

# Soft skills and jobs in Haiti: Early Lessons from the Haiti AGI Pilot



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# Key Questions



- [1] Why work on soft skills in a low-skill setting?
- [2] How to design a soft skills training program?
- [3] How to implement a soft skills program to enhance a technical skills program?
- [4] Why we need to know more (and about what) ?



# [1] Why work on soft skills in a low-skill setting?



- There is a growing recognition of the importance of socio-emotional/behavioral/non-cognitive/'soft' skills in both educational and labor market outcomes and overall endowments.
- Those skills are also crucial to developing and exercising **agency**, i.e. the capacity to make choices and translate them into desired actions and outcomes (WDR 2012).

# [1] Why work on soft skills in a low-skill setting?



- However under this terminology, a wide range of skills are aggregated, mixed and matched in a way that makes the interventions aimed at developing those skills hard to compare. In fact, the diversity within and across disciplines poses problems for both measurement and investment (ter Weel, Heckman et al., 2008);
- Still, existing literature indicates that in developing countries, upper-cognitive and social-behavioral skills are equally or more valued than technical skills. This is in part due to the higher need for adaptability in those contexts, a situation especially true in the case of informal labor markets and vulnerable groups.

# [1] Why work on soft skills in a low-skill setting?



- Employers tell us they value ‘good behaviors’: arriving on time, self-esteem, respect, team-player, initiative.
- Agency is key to achieve employment aspirations, to have the self-efficacy that can complement technical skills to foster employability.
- Beneficiaries report high degrees of satisfaction and unequivocally qualify soft skills training as key (qualitative evaluation).
- Upcoming next quarter: IE results

## [2] How to design a soft skills training program?



- Crucial questions to tackle:
  - Types of skills to be taught?
  - How to make it context appropriate?
  - Type of administration of training?
  - Intensity and duration of training?
  - How to ensure the quality of the training (from curriculum to implementation of training)
  - Sustainability of soft-skills training impact?

## [2] How to design a soft skills training program?



- Review of existing modules – international best practices and curriculum used in Haiti
- Recruiting of a Haitian psycho-pedagogue to adapt the curriculum to the context and targeted audience
- Recruiting of a local illustrator to contextualize the module
- Consultations with NGO mentors to validate the modules and collect experience to enhance interactive dimension of training.
- Training of the mentors charged with administrating the modules to ensure quality and consistency

# The Eight Modules of the Haiti AGI Curriculum



1. Edikasyon sikososyal (Education psycho-social)
2. Angajman sitwayen ak lidèchip ( Civic engagement and leadership)
3. Vyolans ki chita sou jan sosyete a we fi ak gason (gender-based violence)
4. Sante seksyèl ak repwodiktif (Sexual and Reproductive health)
5. Travay ak estrikti legal nan peyi Dayiti (Professional development, work ethics and labor rights in Haiti)
6. Diminye risk katastowòf natirel yo (Disaster Preparedness)
7. Konesas finansye (Financial Literacy)
8. Kisa andikap la ye? (Living a handicap)



# Abstract from the Haiti AGI Soft-Skills Manual



MODIL

1

Edikasyon sikososal

Sesyon 7



Fikse objektif – rive ladan yo tipa tipa



**Y**on objektif se yon rezilta mwen vle jwenn, se kapab yon pwojè mwen vle reyalize, yon kote mwen vle ale oubyen yon bagay mwen vle genyen. Pou m' fikse yon objektif, nou dwe ranmase enfòmasyon k'ap ede m' fè bon jan chwa. Mwen dwe aprann plis bagay sou sa nou vle reyalize a. Lè mwen bay tèt mwen kèk objektif, fò m' asire m' ke yo reponn ak 5 egzijans sa yo :

**Klè.** Sa vle di objektif la fasil pou konprann, li eksplike ekzakteman sitiyasyon an ak rezilta mwen vle jwenn nan.

**Kapab mezire.** Sa vle di pou mezire pwogrè m' yo depi anvan m' fikse rezilta mwen vle jwenn nan chak etap. Lè m' fè sa, sa fè m' toujou sonje kote nou vle rive a epi kontinye fè efò pou m' rive ladan l.

