

# **HUMAN DEVELOPMENT SERVICE DELIVERY PROJECT**

## **TERMS OF REFERENCE**

### **LIFE SKILLS COACH**

#### **PROVISION OF LIFE SKILLS CAREER COACHING**

## **1. INTRODUCTION**

The Government of St. Vincent and the Grenadines (GOSVG) has received funding from the World Bank (WB) toward the implementation of the Human Development Service Delivery Project. The project is designed to strengthen the quality of service delivery in education, improve the efficiency of social protection systems, and improve the effectiveness of labour market systems.

The project is being implemented by the Ministry of Finance, Economic Planning, Sustainable Development and Information Technology (MoF). The other participating ministries are the Ministry of Education, National Reconciliation and Ecclesiastical Affairs (MoE), and the Ministry of National Mobilization, Social Development, Family, Gender Affairs, Persons with Disabilities and Youth (MoNM).

The project is structured around four components. The first component will provide support for pedagogy for basic and special needs education; the second component will build responsive social protection service delivery systems; and the third component will strengthen labour market systems for improved skills training of poor and vulnerable populations. The fourth component will support project implementation, monitoring and evaluation.

This consultancy will support the implementation of technical vocational education and training (TVET) activities under Component 3 with specific emphasis on improving skills training of poor and vulnerable population. The Project will also support the National Qualifications Department within the Ministry of Education, in strengthening the certification framework by financing technical assistance and training to fill remaining gaps in service delivery. Overall, the (TVET) sub-component will help to increase (a) employment outcomes and skills of target beneficiaries, and (b) increase the awareness of the relevance of technical and vocational education and training.

Under Component 3, resources have been provided to expand access to TVET training for poor and vulnerable youths and adults. The purpose of this activity is to provide relevant workforce training to poor and unemployed persons in need of training. This training will be delivered under the auspices of the National Qualifications Department of the MoE at technical institutes in Barrouallie, Campden Park, Kingstown and Georgetown; in a number of skill areas including inter alia, electrical installation, furniture construction and garment construction. In addition to the training in the skill areas, trainees will receive life skills and entrepreneurship coaching.

Accordingly, the GOSVG is seeking the contract two or more Life Skills Coaches to work with the Youth and Adult Training for Employment (YATE) trainees, for the effective coordination, and delivery of Life Skills curriculum. The TVET Life Skills Coach will be assigned to one or more Technical Institutes and will report directly to the YATE Project Officer, who in turn reports to the Director National Qualifications Department (the TVET Focal Point for the HDSD Project).

## **2. OBJECTIVE**

The overall objective of life skills training is to provide the participants with the foundational socio-emotional skills and information necessary for them to transition into the workforce and become productive workers and active members of their communities.

## **3. SCOPE**

The Life Skills Career Coaching will be delivered prior to the commencement of technical training. S/He will work for a total of 16 hours per group at assigned training locations. Additional training may be delivered on agreed day/days throughout the technical training cycle. There may be more than one group at a given technical institute depending on the number of trainees enrolled.

The main responsibility of the Life Skills Coach will be to deliver focused training in the areas of life skills in one or more of the four Training Institutions in the districts of Barrouallie, Campden Park Kingstown, and Georgetown. This Coaching will be conducted as complimentary to the TVET training offered under the YATE programme across training institutes in the stated districts at one or a combination of centres. This training will be conducted in conjunction with TVET training offered under the YATE programme and is intended to ensure that all participants who complete the program possess the skills, knowledge, confidence, and abilities to apply for jobs; speak confidently; are aware of safety and health regulations, and of their rights as employers and as workers;

The training should be experiential and focused on preparing trainees for increased inclusion in the social and economic fabric of their communities and the wider society. The Life Skills Coach will be contracted to deliver the following modules from an existing manual prepared for these sessions. The Life Skills Coach will also be provided with necessary tools and resources where required. “The life skills coaching that will need to be delivered will follow an existing curriculum and will include the following areas of training:

- a. Intrapersonal Relationship Skills: Knowing yourself; self-esteem and self-improvement; values clarification and moral reasoning; goal setting; time management; nutrition and self-care; fitness; stress management; substance abuse; national pride; conflict resolution skills, cooperating/working as a team member.

- b. Interpersonal Relationship Skills: Parenting; Gender and Relationships; Human sexuality, Sexual Health and sexual exploitation, reproductive health; Citizenship and Community; leadership;
- c. Communication Skills: Process, Forms, Facilitators and challenges; Effective listening skills; Creating and maintaining Harmonious Relationships; Effective spoken and written communication skills in the workplace - applying for jobs (writing applications, CVs, cover letters, thank you letters); interviewing; workplace behaviours and attitudes; balancing work and home life.

The Life Skills Coach will also be expected to provide input in the learning tools to support the delivery of the elements of these modules.

Selected Life Skills Coach(es) will be required to attend a workshop to familiarise themselves with the Modules for Life Skills, including reviewing allocated time for each element and ensuring consistency on delivery.

#### **4. TASK and DELIVERABLES**

**The main tasks of the Life Skills Support Instructor will be to:**

- a. Implement sixteen (16) hrs of Life skills training per group during/over the training cycle. Training may be executed prior to the commencement of technical training or in conjunction with technical vocational training courses, relying on existing established curricula for life skills training which covers the topics in Section 3<sup>1</sup>.
- b. Execute additional training sessions to assigned participants as required.
- c. Assist in preparation of resource materials to deliver the modules.
- d. Administer pre and post test instruments to determine the effectiveness of content and method of delivery.
- e. Deliver training to graduates in acquiring life skills using the provided curriculum.
- f. Prepare a summary report for each group of participants which would indicate any observations which would impact on the coping capacity of participants.
- g. Work closely with other institutions and organizations involved in the implementation of the project or with the potential to add value to the learning experience of the participants.

---

<sup>1</sup> Note: A final timetable and scheduling of sessions will be guided by final registration at each centre and the number of skill areas being delivered.

## **5. QUALIFICATIONS**

- A minimum of an undergraduate degree or teaching certification in Education, Social Work, or related field.
- At least five years demonstrated experience in delivering life skills training and proven experience with the conceptual frameworks.
- At least three years' experience working with vulnerable groups including youths and unemployed/underemployed adults in SVG;
- A proven track record of implementing experiential training, with demonstrated results in increasing employability skills for youth and vulnerable groups, including women and persons with disabilities.

## **6. ASSETS**

- Experience in dealing with different public institutions, local authorities, civil society, international and national cooperation agencies and the media will be an asset;
- Ability to deliver training at one or more of the approved training centre(s) at different locations;
- At least three (3) years' experience in working with similar programmes managed by national/international partners, NGOs and Private Sector;
- Familiarity with the landscape of technical vocational education and training (TVET) actors in SVG, and ability to draw on existing relationships and networks; and
- Strong communication skills and knowledge of effective communication channels in SVG.

## **7. DURATION**

Each cohort is of four (4) months' durations, however the duration of the Career Coaching within the cohort will be of one (1) month's duration. Delivery of training to a cohort of trainees shall correspond to a contract phase.

Continuation to the subsequent phases of the contract shall be contingent on the successful completion of the previous phase. The Consultant's performance shall be ascertained through structured feedback by students, TVET Instructors and the YATE Project Officer.