



REPUBLIC OF CAPE VERDE

MINISTRY OF DIGITAL ECONOMY

TERMS OF REFERENCE (TOR):

LEARN2EARN TECH SKILL-BUILDING PROGRAM

1. Background

The Government of the Republic of Cape Verde received funding of US\$20 million (\$20,000,000) from the World Bank to fund the implementation of the Digital Cape Verde Project (DCV) Project. The project will support the government's strategy to transform the country into a skills-based service economy, increasing its competitiveness and attracting more investment. The project seeks to accelerate and develop the country's digital economy through improved technological and digital infrastructure, in response to an increased demand for strengthened digital services leveraging new digital skills.

The DCV Project comprises three main components, namely:

- 1. Component 1: Favorable Legal and Regulatory Environment** with the aim of supporting the Government of Cape Verde in improving the regulatory environment for the development of the digital economy.
- 2. Component 2: Promote Digital Competitiveness** to better prepare individuals and companies across the country to be more competitive in the job market, to stimulate innovation and productivity.
- 3. Component 3: Improve the Governance of Public Services and Digital Markets** based on the principles of dematerialization to improve the governance of public services.

This ToR fits within the objective of Component 2 to support the Government of Cape Verde in its efforts to improve the capabilities of individuals in the country and the diaspora to be more competitive in the digital economy's job market. More specifically, Component 2 comprises eight projects that aim to foster a digital innovation and entrepreneurship ecosystem, transforming the country into Africa's Digital Hub. Among the eight projects depicted in the figure below, this ToR focuses on Project 4: Learn2Earn Skill Building, which aims to establish a national future-of-work business & technical program turning learners into earners.

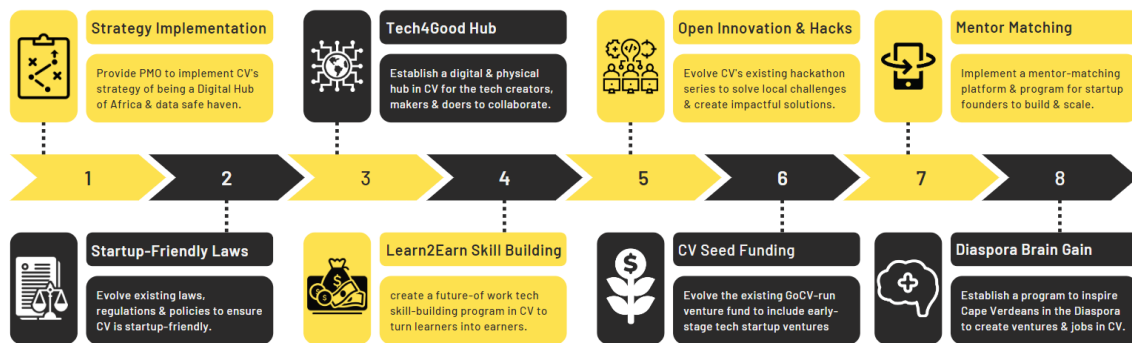


Figure 1: Component 2.3 Promote Digital Competitiveness Eight Projects List.

Gender-oriented interventions are critical for the project: Activities will be designed to reduce the gender gap in a typically male-dominated sector, like technology. These will include (i) mechanisms for overcoming social and gender norms in business operations through efforts to address internalized biases on the role of women in economic activities, as well as (ii) women-only networking opportunities, customized training, and childcare services, when appropriate. Similarly to women, interventions will set dedicated tracks for persons with disabilities, and displaced youth through specific awareness-raising campaigns, training, support programs, and fast-track access to project support.

2. Objective & Scope of Work

A. General Objective of the Assignment

The general objective of this ToR is to assist the government through the Ministry of Digital Economy (Ministério da Economia Digital - MED in Portuguese) – the Client, and the Special Projects Management Unit (Unidade de Gestão de Projetos Especiais - UGPE in Portuguese) of the DCV Project, in designing, implementing and managing a Learn2Earn Tech Skill-Building Program.

To support the implementation of the DCV Project, the Client seeks to: i) conduct a rapid assessment of Cape Verde's current tech skill-building ecosystem; ii) design the Learn2Earn Tech Skill-Building Program; iii) implement and manage the approved Learn2Earn Tech Skill-Building Program; and iv) develop and implement an outreach strategy for the Learn2Earn Tech Skill-Building Program to ensure maximum visibility.