**Reyalizab.** Sa vle di se yon objektif mwen ka rive toutbon ladan l; mwenn konnen mwen genyen oubyen m' ka rive jwenn tout sa (devlope atitud, ladrès, konpetans, kapasite) ki nesèsè pou reyalize objektif sa.



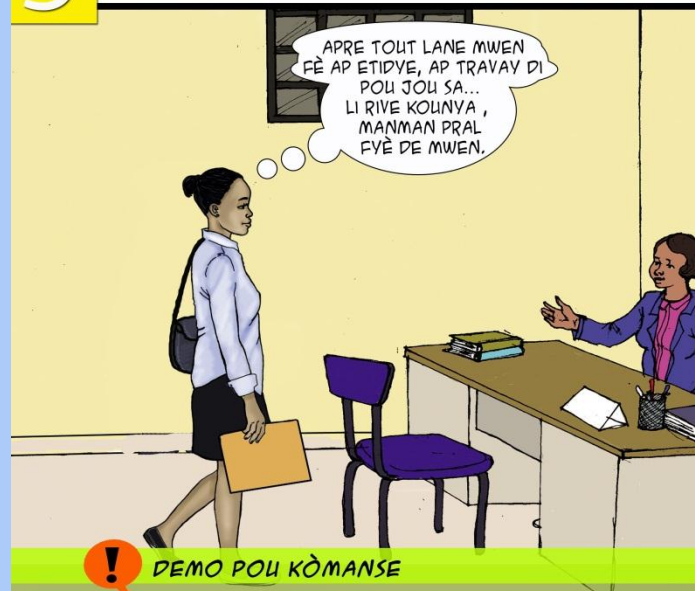
MODIL

5

Travay ak estrikti legal nan peyi Dayiti

Sesyon 3

## Aplike pou yon travay



**A**plike pou yon travay vle di propoze tèt ou kòm kandida pou al fè travay sa. Anpil fwa, se paske moun nan santi li kapab fè travay la epi li ta renmen fè travay sa. Pou yon moun aplike pou yon travay sa mande pou li prepare yon dosye.

Yon dosye kandidati kapab genyen ladan li : Yon lèt motivasyon ; yon CV ki se yon rale sou moun nan : diplòm li, kapasite li, eksperyans pwofesyonèl ak sa li fè. Si li genyen yo, papye ki montre estaj oubyen eksperyans travay (peye / gratis) li fè deja, kopi nòt li fè lekòl sitou relve nòt egzamen ofisyèl Leta yo. Yon dosye kandidati ka kandida okasyon pou li di kiyès li ye, ki sa li ka fè epi sa ki fè li se yon bon kandida pou pòs la.

# [3] How to implement a soft skills program to enhance a technical skills program?

- Design of project  
Technical (hard) skills  
+ Soft skills  
+ On the job (internships)

- Soft-skills Administration

- In parallel to the technical training
- Intensity: once a week – on week-ends
- Duration: 90-120 minutes
- Teacher-Student ratio: 1 to 25

An integrated approach centered on the young woman



# Teaching Soft-skills



- In theory, teaching methods should be tailored to soft skills by moving away from teacher-centered methods towards student-centered methods that promote team spirit and creative thinking.
- This is a complex and lengthy task and will require a change in teaching mentality and significant teacher training. (question of quality and standardization of training)

## [4] Why we need to know more (and about what)?



- With relevance established, the ‘how to’ agenda takes central stage:
- ‘Right’ Design
  - crucial question: Which Skills?
- ‘Right’ Implementation
  - key unknown: Which modality?
- An agenda for the future: Piloting, Monitoring and Evaluating interventions before embarking in large scale expansions.
- Importance of soft-skills in their own right established but also important in connection to the efficiency and cost-effectiveness of skills and jobs training.
- Especially important to “level the playing field” in the case of vulnerable populations.

# Thank you!

