

Assessment of Apprenticeship and Internship Systems

1. INTRODUCTION

- 1.1. On November 02, 2012, the Government of Barbados (GOB) and the Inter-American Development Bank (IDB) entered into the Loan Contract No.2739/OC-BA for the implementation of the *Skills for the Future Program*, hereafter referred to as the Program.
- 1.2. The overall developmental objective of the Program is to support the GOB's Human Resource Development Strategy with an emphasis on improving the quality and relevance of secondary education and the effectiveness of Technical Vocational Education and Training (TVET).
- 1.3. In particular, the Program aims to expand opportunities for demand driven training and skills certification by supporting the implementation of a National Qualifications Framework. This framework provides a map which outlines the convergence of National Vocational Qualifications (NVQ) and Caribbean Vocational Qualifications (CVQ) and other local qualifications with international benchmarks for occupations requiring competency-based training.
- 1.4. The above-mentioned objectives are to be achieved through the implementation of the following 4 components:

Component 1 - *Support for an employer driven training system* - will support a better alignment of the supply of training with market demand, by creating a pilot competitive Competency-Based Training Fund (CBTF) in parallel to the existing Employment and Training Fund (ETF). The CBTF is being managed by the TVET Council;

Component 2 - *Improve the quality and relevance of secondary and post-secondary education* - will improve the quality of secondary and post-secondary education so that, upon graduation, students have the core and life skills necessary to enter the labour market or continue studying;

Component 3 - *Institutional strengthening* – will support the METI, the Ministry of Labour, Social Security and Human Resource Development (MLSD), the Erdiston Teachers' Training College (ETTC), and TVET institutions, Samuel Jackman Prescod Polytechnic (SJPP), Barbados Vocational Training Board(BVTB) as well as the Barbados Community College (BCC) which carries TVET offerings in some of its programmes.

The Institutional strengthening will address the following areas: (i) business plan development and implementation for the institutions involved in the Project; (ii) leadership and capacity development to respond to the challenges of revamping the TVET system; and (iii) improved data and information systems in the Ministries involved for better analysis, policy making and dissemination to the general public; and

Component 4 - *Communication Campaign* - will be used to finance a communication strategy to disseminate the objectives of the Project, promote the development and implementation of NVQ and CVQ, and to raise the overall profile of TVET in Barbados. In addition, materials will be designed to promote gender equality in TVET, that is, more women enter male-dominated and traditional trades and vice versa.

2. BACKGROUND

- 2.1. Barbados is a small island state with limited natural resources and as such must continue to maintain a highly trained human capital pool, attract and develop investment from its traditional markets, while attracting Caribbean companies by utilizing the opportunities that the CARICOM Single Market and Economy brings. The ability to create and enhance employment is conditioned not only by the business environment but also by the quality of skills available. Barbados has to evolve to become a place where workforce training is responsive to the requirements of the industry. Therefore, the focus of national development initiatives must be to create an enabling environment that is conducive to business development; and develop the necessary human resource capacity to support new entrants.
- 2.2. The thrust of the Skills for the Future Program has been on improving the employability of students who are focused on skills-based training and education. Additionally, the initiative has worked to ensure that systems of vocational education and training in Barbados are based on demand and within the framework of overall national socio-economic development policies.
- 2.3. The push for the adoption of a Competence Based Education and Training (CBET) paradigm, which involves the development and use of industry-based standards in training, has been a primary pillar of the Skills for the Future Initiative. CBET is a standards-based training system within which trainees are required to demonstrate attainment of pre-determined levels of competence under given industry conditions in order to be judged as having successfully completed training.
- 2.4. In Barbados, an apprenticeship programme is a formalised system of on-the-job training and is one of the most successful modes of training. It is dual in nature providing practical on-the-job training and theoretical training on a day release basis at an approved academic institution. This allows the apprentice to learn skills

and earn as they learn with practical, properly supervised, on-the-job training in occupational areas which require a high degree of skill and knowledge. The aim of the programme is to train persons to the level of competence required by industry and this programme usually lasts for two to three years. The BVTB is the only entity formally recognised to manage apprenticeship programmes.

- 2.5. This consultancy will focus on the assessment of internship programmes at the BCC and SJPP, and the apprenticeship system at the BVTB. Internships are commonly utilised at BCC and SJPP and the length of time and structure varies across programmes. Within the last decade, however, there has been an increase in the public confidence in the internship system which pairs the student with a meaningful industry experience. While this has been traditionally associated with trade skills, more “white collar” programmes are emerging in various disciplines.
- 2.6. The BVTB is also seeking to expand its outreach initiative, especially to include “white collar” occupations for their apprenticeship program. The need for this type of expansion has become more and more apparent as demands for traineeships and apprenticeships by employers have increased substantially over the years. Undoubtedly programme expansion will provide additional opportunities for training and retooling of persons within the local market place.

