**WorKforce development Agency**

**Terms of Reference**

 **PROVISION OF LIFESKILLS AND LIFE SKILLS AND ENTREPRENEURSHIP DEVELOPMENT TRAINING**

**Project for the Economic Empowerment of Adolescent Girls and Young Women Rwanda**

**SERVICES REQUIRED:** Provision of Induction and Life Skills Services

**JOB LOCATION**: Kigali, Rwanda

**JOB DURATION**: 19 months

**START DATE**: December 1, 2012 through July 31, 2014 (3 cohorts of girls) .

**I. BACKGROUND**

1. The Government of Rwanda has made technical and vocational education and training (TVET) a priority. The Workforce Development Authority (WDA) is mandated to provide a strategic response to the skills development challenges facing the country across all sectors of the economy. This training will be implemented within the Integrated TVET system that functions in a hierarchy of TVET institutions which include the Integrated Polytechnic and Regional centers- IPRCs, Technical Secondary Schools –TSSs, and Vocational Training Centers-VTCs. The core principle is to promote the improvement of quality in training and subsequent production and widening of access for training. Assessment and examination processes and procedures will be aligned with the Competency Based Training (CBT) principle so that they are evidence based. The target market for WDA in the national labour force is diverse. It includes youth completing post basic education, as well as disadvantaged or special interest groups. These groups are the very same ones that the Adolescent Girls Initiative (AGI) project is targeting.
2. Over 500 million adolescent girls and young women live in the developing world. They are a significant part of the next generation of global economic and social actors, but these young women do not have the same opportunities as young men to access jobs, gain financial independence and become productive members of society. Helping girls and young women to stay in school, avoid early pregnancy and marriage, gain productive skills, build capital assets, and find jobs are critical interventions to improve their life chances.
3. The Promoting the Economic Empowerment of Adolescent Girls and Young Women (EEPAG) project in Rwanda aims to improve the employment, incomes and empowerment of targeted disadvantaged adolescent girls and young women (age 15-24 years) in two urban and two rural districts of Rwanda. This is a pilot project divided into three components: (1) skills development and entrepreneurship support; (2) scholarships to resume formal education; and (3) project implementation support.
4. Component 1 will prepare girls and young women for employment via the provision of vocational skills training, complemented with life skills training and business development services. This component is implemented by the Workforce Development Authority (WDA), with the supervision of the Ministry of Gender and Family Promotion (MIGEPROF).

**II. OBJECTIVE**

1. The overall objective of the Life Skills and Entrepreneurship Development Training is to provide the participants with the foundational skills and information necessary for them to transition into the workforces and become productive workers and active members of their communities. The Life Skills training will act as a foundation course for the participants in the Rwanda Adolescent Girls Initiative. The training will be highly participatory and experiential as girls and young people prefer to learn by doing. Life skills and Entrepreneurial Development training will address crucial gaps to the access of adolescent girls in the labour market in Rwanda.
2. The main responsibility of the training Service Provider will be to oversee the supply of focused vocational training in the areas of Life Skills and Entrepreneurial Development for up to 2,700 project beneficiaries across nine training centers in the districts of Rulindo, Gicumbi, Gasabo, and Kicukiro. This training will be conducted in parallel with pure TVET in four areas: culinary arts, food processing, agriculture, and arts and crafts. The training should be experiential and focused on integrating women and young girls into viable enterprise opportunities. In addition, a psycho social service provider will be contracted to provide support for peer group formation and access to psychosocial services.

 **TRAINING AND SUPPORT PACKAGES FOR COMPONENT ONE**

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| 1. *Selection (One month)*
 | Selection of beneficiaries |
| *2. Induction program (2 weeks)* | Intensive two-week induction covering: teambuilding, communication, basic literacy and numeracy, and an orientation to the project as whole and training options. |
|  | Beneficiaries select training area |
| *3. Training and skills formation (6 months)* | Training in technical skills |
|  | Training in entrepreneurship and life skills |
|  | Psycho social services social support |
|  |  |
| *4. Mentoring for micro-enterprise establishment (5.5 months)* | Cooperative formation for peer support and other services .Cooperative consolidation and registration |
|  | Mentoring by mentors and/or established entrepreneur |
|  | Psycho Social Services support |
|  | Mentoring in business development plan; product development, link to micro-finance services/ mentoring for obtaining credit; possible mentoring for access to leasing arrangements |

1. The services to be contracted will include the items 1, 2, and 3 above. i.e. (a) Communications and Logistics Support to the Selection and Registration of Girls (b) 2 week Induction Training; and (c) 6 mths Life Skills and Entrepreneurship Development Training. Curricula developed by provider will adapted for use by Workforce Development Authority (WDA) to guide the overall content of the training modules. 5.5 mths Delivery and Training of Trainers for Cooperative Formation and Registration, Access to Credit and Jobs.
2. **Selection and Registration of Girls (4 weeks)** The service provider will provide communication and logistical support for the registration process of the girls to take place on or around December 8, 2012. Working with MIGEPROF, WDA AGI focal point, WDA Girl education Expert, and the Impact Evaluation team the service provider will:
	1. By November 30, 2012 implement an information campaign building on the communication strategy already in place to inform girls registered of the upcoming lottery selection (date, place) through a medium of channels (radio, umuganda, churches, other visible public places etc). The information should include date, venue for each district and sector. The girls should be informed what ID will be acceptable on their selection.
	2. Prepare a budget and organize with WDA and MIGEPROF a publicity event in each sector on day of the lottery to include highest levels of MIGEPROF, WDA, vice mayors and key partners.
	3. Work with Impact Evaluation team, WDA and MIGEPROF to develop execution plan for the lottery, including guidelines on: where it will be held in each sector, who can attend; who will make the selections; who will record and announce winners; what will be used as lottery boxes etc.
	4. With WDA/MIGEPROF, prepare an informational package for the selected participants to take home over holidays to include where they should report, their obligations, responsibilities, and how they will access their daily stipend.
	5. Design and order an AGI package for the girls to include: A bag or folder, a text book to write in, pen, pencil, T shirt.
	6. Develop simple publicity materials (posters, banners that can used in subsequent recruitments and other WDA, MIGEPROF, AGI publicity events)
	7. Organize in one sector an expanded media event to include senior officials of MIGEPROF, WDA , Imbuto to participate in the lottery.
3. **Induction Program (2 weeks).** After selection, beneficiaries will undergo an induction program consisting of an intensive two-week course covering:
	1. Teambuilding (building individual and group confidence);
	2. Communication;
	3. Basic literacy and numeracy; and
	4. An orientation of the project as a whole and training options.

At the end of the induction program, participants will choose the skills in which they wish to be trained from the options to be offered in each location. Individual choice will be subject to a minimum class size of 10 and a maximum of 35.

1. **Life Skills and Entrepreneurship Development (6 mths)[[1]](#footnote-1)** program will be run in parallel to the technical training. Life skills training will focus on empowerment, reproductive health, language, communication, presentation Skills. Entrepreneurship support includes financial literacy, organization, leadership, accounting, business planning and finance, market assessment, role and means of accessing credit.
	1. Life Skills:
		1. Personal Development: identifying values and interests; assessing attributes and skills, identifying learning styles and learning strategies; goal setting, planning and tracking progress.
		2. Interpersonal Communication: Speaking and listening; following and giving instructions and feedback; forms of communication in the workplace; conflict resolution skills, cooperating/working as a team member; balancing work and home life.
		3. Empowerment: self-esteem, motivation, initiative, discussing abuse, violence against women, sexual exploitation;
		4. Rights: land ownership, inheritance, economic and social rights;
		5. Health: reproductive health, STIs, basic health issues;
	2. Entrepreneurship support:
		1. Financial literacy and numeracy;
		2. Bookkeeping and accounting;
		3. Business planning and finance, market assessment;
		4. Work habits and Conduct. Identifying and applying for jobs (writing applications, CVs, cover letters, thank you letters); interviewing; workplace behaviors and attitudes; time management; balancing work and home life.
		5. Leadership: characteristics of an effective leader; leadership styles; organizing and motivating others; team building; leading others in problem solving and conflict resolution.
		6. Environment: sustainable businesses and protecting the local community;
		7. Small business and entrepreneurial skills: developing a business plan, small-scale market assessment, access to micro-credit and business registration;
		8. A practical module on forming cooperatives.
		9. , role of and means of accessing credit.

The ultimate goal is for the beneficiaries to establish themselves in profitable small enterprises.