B. Specific Objectives of the Assignment

The specific objective of this ToR is to assist the Client in preparing an end-to-end digital skill training program, integrating technical and soft skills¹ in greatest demand in the market, as

¹ **Soft Skills:** Soft skills are different from hard skills, which are technical in nature and job-specific. Soft skills are interpersonal and behavioral skills that help workers at their workplace and develop their careers. Commonly noted soft skills include effective communication skills, teamwork, and other interpersonal skills such as Problem-solving, Self-direction, Drive, Adaptability/Flexibility, Conflict resolution, Leadership, Research, or Work ethic, and Integrity. Employers look for candidates with soft skills as these skills are hard to teach and are important for long-term success.

vehicles and accelerators in access to jobs, creating the basic conditions for the success of participants' job development journey. More precisely, the project aims to:

1. Prepare youth participants with the relevant skillset for future jobs and provide the appropriate enabling entrepreneurship skillset to thrive in the digital economy;
2. Ensure learning journeys, training, and program encompass both business and technical elements;
3. Develop a locally relevant, interactive, gamified, and practical training program for learners to address real-world issues, think critically, and develop job-ready technical skills that further their ability to become earners;
4. Introduce pathways for income earning among rural and urban tech entrepreneurs or tech intrapreneurs;
5. Ensure learners have a solid and clear pathway to jobs with a high fill rate;
6. Provide account management excellence for the duration of the project;
7. Establish mechanisms to engage national training providers, both public and private, to guarantee the long-term sustainability of the training program.

C. Scope of Work

The Firm is expected to undertake, but is not limited to the following activities:

I. ACTIVITY 1: RAPID DIGITAL SKILLS ASSESSMENT

The rapid assessment would look at technical and soft skills in greatest demand in the market, including those conducive to remote work arrangements i.e., Online Gig Work². It would also assess the current capacity of national institutions to address those needs and provide information on the target population for tech skills development including women, persons with disabilities, and at-risk youth. It is anticipated that the rapid assessment would determine market gaps and appetite for digital skills in the national market and create a coherent vision at a regional and national level to design and implement the most relevant digital skills activities for the country.

The rapid assessment is key especially in a multi-island country like Cape Verde, with a small local market and population scattered across different islands, which needs to look at regional and international markets to expand the country's economy and growth. Regional integration and access to international marketplaces like those available under the Online Gig Economy, are a great opportunity for Cape Verde to reduce the country's brain drain, retain talent, and show that Cape Verdeans' skills could be monetized without having to leave their country. As a result, this monetization will contribute to the country's economic expansion without having to become part of the growing diaspora to improve their livelihoods (it is estimated that the Cape Verdean diaspora is up to five times the current population in the country).

² **Online Gig Economy:** The online gig economy is based on flexible, temporary, or freelance jobs, often involving connecting with clients or customers through an online platform (i.e., Upwork, Workana, Envato, Freelancer, Fiverr, Guru, PeoplePerHour, etc.) that acts as an intermediary between the hiring business and the freelancer.

The firm is expected to use mixed methods, including reviewing national strategies and reports, analyzing available data, including data from job-matching and online gig jobs platforms, and conducting necessary surveys, focus groups, and semi-structured interviews.

Activity 1 Deliverables:

Activity 1 includes, but is not limited to, the following deliverables:

1. **Rapid Assessment:** The Rapid Assessment will include, but is not limited, to the following sections:
 - a. Overview of demand and supply of digital skills across the public and private sector in Cape Verde including, but not limited to the following:
 - i. **Demand:**
 - Identify and describe national markets for services and employment among private and public sector entities, including Operational Nucleo for Information Society - NOSi, and digitally enabled industries, including those that are conducive to remote working arrangements.
 - The description of the markets should provide a market structure that maps business size, sector, location, and market dynamics. The firm should consider international employers, large regional firms that are driving digital transformation, and the smaller and micro businesses that benefit from that transformation.
 - Identify opportunity areas and the skills they demand, including leveraging current strengths found across public institutions and private sector firms, and including skills needed by entrepreneurs, technical workers, and business leaders.
 - Investigate and report where job opportunities through digital skills development exist in specific high-growth sectors with high demand for employment in Cape Verde, including, but not limited to tourism, banking, fintech, insurance sectors, agritech, healthcare, creative industries, and Online Gig Platforms.
 - Skills demand should be expressed in terms of occupations for digital industry-specific (entry-level to advanced and specialist) skills, and in terms of occupational standards for skills needed by digital workers in other industries, including relevant business or soft skills. The firm should propose an appropriate occupation and occupational standard taxonomy for the analysis.
 - Explore future demand trends through the development of several provisional scenarios and forecast analysis, clearly identifying market drivers and key factors of success.
 - Recruit and get commitments from potential local and/or international employers, including remote job boards and those related to the gig economy, who will serve as 'Placement Partners' and will recruit

graduates from the Learn2Earn Tech Skill-Building Program. The graduates can be placed with the placement partners in either full-time, part-time, freelance, or internships. Before the end of the program, the firm should collect placement requests of at least 1.5x to 2x the total number of participants enrolled in the program. This will increase the likelihood of graduates getting placed before/upon completion of the program.

ii. Supply:

- Provide a breakdown of the current and future workforce in terms of current skills compared to the demand, whether people are in employment, training, or education (or none of these), their geographical location, and the sector or sub-sector (for employed people). The firm should also assess barriers to access by identifying vulnerable groups and women.
 - Assess the capability of national and regional institutions and initiatives that support the development of identified digital skills, whether through training, coaching, mentoring, and providing guidance or other means.
 - The firm should list institutions/initiatives identifying whether they are public or private sector, and discuss strengths, weaknesses, and development needs for each. The firm should comment on current use, trends, and acceptance of digital credentials, and note where employers cite specific qualifications or credentials as an accepted industry norm for identified occupations.
 - In addition to digital skills development institutions and initiatives, the firm should map the most relevant mechanisms that assist supply to reach market demand, including those that facilitate remote working opportunities to individuals/teams with digital industry-specific advanced and specialist skills and those that link digitally enabled workforce to find employment opportunities within sectors that are experiencing a digital transformation.
- b. Rapid overview of market failures in the labor and training market, e.g., information asymmetries (skillsets needed in the economy), negative externalities (high turnover reduces incentives to invest in training), local market structure (lack of training providers or a small number of training providers/employers dominate the market), etc.
- c. Assessment of ways to engage the private sector players, who will benefit from a bigger supply of skilled workforce due to project activities, and ways to engage national training providers, both public and private, establishing partnerships with them, to guarantee the long-term sustainability of the program.
- d. Recommended strategies to build a skills-to-jobs pipeline in Cape Verde, including intervention/investment strategies with proposed rank-ordering and regional synergies and cooperation opportunities within the project context, including:

- i. Modalities for program delivery, including considerations of whether they should be delivered face-to-face, virtually, or in a hybrid format;
- ii. Frameworks to combine technical and soft skills as needed and tailored to trainees' profiles;
- iii. How the skills-to-jobs pipeline might be improved through revamped careers advice, internships, and work experience, improved use of labor market information, or other tactics.
- iv. How the national labor markets, or access of nationals to regional and international labor markets, can be improved through better use of job-matching platforms, greater support to online gig platforms workers, improved international labor agreements or conventions, or other tactics.

II. ACTIVITY 2: DESIGN, IMPLEMENT, AND MANAGE THE LEARN2EARN TECH SKILL-BUILDING PROGRAM

The firm will leverage the rapid assessment from the first activity to design, in collaboration with the Client (UGPE, MED), Ministry of Education to be consulted, a national digital capacity training program i.e., Learn2Earn Tech Skill-Building Program. The program design must indicate exactly what is expected of trainees and trainers, providing tools and mechanisms for developing digital and entrepreneurial skills and monetizing the trainees' skills while fostering the development of soft skills amongst them. The program design should capitalize on previous World Bank experiences like the Project Click-On Kaduna (Nigeria) and Women in Online Work (Kosovo), taking advantage of the lessons learned and the successful training methodologies applied, which resulted in more successful online workers with higher ratings in the online gig platform (thus increasing their odds of successfully bidding for projects), higher earnings and more sustainable and long term impact (please see Annex 1 for additional information on these two projects and other online gig jobs reports, including other project experiences, trends in the online gig job industry and barriers online gig workers face).

As per Click-On Kaduna and Women in Online Work project lessons learned, the program design must carefully consider implications for female trainees and persons with disabilities. Different studies show that technology can represent a great opportunity for women, but also a potential risk. Under the right conditions, it allows for greater communication and partnership and, in many cases, provides opportunities for flexible working practices that help empower women. Likewise, it is recognized that ICTs can be of help to persons with disabilities.

It is therefore essential that the program includes a holistic understanding of these requirements, making it a key element of the Learn2Earn Program design, incorporating flexible schedules, day-care services, and motivational speeches by successful women entrepreneurs and professionals, as it was done in Click-On Kaduna and Women in Online Work. Another key element for the program's success is the outreach campaign and selection of candidates' framework, which will contribute to talent identification and pipeline creation for the training program. The outreach campaign must seek maximum awareness across all islands, including collaboration with key universities, media outlets, influencers & other entities relevant for engaging youth interested in tech skill-building.

The program design will include:

- Detailed program concept including the objectives, activities and work plan:
- A detailed operational plan, including a detailed communication strategy and plan for the project external communication and campaign, the application collection and selection process, the required platform(s) to support the delivery of the program, monitoring and evaluation framework, strategy for creating an operation manual for the project, among others;
- Required resources, infrastructure, and expertise to deliver the program, including potential PPP elements;
- Strategic partnerships, including partnerships with potential talent employers (Placement Partners), and with relevant international Online Gig Platforms like Upwork, Andela and Workana;
- Cost structure and sustainability considerations, including key risks and mitigation strategies.

These should be based on an analysis of supply and demand from the first activity, as well as regional and global best practices, with a special focus on the lessons learned by Click-On Kaduna and Women in Online Work World Bank Projects.

Once the Learn2Earn Tech Skill-Building Program design has been approved by the Client and UGPE, the firm will be responsible for implementing and managing the program until August 31, 2025. After this date, the entire program, materials, M&E results, and Operations Manual will be transferred to the Client and UGPE. During program implementation, the Client aims to reach a minimum of 1,050 trainees by August 31, 2025, in 3 different cohorts (i.e. 350 participants per cohort) with a 50% target of women participation. Job placement is a key indicator for the program, with an objective of reaching 80% of graduates securing jobs³ and/or creating a startup because of the three-month program after graduation of each cohort. Therefore, in addition to online gig jobs, the firm is expected to collaborate with local, regional and/or international employers to facilitate career fairs and other means of placing graduates into roles, and with existing start-up ecosystem players to facilitate the process for those participants interested in creating startups. Program implementation would also count on the support of local partners, such as the private sector, academia, civil society, and the diaspora. All support would need to comply with the World Bank's social and environmental safeguards policies.

Kindly note that while the Client has a preference for an in-person training delivery format, the Client is open to reviewing and adopting any justifiable training format proposed by the firm. Hence, the firm is free to design and come up with new proposals to achieve the desired target of training and placing 1,050 youths within the strict implementation timeline.

Activity 2 Deliverables:

The activity includes, but is not limited to the following deliverables:

1. Learn2Earn Tech Skill-Building Program Design

³For this ToR the definition of employment goes beyond the traditional definition of a 9 to 6 job in a specific job location. For monitoring purposes, being employed means developing any activity to produce goods or services for pay or profit, including remote and virtual work.

a. Identify Target Participants:

- i. Target groups are defined in terms of what their access needs are.
- ii. Summary of the career-related competencies for priority sectors.

b. Program Objectives:

- i. Articulate what must be delivered to make program participants work-ready and support business and public agencies.
- ii. Include occupational standards, educational outcomes, qualifications and credentials, coaching outcomes, level and training duration, business, and employment outcomes, as necessary.
- iii. The above mapped to agreed frameworks, taxonomies, and qualifications.

c. Resources and Infrastructure:

- i. Map and categorize existing digital skills resources and infrastructure needed for program delivery, including those that require adjustments, and identification of any missing resources needed to address gaps.
- ii. Identify local training providers and mechanisms to partner with them and contribute to curriculum development.
- iii. Define how the training and coaching will use available infrastructure to reach beneficiaries (tailored to their circumstances).
- iv. Recruit placement partners to offer job placement to program graduates.
- v. Identify platforms for job-matching and online gig work.
- vi. Incorporate long-term sustainability by building the capacity of local training centers where possible.
- vii. Explore different business models. See if PPPs can be leveraged to increase access to training.
- viii. Create working groups/institutional arrangements for collaboration between the public/private sector, academia, and civil society.

d. Activities and Key Processes: Detailed description of key activities and relevant processes, including the articulation of necessary resources, institutional stakeholders, and individual roles involved, with a special focus on outreach campaign, application process, and selection of candidates:

- i. **Application Campaign:** The firm will develop the outreach campaign for the training program (i.e. for each of the three cohorts), including the application form and eligibility criteria to be approved by the Client and UGPE. The outreach campaign for each cohort must seek maximum awareness across all islands, including collaboration with media outlets, key universities, influencers & other entities. The eligibility criteria would

include at minimum: (i) being a Cape Verdean national with an Identity Card, or other relevant form of identification, attached to the application; (ii) having attained secondary education or above; and, (iii) having the form fully completed and submitted on time. The application form shall be available in digital format through a dedicated website containing information about the Learn2Earn Tech Skill-Building Program and overall DCV Project. The firm would propose which validation/identification documents to be attached to the application and facilitate the submission of such documents and application forms, both online and offline.

- ii . Selection of Trainees:** Following the application campaign, the firm would identify eligible applications for each cohort according to established criteria. The firm would examine, through a systematic semi-formal process, all eligible applications received by using an internal selection team/evaluators, ensuring that names, contacts, and locations of candidates are not disclosed, in strict compliance with the standard selection criteria approved by the Client and UGPE. Out of the total national applications, 350 candidates per cohort for 3 cohorts will be selected to attend the Learn2Earn Tech Skill-Building Program. Half of those selected should be women. Concerted efforts need to be made to reach all islands in Cape Verde. The firm will facilitate access to the training program to trainees from outside Praia through stipends or similar mechanisms. Disbursement of these stipends must be closely monitored and made available upon fulfillment of pre-defined attendance and passing ratios.
- iii . Learn2Earn Tech Skill-Building Program:** The three-month training would include training on the opportunities available through the digital economy, infusing the concept of online work and how participants don't need to leave their country to access a growing array of job opportunities. More specifically, as per the programs implemented in Click-On Kaduna and Women in Online Work, the program will focus on training the participants on how to work online, expose them to the biggest platforms available both internationally and regionally, guide them on how to design and set up a digital profile, and coach them on how to negotiate with potential Clients. This program will combine both technical⁴ and soft skills. The objective is to increase the odds of program trainees to succeed in a highly competitive market like the online gig economy. However, as described in the job placement section below, the training program will prepare trainees not only for online gig jobs but also for non-online gig jobs (i.e. private sector jobs in Cape Verde or the region through internships or other mechanisms to secure public sector jobs at institutions like NOSi). The firm will also need to define the M&E framework to monitor and verify outcomes/impact, which will be key during program implementation.

