

REQUEST FOR CONSULTANCY SERVICES Service Contract (SC)

“Gender-Sensitive Research on skills development provision through non-public training in Tourism, IT and BPO Sectors in Albania”

Project Unit: RisiAlbania – Partner for Growth
Project: “Making the Labor Market work for Young People” supported by Swiss Development Cooperation
Location: Tirana
Estimated duration: September - October 2021

Deadline to submit Application: 3rd September 2021, 15:00

1. Background

RisiAlbania is an innovative youth employment project supported by Swiss Agency for Development and Cooperation (SDC) in partnership with the Ministry of Finance and Economy and implemented by a consortium consisting of HELVETAS Swiss Intercooperation and Partners Albania for Change and Development.

Currently the project is implementing phase II, lasting four years: November 2017 to October 2021. The overall goal of the project in phase II is to contribute to an increase in employment opportunities for young women and men (age 15-29) in Albania in a socially inclusive and sustainable way. This goal will be achieved through: (i) enhanced growth and job creation by the private sector in three selected subsectors (agribusiness, tourism, and ICT), (ii) improved career guidance and job intermediation services and (iii) improved and developed skills of young women and men through market-oriented private non-formal skills training programmes.

The agro-processing, tourism, IT and BPO sectors have been identified with great potential to grow and to create employment for the youth. The businesses of these sectors consistently identify low and non-appropriate skill levels amongst the labour force as one of the key constraints to business growth.

Under the third component, during the phase II project was focused on improving the skills of young people through improving the quality of non-formal training opportunities in Tourism, IT and BPO, available to young people¹. Non-formal training in Albania, especially in the areas of tourism, IT and BPO offers young people opportunities to quickly develop skills linked to the requirements of employers.

¹Non-formal education or training refers to learning which takes places outside of formal learning environments - such as schools, TVET colleges, and universities - but within some kind of organisational framework (i.e. the training does follow some form of curriculum and syllabus and may or may not have accreditation or certification).

In partnership with:



Implemented by:



For this purpose, RisiAlbania partnered with non-formal training providers supporting them to improve their training offers to young people interested in developing careers in the tourism and IT, BPO sectors. In particular, RisiAlbania support focused on testing business models and innovations, building capacities and knowledge on course development, innovative ways of delivering training (online and blended learning) and improved cooperation with employers and key public players. An important innovation under this component has been the piloting of sectoral skills committees (SSCs), a formal mechanism which allows industry and actors in the education and training system to coordinate more effectively qualification, knowledge, and skills that industry needs

Currently at the end of the Phase II, RisiAlbania is interested to look at the development and changes triggered by Project intervention at the level of the non-formal training provision market in the recent years/last 4 years (2018 – 2021) and how this training market is affected by COVID-19, to identify emerging opportunities to support non-public skill providers to improve their offer.

2. Objective of the consultancy

The purpose of this consultancy assignment is to provide a gender sensitive assessment of the non – formal skills supply for tourism and IT and BPO sectors. The purpose is to provide a comparative analysis of the current situation with the one assessed by the survey that RisiAlbania undertook at the end of 2017. The purpose is to identify for each of the target sectors, the skills that are supplied at the present time by sectors' relevant training providers, how are the needs for these skills determined and articulated in their offers. The analysis will focus on the interaction between the private sector and private training providers and analyse the channels used for this interaction. In addition, the research will examine whether equal opportunities in non-formal training are offered to both young women and men, respectively marginalised groups.

The results and recommendations of this survey will serve to assess the changes in the non-public training market in IT, BPO and Tourism during the last four years since RisiAlbania has intervened, and to identify other potential entry points that can provide innovative content and delivery methods, to continue improve the supply of non-public training programs to meet market demand and increase employment of young people.

3. Expected Output:

The research should assess skills supply by the private training market in each of the target sectors, which are defined below:

- Tourism, catering and hospitality sectors.
- ICT, including IT services, Telecommunications and Business Process Outsourcing sector.

For each of the sectors mentioned above, research will include: A) Assessment of private skills training providers and their programs; B) Analysis of constraints of the current situation and the impact of COVID-19 to training providers business models C) Comparative analyses of the current situation with one analysed by Risi research in 2017, to assess the changes at

In partnership with:



Implemented by:



training market level that can be attributed to Risi intervention during the last 4 years; D) Conclusions and recommendations on how to further improve the provision of demand-oriented private non-formal training programmes.

A) Assessment of private non – formal training providers and their programs.

- Carry out and provide a mapping of all types of non-formal training providers, including non-formal private skill providers, NGO providers, in-house training companies, etc.
- Describe the training programs and learning methodologies provided by private providers, the occupation and qualification levels, and related certifications, and determine how many of the graduates found employment (or were already employed while attending the training) and the average time required to find employment upon completing the training. Identify if there have been any innovations introduced recently related to the content and business model.
 - Identify if there has been an increase or decrease in the numbers of graduates from these programs and the number of graduates that found employment (or were already employed while attending the training) and evaluate/navigate the attribution.
- Assess value added services like CG, intermediation, skills assessments offer by Training Providers for their enrolling trainees and graduates
- Determine the level of economic viability of skill training providers and their capacity to develop/add on new skills training programs/learning methodologies. Assess if and how these capacities have been affected recently.
- Describe the approach on which training providers are based to develop new programs/learning methodologies and any new tools, elements introduced in the last 4 years.
- Identify possible shortcomings on providing training programmes suitable to the needs of socially disadvantaged youth (including women) by private non-formal training providers and efforts of positive discrimination to balance these gaps. Analyse if there has been any attempt to address these limitations and how.
- Identify and analyse co-operation between private non-formal training providers and public formal and non-formal training/educational providers.