1. Payment of Stipends. The proposed stipend will be below the minimum daily salary for agricultural work at 700 RWF / day during the induction and technical and skills formation phases, and 300 RWF/ day during the mentoring phase. From this stipend, 200 RWF/ day for the duration of phases 3 and 4, will be deposited in a savings mechanism for each individual beneficiary, accessible only on successful competition of the training program. If beneficiaries fail to complete the program, the stipend money will be returned to the project.
2. Development of Mentoring and Coaching Program and Formation of Cooperatives. Following six months of vocational and life skills training, the participants will receive mentorship and coaching support to impart practical knowledge and experience in running a small business from another Service Provider.
3. The Service Provider may directly implement some elements of training and mentorship, and drawing on demonstrated experience working in economic development for youth, will provide expertise in imparting life skills and entrepreneurship support to beneficiaries. In the areas of technical skills training, the Service Provider is expected to access trainers with proven expertise and industry knowledge.

**III. TASK and DELIVERABLES**

1. The main tasks of the Life Skills and Entrepreneurial Support Service Provider will be to:
	1. Design and implement six-month Life Skills and Entrepreneurship Development Program to be executed in parallel with technical vocational training courses, relying on established curricula for life skills and technical training developed by the client.
	2. With WDA girl education expert adapt Akazi Akanoze Curriculum and ensure that the content and its delivery is informed by the girl participant’s views on how they want to be treated and how they would like to participate in the Life Skills Training. This will include ensuring that the training is delivered by mostly young women aged between (18-25).
	3. Support the Communication Campaign around initial and subsequent registration and selection;
	4. Undertake logistics and materials and deliver 2 week Induction Training
	5. Undertake logistics and content and deliver six months Life Skills and Entrepreneurial Support Training.
	6. Develop Guidelines and Modalities for the payment of the stipend and facilitate the girls opening up an account. With WDA, agree on the modality for payment and responsibilities for payment of funds and tracking of deposits.
	7. Prepare and Undertake the 5.5. Programme for Groups Formation and Cooperative Development.
	8. Develop a detailed execution pan for all components above with key deliverables/events, target dates; roles and responsibilities, b**y December 1, 2012**.
	9. Manage and/or sub-contract life skills service providers ensuring high quality delivery of the training and high success rates of graduates in acquiring life skills.
	10. Supply master trainers, trainers, resource persons and support staff as necessary to implement the curricula. Some of these staff may be sub-contracted from other institutions;
	11. Track and monitor key data on training participants, including attendance, absenteeism, stipend receipt, and classroom performance;
	12. Ensure that all participants who complete the program possess the skills, knowledge, confidence, and abilities to apply for jobs; speak confidently; be aware of safety and health regulations; be aware of their rights as employers and as workers. Develop a system for mentorship support to beneficiaries, by providing mentors and coaches who can assist girls in launching enterprises in their respective vocations;
	13. Work closely with other institutions and organizations involved in the implementation of the project;
	14. Provide quarterly progress reports on key project indicators, including attendance rates, total number of girls trained, and total number of graduates operating profitable enterprises to the Project Manager and the World Bank Task Team Leader (TTL).

**IV. QUALIFICATIONS**

* Extensive experience working with girls and young women in Rwanda;
* A proven track record of designing and implementing experiential training, with demonstrated results in increasing employment or self-employment opportunities for youth and vulnerable groups, including girls.
* Ability to rapidly mobilize and deploy qualified teaching staff to training centers in the districts of Rulindo, Gicumbi, Gasabo, and Kicukiro;
* Familiarity with the landscape of technical vocational education and training (TVET) actors in Rwanda, and ability to draw on existing relationships and networks to supply targeted technical training in the areas of culinary arts, food processing, agriculture, and arts and crafts;
* Strong communication skills and knowledge of effective communication channels in Rwanda;
* Extensive experience in program coordination with multiple national/international partners, NGOs and Private Sector;
* Experience in dealing with different public institutions, local authorities, civil society, international and national cooperation agencies and the media.
1. **Budget. WDA accountant finance develop**
2. Mode of Payment. The contractor will be paid as follows.

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|  |  | date | amt |
| 10 percent of first tranche  | Signing of contract |  |  |
| 20 percent of first tranche  | Execution Plan and key training materials |  |  |
| 40 percent of 1 st tranche | At start of training |  |  |
| 30 percent on conclusion of training |  |  |  |

The SP will receive tranche on submission of receipts for advanced funds.

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1. Modules will be adapted from the AKAZI KANOZE Youth Livelihoods Project Work Readiness Training Program Trainer’s Manual prepared developed by the Education Development Center (EDC) for WDA adapted to the specific needs of young girls and adolescent women in Rwanda. [↑](#footnote-ref-1)