⁴Please note that in the case of technical skills, the training program isn't intended to teach coding from scratch, but rather leverage the skills trainees already have, and use the program to expose trainees to coding languages more on demand, resources available online to develop specific skills, among others. This is why the application campaign and selection process are fundamental to guarantee that the better suited profiles are selected for the program.

- iv. Job Placement:** Define the tools and approach to promote trainees' placement in the marketplace with local and/or international employers, including Online Gig Platforms, and with startup ecosystem players.
 - Define KPIs for placement assessment (i.e. 80% of graduates);
 - Report job fill rate and startups created as a result of the program;
 - Evaluate existing challenges and ways to overcome them;
 - Provide a set of individual and customized recommendations to improve placement performance in the program;
 - Define information storage and access rules.

e. Strategic Partnerships:

- i.** Strategic partnerships needed for program delivery and sustainability, varying from communication (including traditional local and international media organizations or social media) to placement partners and international Online Gig Platforms like Upwork, Andela, or Workana.
 - ii.** These could include recommendations to create partnerships between the Republic of Cape Verde and local/regional/international institutions that include but are not limited to coaching, training, and job facilitation.
 - iii.** These partnerships must explore ways for the private sector to support the program, including industry, academia, entrepreneurs, investors, etc., contributing to the long-term sustainability of the training program.
- f. Operational Plan:** The firm will outline the key objectives and goals and how to reach them. The operational plan will include short-term and long-term goals in a clear way so that the UGPE knows its responsibilities and has a clear understanding of what needs to be done.
- g. Cost Structure and Sustainability Considerations:**
- i.** Definition of program budget over 13 months.
 - ii.** Identification of the links and interfaces that will ensure sustainability and adaptation to change.
- h. Key Risks and Mitigation Strategies:** Develop a risk management plan, identifying potential risks and their corresponding mitigations.
- i. MED Working Groups:** The firm would prepare working groups with MED and key ecosystem stakeholders (i.e. PRO EMPRESA, Cabo Verde Digital) to review the design and implementation of project activities. The working group should be organized at the beginning and end of each training cohort.

- 2. Implementation of the Learn2Earn Tech Skill-Building Program:** The firm will be in charge of delivering the three-month training program to the trainees selected for each cohort, for a total of three cohorts, including preparing all relevant training materials and sessions structure for trainees to improve their skills, employability, and earnings by the end of the

training program. Program implementation will include the following activities and reports:

- a. **Implementation Framework:** The implementation plan must include a framework that reflects the considerations of the socioeconomic circumstances of target beneficiaries, training capacity, and any barriers that might affect access. The framework will also include modalities for program delivery, mechanisms for stipend allocation, or how skills-to-jobs pathways might be improved over time, applying lessons learned to subsequent cohorts.
- b. **Learn2Earn Tech Skill-Building Program Progress Report and Monitoring:** The firm would track the development of the trainee part of each of the cohorts, including close monitoring of their employability and earnings post-graduation. During the application campaign for each cohort, the firm would report weekly and monthly to UGPE on the progress of the outreach campaign and application and selection processes. The firm would ensure that information and data collected are managed securely and that personal data is kept safely.
- c. **Learn2Earn Tech Skill-Building Program Databases:** The firm would create a database of all applications received at the end of the different awareness campaigns, a database of all selected candidates for the training program, and a database of all program graduates (per cohort). These datasets would include administrative and demographic information, contact information, professional profiles, and technical score assessments of each candidate, etc.
- d. **Learn2Earn Tech Skill-Building Program Partnerships Report:** The firm would prepare a report on the partnerships established in the context of preparing and delivering the training program. The total number of partnerships would be approved by the UGPE. The report would include formal partnership agreements signed, details of the agreements reached, and lessons learned.
- e. **Learn2Earn Tech Skill-Building Program Graduates Roadmap:** The firm would design a roadmap for the program's graduates, which would include milestones and guidelines for each graduate to transition from training completion to the job market.

III. ACTIVITY 3: OPERATIONS MANUAL FOR THE LEARN2EARN TECH SKILL-BUILDING PROGRAM

The firm will be in charge of designing the Operations Manual for the Learn2Earn Tech Skill-Building Program, which would specify all operational rules and requirements to enable satisfactory performance of training program processes, functions, and objectives. The document would cover all aspects related to program design, dissemination, communication, logistics, and monitoring. The Manual would include a clear model of governance, integrating lessons learned from other projects like Click-On Kaduna and Women in Online Work, and clear guidelines on compliance with environmental and social safeguards. The implementation timeline would depict the resources and processes that will be used for each phase and activity, as well as foresee risks or challenges during implementation. The Operations Manual would also clarify in advance the selection criteria, information on selected applicants, and disbursement

mechanisms.

Activity 3 Deliverables:

The activity includes, but is not limited to the deliverable below:

1) Operations Manual, including inter alia:

1. Technical operations (training program, eligibility criteria, selection mechanisms, training platform, duration of program);
2. Administration (information systems, financial management, accounting, audit, risk management);
3. Governance structure and responsibilities;
4. Reporting and working with government counterparts;
5. Templates for operational forms, including application process, selection process, and reporting;
6. Framework for monitoring and evaluation and for stipend mechanisms;
7. Scope of strategic partnership with external parties (e.g., industry associations, ecosystem players, corporate organizations); and
8. Social and environment assessments and mitigation plans.

IV. ACTIVITY 4 – COMMUNICATION STRATEGY

The firm will be responsible for designing a promotion, marketing, and communications strategy for the Learn2Earn Tech Skill-Building Program. The strategy will ensure maximum visibility among target participants, private sector operators, organizations, academia, startups, diaspora, and individuals who could apply to participate in the different program activities.

The firm will leverage the strategy to design and implement a holistic communication plan with detailed actions to promote and position the program activities. The communication plan would consider multiple channels and formats, including traditional and social media, with a focus on direct marketing to platforms identified to meet the criteria to participate in the DCV Project. A substantive communications strategy would be made possible through strategic institutional partnerships.

Activity 4 Deliverables:

This Activity includes, but is not limited to, the following deliverables:

1. **Develop and Execute Communication Strategy and Plan:** The firm will develop and present a communication strategy and plan that will be implemented for the entire assignment of this ToR. The strategy will also include details on awareness strategies and a report on the partnerships established in the context of preparing the awareness campaign. The firm will need to capture and report a database of all means of

communication, their evolution, and receptivity (impact, views, reach, etc.). The firm will deliver the database, tests of production and dissemination of the information, promotional materials, evidence of implementation of the events, and awareness sessions of the strategy. All these elements under implementation by the firm would need to be approved by the Client, UGPE, and the World Bank.

2. **Report on the Mobilization Process of Women Entrepreneurs:** Under the communications strategy and plan, the firm would need to closely monitor female participation, and prepare a report documenting the number of women reached, the agreements established with female businesses, associations, NGOs, and others to increase the outreach of the communication plan, and the expected results of that effort.

V. ACTIVITY 5: GRIEVANCE REDRESSAL MECHANISM (GRM)

Compliance with the World Bank Group Environmental and Social Safeguards requires the establishment of a Grievance Redress Mechanism (GRM). The firm to be hired must develop and implement a GRM in accordance with international best practices, in order to ensure those candidates, trainees, trainers, partners, and other interested parties can raise complaints, and that complaints are handled in the most appropriate manner. The GRM would need to be made available transparently in a variety of media (paper, electronic, etc.) The GRM will ensure that complaints received are promptly analyzed and dealt with in a timely manner. The firm to be hired would need to develop a process to adequately respond to complaints. This process, as well as the means by which people can express their concerns, would require the approval of the ME, the UGPE, and the World Bank⁵.

Deliverables Activity 5:

This activity includes, but is not limited to the deliverable below:

1. **GRM, including, in particular:**
 - a. Grievance Redress Strategy that allows easy access and confidentiality to those who complain. The firm will present evidence of the implementation of this strategy.
 - b. Report on the number of complaints received and processed. The firm will prepare a report of complaints received throughout the program, how they were handled, as well as their status at the end of the program.

3. Reporting Requirements

Inception Report

⁵Individuals affected by the project can also present their complaints to the Independent Inspection Panel, which determines whether there has been or may be harm resulting from the World Bank's failure to comply with policies and procedures.

An Inception Report and a detailed Work Plan is required within 2 weeks after the signing of the contract. The Inception Report would update the methodology and the work program, including deployment of personnel that would be included in the firm’s proposal and used as a basis for agreed pricing, noting the changes and detailing any difficulties encountered, together with a proposal on how they may be overcome. The Client would review and comment on the Inception Report and provide final acceptance. The Firm’s established Work Plan may be revised from time to time, but acceptance by the Client would need to be requested each time.

Progress Reports

The Firm would report on the implementation progress of the Project to the Project Coordinator at the Client through interim reports every two weeks. The interim reports would include project implementation status (description of the activities for the period and comparison of progress of work with the projected work plan), updated work schedule, major issues, and proposed corrective actions. All progress reports from the start to midway into the project will be consummate to form a midterm report. The reports would be in English and Portuguese.

Completion Report

A Completion Report at the end of the assignment would be submitted immediately after activities have been completed and would summarize the activities and approach/methods used during the assignment, including a brief section on recommendations. A detailed documentation of lessons learned should also be gathered through the implementation and be consummate into a concise document (sample [here](#)) to contribute knowledge as a global good for and to support the implementation of similar projects in the future.