B) Analysis of constraints of the current situation and impact of COVID-19 in relation to the training content designed and delivered:

- Evaluate and analyse existing or newly established co-operation between private non-formal training providers and private businesses (and underlying reasons for success or lack of cooperation).
- Analyse channels used by the private sector to fulfil their demands for qualified employees. Identify if there has been any innovations/changes to these channels.
- Analyse reasons of possible mismatch between demand and supply.
- Complete an in-depth analysis why private non-formal training providers are not able to meet demand for skills by the private sector. Identify if private companies have assessed/noticed any changes in the respective sectors.
- Identify any bottlenecks in the regulatory framework (if any) preventing the

In partnership with:



Implemented by:



providers to adapt their programs and respond better to market demand.

C) Comparative analyses of the current situation with the one analysed by Risi research in 2017:

- Based on the analysis of the above sections A) and B) assess the changes at market level that can be attributed to Risi intervention during the last 4 years, illustrated with any change of practices or behaviours introduced recently by training provider and/or businesses.
-

(The project will make available the report of the survey conducted in 2017)

D) Research conclusions and recommendations on how to improve the provision of demand-oriented private non-formal training programmes. The section should specifically address the following points:

- Recommend ways to improve and/or create cooperation between the private sector and private non-formal training providers to strengthen training delivery.
- Provide recommendations to RisiAlbania on how to further take up on the recent changes and improvements in the market.
- Recommend changes and updates to occupations and qualification levels coming from non-formal training providers in order to meet market demand.
- Provide advice on how commercial training providers can be responsive to the needs of socially excluded and marginalized youth; advice on the feasibility of commercially viable training programmes for socially disadvantaged youth. Include any measures and attempts taken and introduced by training providers themselves and/or in cooperation with other organisations.

4. Methodology

The consultant is expected to use a wide range of methods but shall use at the least the following methods as appropriate:

- *Desktop Research:* the consultants will review and analyse relevant secondary sources documents.
- *Direct Interviews:* the consultant will conduct interviews with private non-formal providers from each sector, and other key stakeholders like line ministries, donors, associations,

5. Deliverables

The Consultant will provide an analytical report (20 pages + annexes), elaborating the issues mentioned above (see expected output). The report should include and not be limited to the following:

- Executive Summary that includes main findings, conclusions and recommendations;
- A description of methodology used;
- Scope and possible limitations of the research;
- Main findings and the analysis;

In partnership with:



Implemented by:



- Conclusions, based on the findings and their analysis;
- The recommendations, clearly linked to the conclusions;
- Report shall make reference of the sources used, like different reports, literature, websites, interviews, etc.

The Annexes of the report shall include:

- The Terms of Reference
- List of abbreviations
- List of documents and bibliography
- Contact list of people interviewed (names, organization, function, experience in...)

The Consultant will present the findings and recommendations in a de-briefing workshop with Risi.

6. Consultancy profile

The ideal candidate/team for this position will be assessed according to the following requirements:

- Proven experience in conducting similar research is an advantage.
- Solid knowledge about labour markets and familiarity with youth employment policies and developments.
- Previous experience in skills development
- Excellent communication in English, both in speaking and writing.
- Strong analytical skills – gender and social equity analytical skills are an asset.
- Familiarity with Risi Albania's strategy and methodologies.

7. Management and reporting

For the duration of the contract, the Consultant will report to Component Team Leader and Intervention Manager (IM). The assigned person may accompany the Consultant in several meetings with stakeholders and will be kept informed during the research process. The Consultant will work closely with the IM for the inception of the study and periodically meet according to a monitoring and reporting plan which will be agreed upon during inception meetings.

- The scope of the work of the Consultant does not foresee using the premises of the project but does not exclude the possibility when the need arises.
- In addition to the expected reports, the Consultant should provide biweekly notes to the IM with a progress report (to be further elaborated together) on the planned activities and a final debriefing power point presentation of the findings.
- Risi Albania will share with the Consultant all available reports and other secondary data on labour market and the target sectors.

In partnership with:



Implemented by:



- 8. The proposals shall be submitted in English in hard copy in closed and stamped envelope (and in USB) to the address given below, by 3rd September 2021, at 15.00 o'clock. We kindly advise you to write on the envelope "Research on skills development provision". Only proposals handed in within the indicated timeline will be considered.**

RisiAlbania,
Rr. Ismail Qemali, P.18, H.3, Ap.15, Tirana, Albania
Tel.: +355 4 2248527

For any questions you might have related the application, please send an email at info@risialbania.al

9. Documents to be included in the offer submission

- a) Work proposal

Describe briefly:	
The reasons why you are the best candidate to successfully fulfil the service requested	Free format
The methodology or activities you would use to successfully fulfil the service or activities requested	Free format

- b) Financial proposal (free format)

The proposed fee shall include all the taxes.

- c) Latest CV of consultant/organization, documentation of relevant previous experience (if possible) and contacts of the respective references.

9. Candidate assessment and selection

The selection of the Consultant will be evaluated based on a cumulative analysis of the fulfilment of the evaluation criteria. The contract will be awarded to the Consultant getting the best technical-economic combination based on the evaluation criteria below:

Evaluation Criteria	Maximum score per requirement
Proven experience in researching similar areas, like labour markets and target sectors of agro-processing, tourism and ICT	20%
Previous experience in skills development	20%
Financial offer	20%
Accuracy and reliability of planning, methodology and activities suggested for completing the service.	40%
Total	100%

In partnership with:



Implemented by:

