOTAL	51,000	71,500	122,500
7. PUBLICATIONS			
7.1 Pre-Publication Costs	10,000	0	10,000
7.3 Printing	40,000	0	40,000
7.4 Distribution	5,000	0	5,000
7.5 Other	5,000	0	5,000
SUBTOTAL	60,000	0	60,000
8. EVALUATION			
8.2 External evaluation/individual consultants	50,000	0	50,000
SUBTOTAL	50,000	0	50,000
 98. Contingencies (7%)	 162,100	 20,000	 182,100
SUBTOTAL	162,100	20,000	182,100
 GRAND TOTAL	 1,650,000	 775,000	 2,425,000
1. Equipment required by Implementing agencies (LMIS & Technical Training)			
4 -- 486 Computers with CD ROM (2 with multimedia capability)			
1 -- Laser Printer			
1 TV/VCR			
1 Video camera			
2. Equipment required by support institutions (Non-Technical Training)			
3 -- 486 MultiMedia Computers with CD ROM			
1 -- Laser Printer			
1 TV/VCR			
1 Video camera			
Woodworking Equipment & Tools for Rent			

IMPLEMENTATION SCHEDULE

The project activities will be implemented as follows:

TIME FRAME					
PROJECT ACTIVITY	MONTH				
	1	2	3	4	5
1. PROJECT PLANNING					
• Appointment of Executing Agency.	✓			✓	
• Appointment of Project Director.			✓		
• Identification and contracting of consultants/experts.				✓	✓
• Program Development by Project Director.				✓	
• Establishment of an Advisory Committee.					✓
• Set up of administrative procedures.				✓	
• Submission of Initial Workplan				✓	

TIME FRAME (CONTINUED)												
PROJECT ACTIVITY	MONTH											
	6	7	8	9	10	11	12	13	14	15	16	17
1. PLANNING CONT'D												
• Establish relations with the private sector.	✓	✓	✓	✓	✓	✓						
2. RESEARCH & TECHNICAL ASSISTANCE												
• Strengthening Labour Market Systems.	✓	✓	✓									
• Identification assessment and selection of trainees.			✓	✓	✓	✓						
• Identification and assessment of trainee needs.					✓	✓	✓	✓				
3. DEVELOPMENT AND DESIGN OF TRAINING PROGRAMME												
• Review of existing curricula.	✓	✓	✓									
• Development of training modules.				✓	✓	✓						
• Development of training materials.						✓	✓	✓	✓	✓	✓	
• Preparation of training packages.						✓	✓	✓	✓	✓	✓	
• Design of internal evaluation system.				✓	✓	✓						
• Design of promotion campaign.			✓	✓	✓							
4. IMPLEMENTATION OF PROGRAMME												
• Promotion campaign.						✓	✓	✓	✓	✓	✓	
• Training of trainers.							✓	✓	✓			
• Monitoring and evaluation.					✓	✓	✓	✓	✓	✓	✓	✓
• Training of trainees.								✓	✓	✓	✓	✓
• Review meetings.						✓						✓

TIME FRAME (CONTINUED)												
PROJECT ACTIVITY	MONTH											
	18	19	20	21	22	23	24	25	26	27	28	29
4. IMPLEMENTATION OF PROGRAM CONT'D												
• Training of Trainees		✓	✓	✓	✓	✓	✓	✓	✓	✓		
• Monitoring and Evaluation.	✓	✓	✓	✓	✓	✓	✓	✓	✓			
• Job Placement/Job Creation.					✓	✓	✓	✓	✓	✓		
5. EVALUATION												
• On-going monitoring.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Review meetings.						✓						✓
• End of project evaluation.										✓	✓	✓

[illegible]

PROJECT INDICATORS

OBJECTIVES	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
OVERALL GOAL To help address human resource needs of private sector for skilled labor in areas such as the construction industry, and level of excellence.	Increased number of trainees in skilled labor shortage areas.	Number of graduates of tech/voc schools: 30-35/class. Number of jobs filled or created: 95/year.	Shortage of skilled labor. Availability of training institutions.
Strengthen the technical and organizational capability of technical/vocational training institutions to work with the private sector and NGOs to provide sustainable training opportunities; and widen access of institutions to low income targets.	Project execution unit appointed in each implementing agency. National Advisory Committee established with representatives of all sectors. Private Sector Work/Study Program established. Credit is made available for short-term skills training in the participating country. Curriculum is designed.	Reports submitted by Project Director. 30% per class. 20% per class.	Implementing Agencies agree to participate. Micro-enterprise organizations agree to participate.
Help bridge the gap that exists between the demand for specific specialized skills and the supply of high quality training in those skills.	Number of participants and volume/type of training courses delivered over grant period. Scholarship fund established. Job Hotlines established by training institutions or NGOs. Tracking system for wage increases and career paths of participants established.	Number of certified graduates, including women: 250 per country @ 30-35 per class). Number of scholarship recipients: 50% per class. Number of women placed in jobs: 75% per class. Employee registry established and maintained by Implementing Agency (IA). Number of self-employed women: 25% per class.	Private sector firms and Microenterprise organizations commit to participate.
Design training programs into modular courses based on competency standards and certification thereby increasing the availability, flexibility, and relevancy of such programs.	Curriculum design completed. Apprenticeship Program.	Approval by the National Training Agency responsible for certification of training programs. Employer registry established and maintained by IA: 100% per class. Numbers and types of businesses participating in work/study program and placement levels of students, by occupation, within industry.	Private Sector firms commit to participate.

PROPOSED RESOLUTION

REGIONAL. NONREIMBURSABLE TECHNICAL COOPERATION FOR
A REGIONAL NON-TRADITIONAL TRAINING PROGRAM FOR WOMEN

The Donors Committee of the Multilateral Investment Fund

RESOLVES:

1. That the President of the Inter-American Development Bank, or such representative as he shall designate, is authorized, in the name and on behalf of the Multilateral Investment Fund, to enter into such agreements as may be necessary and to take such additional measures as may be pertinent for the execution of the project memorandum referred to in Document MIF/AT- with respect to a technical cooperation for a Regional Non-Traditional Training Program for Women.

2. That up to the amount of US\$1,650,000, or its equivalent in other convertible currencies, is authorized for the purpose of this resolution, chargeable to the resources of the Human Resources Facility of the Multilateral Investment Fund.

3. That the above-mentioned sum is to be provided on a nonreimbursable basis.