4. Deliverables, Timeline & Payment

The selected firm must carry out the project within 9 months from the date of signing the contract. The following remuneration schedule is set for each part of the contract. Bidders should adhere to these in their proposals, within the total budget given. Deliverables completed per the remuneration schedule will be approved by the Client, after which invoices may be submitted for payment as per the remuneration schedule below:

Deliverables	Schedule	Payment (After approval)
D1: <ul style="list-style-type: none"> ● Inception Report with precise planning of the project. This should include detailed work plans and implementation schedules for the program (Cohort 1 - 3) ● Detailed Communication Strategy and Plan 	Signing of contract + 2 weeks	10%

<p>D2:</p> <ul style="list-style-type: none"> ● Project Q1 Report ● Rapid Digital Skills Assessment ● Operations Manual Strategy ● Grievance Redress Strategy ● Draft Design Learn2Earn Tech Skill-Building Program ● Final Design Learn2Earn Tech Skill-Building Program 	<p>Signing of contract + 10 weeks</p>	<p>20%</p>
<p>D3</p> <ul style="list-style-type: none"> ● Implementation of Learn2Earn Tech Skill-Building Program – Cohort 1 ● Application and selection for Cohort 2 & 3 ● Draft C1 Report ● Draft Operations Manual ● Project Midterm Report 	<p>Signing of contract + 22 weeks</p>	<p>20%</p>
<p>D4</p> <ul style="list-style-type: none"> ● Final C1 Report ● Implementation of Learn2Earn Tech Skill-Building Program – Cohort 2 & 3 ● Draft C2 & C3 Reports ● Final Operations Manual ● Final Report on the mobilization process of women participants 	<p>Signing of contract + 34 weeks</p>	<p>20%</p>
<p>D5</p> <ul style="list-style-type: none"> ● Final C2 & C3 Report ● Final Operations Manual ● Report on the number of complaints received and processed ● Project Closeout/Completion Report 	<p>Signing of contract + 36 weeks</p>	<p>30%</p>

5. Qualification Criteria

For contracting purposes, firms interested in providing this consultancy service must meet the following requirements:

- **Proven Experience:** The firm must have at least 5 years of proven experience in delivering future-of-work curriculum, content, learning journeys, and job placement for technical careers. As described throughout this ToR, the training program should not be only technical, as youth requires much more than knowing how to code to be prepared for the future of work i.e., soft skills.
- **Specialization in Hybrid Training Programs:** The firm should be experienced in delivering both in-person and hybrid learning. The firm should also have experience working on similar projects in small island states, developing nations, and/or in Africa.

- **Soft Skills Specialization:** The firm must have specialists who can effectively integrate soft skills into the training program.
- **Multidisciplinary Team:** The firm must have a multidisciplinary team made up of experts as cited below. This will ensure that the training program is holistic and meets the needs of trainees.
- **Local and Multilateral Knowledge:** Knowledge of the local context, Cape Verde's digital skills ecosystem and the specific needs of trainees and the digital skills community should be considered as advantages when choosing and selecting applications.
- **Student-Centered Approach:** The firm must adopt a student-centered approach, ensuring that the training program is relevant, engaging, and suited to the needs of students/trainees.
- **The firm is strongly encouraged to partner with a local Cape Verdean firm resident in Cape Verde for the implementation of this ToR. Such partnership will be valued as it would ensure that the firm has on-ground support, local expertise and experience, good knowledge and understanding of the cultural context and startup ecosystem in Cape Verde. A firm partnering with a local Cape Verdean firm must annex a signed partnership agreement with the local firm to the technical proposal.**

Team Composition: The team must consist of the following experts, at the minimum:

- Team Lead (1);
- Lead Tech Skills Expert (1);
- Lead Business and Soft Skills Expert (1);
- Platform Developer (1);
- Community Engagement Lead (1).

TEAM LEAD

The team leader must have the following skills:

- Higher education in ICT, ICT Engineering, or related areas;
- At least 5 years of experience in designing, implementing and managing future-of-work curriculum, content, learning journeys, and job placement for technical careers;
- At least 5 years of experience in designing and implementing teaching and learning projects;
- At least 5 years of experience as a project manager and ability to lead and motivate teams;
- Ability to communicate and articulate with different audiences;
- Capacity for analysis and synthesis;
- Ability to work, lead and produce reports;

- Ability to adapt to new situations;
- Fluent in English and Portuguese, both oral and written.

LEAD TECH SKILLS EXPERT

The lead tech skills expert must have the following skills:

- Senior tech educator with multi-country experience enabling youth to transition from learners to earners.
- At least 3 similar assignments related to tech skill-building that also encompasses future-of-work skills.
- At least 5 years of proven experience bringing learners together physically and virtually.
- At least 5 years of proven experience with the ability to work remotely as required.
- Excellent command of both written and spoken English.
- Knowledge of Portuguese is required.
- Excellent communication, presentation and reporting skills.

LEAD BUSINESS & SOFT SKILLS EXPERT

The business and soft skills expert must have the following skills:

- Senior business educator with multi-country experience enabling youth to move from learners to earners.
- At least 3 similar assignments related to business enablement and soft skills development.
- At least 5 years of proven experience bringing learners together physically and virtually.
- At least 5 years of proven experience with the ability to work remotely as required.
- Excellent command of both written and spoken English.
- Knowledge of Portuguese is required.
- Excellent communication, presentation and reporting skills.

PLATFORM DEVELOPER

The platform developer must have the following skills:

- Senior developer with multi-country experience enabling youth via gamified and interactive platforms.
- At least 3 similar assignments related to tech skill-building that also encompasses

utilization of a learning platform.