3. OBJECTIVE OF THE CONSULTANCY

3.1 General Objectives

- 3.1.1. Each institution will provide a full dossier of the institution’s on-the-job training programmes. These will include:
 - Standards
 - Curriculum
 - Sample student assessment
 - Background to the apprenticeship or internship programme

Based on the information provided, the consultant will work with each institution to complete an assessment of the existing “on-the-job training” systems at the BCC, SJPP and BVTB, and subsequently initiate a best practice analysis grounded in international benchmarks. The review should follow with recommendations on improving the effectiveness and efficiency of the systems already in place;

- 3.1.2. Furthermore, the Organisation for Economic Cooperation Development (OECD) in a review of TVET practices within many of its member states listed

the following common challenges that impact on effective and high impact apprenticeships.¹ They noted that:

The current economic crisis is making intense demands on the system to provide education and training for a sharply increasing number of people and poses serious challenges in particular to the apprenticeship system:

- Apprenticeships are limited to a narrow set of occupations. Workplace training is insufficiently used in many TVET programmes.
- Many of those looking after TVET students, in particular those in companies, lack pedagogical training.
- Weak literacy and numeracy are serious problems among many learners but problems are often not identified in time or adequately addressed.
- National training bodies are too large with multiple missions. Evaluations and data to assess its efficiency and effectiveness are lacking.
- Data on labour market outcomes are fragmented and research on TVET is scarce.
- The wide range of TVET programmes has not been systematically evaluated.
- Career guidance services are fragmented and weakly underpinned by information on labour market opportunities.

Utilising the international constraints identified above, the consultant would at a minimum assess the Barbados environment with special reference to the OECD observations.

- 3.1.3. This consultancy will examine the role of the internship system at the BCC and the SJPP, and assess how it may be compared to the apprenticeship system at the BVTB. In essence the consultancy will assess which value proposition has the greatest utility to the government of Barbados as a tool for economic growth, and assess what is the best way forward when comparisons are made with regional and international best practices and quality standards.
- 3.1.4. Lastly, many jurisdictions and publications are noting the rise of the “white collar apprentice.”^{2,3,4} This change goes against conventional practices especially within degree programmes, however, the trend is clearly being documented and becoming more prevalent. Subsequently, another objective of this consultancy is to advise on the extent to which the training institutions should be engaging in “white collar” apprenticeships and if feasible identify the best sector for it and the requirements to get a program

¹ Kis, Viktória (2009) Learning for Jobs: OECD Reviews of Vocational Education and Training: OECD, Ireland.

² Allen, Katie (2015) Rise of white-collar apprentices: Challenges conventional degree wisdom, **Guardian News**, UK.

³ Faragher, J (2014) Apprenticeships, learning and development, recruitment and retention, **Personnel Today**, UK.

⁴ Pozniak Helena (2015) The rise of the apprenticeship in white-collar professions, **HR Magazine**, UK.

3.2 Specific Objectives

- 3.2.1 Create a data review analysis from the following information:
 - the full dossier covering institutions' on-the-job training programmes;
 - the effectiveness and efficiency of the current Barbados Apprenticeship system at BVTB and the internship programs at the SJPP and the BCC;
 - the “roll out” of suggested new programmes ascertained via the business development plan consultancy; and
 - documentation on the probability and benefits of white collar apprenticeship programs at post-secondary institutions.
- 3.2.2 Plan and convene a series of three stakeholder meetings to determine the views of the role of apprenticeships and internship in economic development in the Barbadian context;
- 3.2.3 Complete a report that assesses the value and impact of “blue collar” apprenticeship or “white collar” apprenticeships vs. internships as a training mechanism; analyse the data from the last Continuous labour force sample survey (CLFSS) and other available datasets from the Barbados Statistical Service to assess the rate of return to apprenticeships;
- 3.2.4 Develop a framework for an apprenticeship programme and an internship programme at the mentioned institutions which consider benchmark practices as well as the mentioned constraints of the OECD observations. This framework will incorporate the parameters for the monitoring and evaluation of programmes and assessment by demonstrators/mentors in the workplace;
- 3.2.5 Develop an implementation plan inclusive of Human Resources and Financial Requirements to allow the modernization of “on the job training” programs in post-secondary institutions;
- 3.2.6 Execute one (1) training workshop at each institution geared towards consolidating best practices attached to apprenticeship and internship programmes. These workshops will be geared toward the administrators of the mentioned institutions as well as industry stakeholders.
- 3.2.7 Execute two seminars for students and industry stakeholders that will enhance their knowledge base in regards to the effectiveness of apprenticeship and internship programmes – to build awareness of the CBET education “culture shift” within these TVET institutions;
- 3.2.8 Create manuals for mentioned seminars and workshops to ensure continuity and sustainability for administrative staff at the mentioned institutions;
- 3.2.9 Produce a report that summarises all works carried out as well as recommendations for sustainability of apprenticeship and internship

programmes inclusive of the integration of new modules into newly developed programmes at the TVET institutions.

3.3 Deliverables

Product 1: A detailed work plan is required for implementation of the consultancy to be submitted within two weeks of signing the contract. This work plan should include a proposed process and timeline relative to the aforementioned objectives. The work plan should also be accompanied by a Gantt Chart outlining various milestones to be reached throughout the execution of this consultancy;

Product 2: Data review report on the assessment of the apprenticeship system utilised at the BVTB and the internship systems utilised at the BCC and the SJPP. The report should include challenges encountered in executing the abovementioned systems at relevant institutions as well as best practices in implementing the abovementioned systems;

Product 3: An impact study reporting on the feasibility of a white collar/blue collar apprenticeship programme versus Internship programmes at BCC and SJPP, and where the “best fit” are at the mentioned institutions. The study should be based on both secondary and primary information collected from all relevant stakeholders;

Product 4: a report on the best “on the job” training program (white collar/blue collar) that would benefit the visions of the SJPP, BCC, and BVTB. The program proposed must be tailored to the institution’s individual need to curve training to market demand and should also include an implementation plan inclusive of Human Resources and Financial Requirements to allow the modernization of “on the job training” programs in the abovementioned post-secondary institutions

Product 5: Submit programme manuals for each institution, outlining recommendations for the implementing tailored on the job training programme

Product 6: The facilitation of one (1) workshop at **each** post-secondary institution, geared towards best practices in the implementation of efficient on the job training program for respective institutions;

Product 7: A final report which summarises all activities performed throughout the consultancy and relevant workshops. The report should include recommendations for sustainability of modernised programs at the BCC, SJPP and BVTB.

4 CHARACTERISTICS OF THE CONSULTANCY

Type of Consultancy: Consulting Firm

Contract Type: Lump sum

Length and Duration: Nine (9) months, between November 2016 and July 2017

Place of Work Barbados

Qualifications and Experience: The consulting team will consist of the following individuals who will meet the following qualification requirements at a minimum:

Project Leader with:

- a Doctoral level qualification in education from an accredited institution;
- not less than seven (7) years' experience in the design and development and implementation of apprenticeship and internship programs
- demonstrable experience working with industry and institutions in the development of demand driven/Competency based education and training curricula;
- Working knowledge of the Barbadian Education system

One (1) team members with:

- post-graduate training in Education from an accredited university;
- not less than five (5) years' experience in curriculum design and development in demand driven training;
- working knowledge of apprenticeship systems within post-secondary institutions;
- working knowledge of the Barbadian education system.

One (1) team member with:

- post-graduate training in Education from an accredited university;
- not less than five (5) years of curriculum design, development in demand driven training
- Working knowledge of internship systems within post-secondary institutions
- Working knowledge of the Barbadian Education system

Research Specialist with:

- post-graduate training in economics, statistics and/or any other relevant social science
- a minimum of five (5) years' experience in the design, development and implementation of research methodologies within the education sector
- Working knowledge of the Caribbean education system

5. REPORTING AND COORDINATION

- 5.1 The consulting firm selected will report to the Programme Director, Programme Coordinating Unit, through the Director, Higher Education Development Unit.
- 5.2 The consultants' performance will be measured against the Deliverables contained within these Terms of Reference and within the contract between the Ministry of Education and the Consulting firm.
- 5.3 At the closing of the contract, the consultant's performance will be assessed by the BCC, SJPP and BVTB and the METI.

6. COMPENSATION

- 6.1 The consulting firm will be paid commensurate with the services required. The consultants shall their own arrangements to pay income tax and to meet any other statutory obligations arising from the Agreement.
- 6.2 The consultants will be paid in according to the following payment schedule:

Deliverable	Payment
Submission and approval of Product 1	15%
Submission and approval of Product 2 and 3	25%
Submission and approval of Product 4 and 5	30%
Delivery and approval of Product 6	20%
Submission and approval of Product 7	10%

7. CONFIDENTIALITY

- 7.1 Each consultant shall maintain full confidentiality of all documentation and discretion in the dissemination of results. The consultants may not utilize, without prior approval from the BCC, SJPP, BVTB and the METI, the information for presentations or studies related to this consultancy.