- At least 5 years of proven experience bridging the virtual divide to create an interactive and fun learning experience.
- At least 5 years of proven experience with the ability to work remotely as required.
- Excellent command of both written and spoken English.
- Knowledge of Portuguese is required.
- Excellent communication, presentation and reporting skills.

COMMUNITY ENGAGEMENT LEAD

The community engagement leader must have the following skills:

- Digital community and social media manager with the ability to target youth to take part in youth skill-building activities and scholarships.
- At least 3 similar assignments related to encouraging youth to take part in fully funded tech skill-building opportunities.
- At least 5 years of proven experience bringing awareness, excitement and applicants to apply and share with their friends in an organic fashion to create FOMO across relevant audiences.
- At least 5 years of proven experience with the ability to work remotely as required.
- Excellent command of both written and spoken English.
- Knowledge of Portuguese is required.
- Excellent communication, presentation and reporting skills.

6. Organization of the Assignment

The work carried out by the firm must correspond to the above objectives and the vision presented in this ToR.

The selected firm shall undertake the assignment in close consultation with the different entities that comprise MED (i.e. DGTED) and in collaboration with the General Directorate for Employment and Cabo Verde Digital.

The firm will report to Unidade de Gestão de Projetos Especiais (UGPE) for contract administration.

The firm to be hired must present a work methodology with the following principles:

- Ensure effective communication between the firm and the MED and UGPE team;
- Ensure a common understanding of the work expected;

- Be flexible in managing expectations and adjusting process flows;
- Be able to anticipate and manage project risks.

The methodology must be adapted in order to achieve the Client's objectives within the established deadline and guarantee high-quality outputs.

The Special Projects Management Unit (UGPE) intends for the contract to be executed within a framework of trust between the parties, in order to facilitate the availability and use of information necessary for the exclusive purposes for which it was made available.

The reference workplace will be at the TechPark CV, in Achada Grande Frente, in Praia, Cape Verde.

The reports must be developed in Portuguese and English, and the outputs must be sent to UGPE and the Client in English and Portuguese, in digital format, and PowerPoint for presentations.

In addition, the firm may obtain the assistance of a local legal expert with demonstrated legal experience in the sub-region and management experience in similar projects for issues on training certification standards and international rules.

7. Contract Type

A lump sum contract shall be signed, payments of the firm remuneration are linked to approval of deliverables, and the payment of reimbursable expenses will be made upon presentation of the receipt of the expenses incurred at the real cost.

8. Intellectual Property

MED will be the legitimate owner of all intellectual property resources associated with this ToR and will have all rights to the ways in which it can use these same resources. The developed training program and all related materials and data will be the exclusive property of MED or any agencies designated by it, and the contracted firm will not have the right to commercially use or apply the developed training program elsewhere.

Annex 1: Online Gig Jobs Resources

1. **Digital Jobs for Youth in Fragile, Conflict and Violence (FCV) Settings Lessons from the Click-On Kaduna Pilot** <https://www.s4ye.org/sites/default/files/2020-01/S4YE%20Knowledge%20Brief%207%20-%20Digital%20Jobs%20for%20Youth%20in%20FCV%20Settings%2C%20Click-On%20Kaduna%20%28Final%29.pdf>
2. **Women in Online Work (WoW) Pilot** <https://www.s4ye.org/sites/default/files/S4YE%20Digital%20Jobs%20Case%20Study%20-%202018.%20WoW%20Kosovo.pdf>
3. **Working Without Borders: The Promise and Peril of Online Gig Work** <https://www.worldbank.org/en/topic/jobsanddevelopment/publication/online-gig-work-enabled-by-digital-platforms>
4. **Is Online Gig Work an Opportunity to Increase Female Labor Force Participation?** <https://thedocs.worldbank.org/en/doc/dbac4cf69f83710414ce9848b0373525-0460012023/original/2-Short-Note-Series-Exploring-Gender-Aspects-Final-Version.pdf>
5. **The demand for online gig workers** https://documents1.worldbank.org/curated/en/099112123072531052/pdf/P1773020a74991068097450f0047cedc306.pdf?deliveryName=FCP_1_DM202199
6. **The Power of E-Work: Creating Opportunities for Young Women in the West Bank and Gaza** <https://www.s4ye.org/sites/default/files/2020-01/S4YE%20Knowledge%20Brief%208%20-%20E-Work%20Opportunities%20for%20Young%20Women%20in%20Gaza%20%28Final%29.pdf>
7. **Digital Jobs for Youth: Young Women in the Digital Economy** <https://www.s4ye.org/sites/default/files/2018-11/S4YE%20Digital%20Jobs%20Report%20-%20Executive%20Summary%20-%20FINAL%20%28For%20Printing%29.pdf>
8. **Digital Jobs for Youth with Disabilities** <https://www.s4ye.org/sites/default/files/2021-02/S4YE.Digital.Jobs.for%20youth.with.disabilites.FINAL.02.23.2021.pdf>