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**Public Foundation Kyrgyzstan Mountain Societies Development**

**Support Programme (MSDSP KG)**

**“Livelihoods for Youth Community Support Project (L4Y)” (P165286)**

**(Tr-CQ-06)**

**TERMS OF REFERENCE for**

**Consultancy services on soft skills development training for teachers from selected TVET centers and private educational institutions in Osh, Batken and Jalal -Abad oblast**

**1. Background**

**The** **Public Foundation Kyrgyzstan Mountain Societies Development Support Programme (MSDSP KG)** is an initiative of the Aga Khan Foundation that implements a range of integrated interventions in agriculture and food security, economic inclusion, education, early childhood development, health and nutrition as well as civil society. MSDSP KG is active in five oblasts in the Kyrgyz Republic, covering a total population of more than 520,000 people. For more information, please refer to www.akdn.org.

The World Bank has provided financing to the Government of the Kyrgyz Republic for a Community Support Project that will focus on communities living along the 450km CASA 1000 Transmission Line in the Ferghana Valley area of the Kyrgyz Republic, traversing three oblasts (Jalal-Abad, Osh, Batken) in 41 Aiyl Aimaks. The CASA 1000 Community Support Project (CSP) will support a series of energy, social, and economic infrastructure investments in communities lying within the vicinity of the transmission line.

The Livelihoods for Youth Community Support Project (L4Y) is a four-year project designed to increase the impact of the CSP by providing needed training and capacity development of local economic actors, focusing on skills development and innovative livelihoods for youth, and strengthening economic infrastructure investments financed through CSP. The L4Y will prepare young women and men for the labor market by developing their entrepreneurship and job-related skills in line with the needs of local labor markets in target areas. Complementing this, the project will support youth-centric value chains and create new opportunities for micro and small enterprises.

MSDSP KG is looking for consultancy service provider (individual consultants and consultancy firms) for the provision of soft skills development training for teachers from selected TVET centers, private educational institutions, and further mentoring support to trained TVET teachers as they provide soft skills training for 800 young people from targeted communities in Osh, Batken and Jalal -Abad oblast for the Livelihoods for Youth Community Support Program (L4Y).

**2. Objectives**

The consultancy service provider will (i) develop courses to develop 4 in-demand soft skills (ii) will provide training for trainers (ToT) for 40 teachers from selected TVET centers on the provision of courses on those relevant 4 skills for TVET students.

**3. Scope of services**

The responsibilities of the consultancy service provider include, but are not limited to, the following tasks:

* Development of curricula for 4 Soft Skills training (3-4 days each), including teaching materials, in Russian and Kyrgyz languages on predetermined topics: (1) Career planning and prioritization; (2) Customer focus and self-education; (3) Pitching (SMM, communication, self-presentation); (4) Teambuilding. The topics were identified based on Labor Market Assessment.
* The development and implementation of the ToT program, including follow-up mentoring of at least 40 teachers from selected TVET centers, private educational institutions.
* Provide mentoring support to trained TVET teachers as they provide soft skills training for 800 young people at ages of 18-34 from targeted communities.
* Selected consultants or educational institutions are expected to cover all costs associated with the development and provision of 4 training courses and ToT for TVET centers.
1. **EXPECTED RESULTS**
* 4 soft skills training courses developed, including supplemental training materials in Russian and Kyrgyz languages.
* 40 TVET teachers trained and received mentoring support to further deliver trainings on 4 selected soft skills for 800 young people at ages 18-34.
1. **REPORTING AND APPROVAL PROCEDURES**

The L4Y Project Coordinator and Skills Development Officer will oversee the work of selected the selected consultancy service provider to ensure that technical and financial aspects are coordinated accordingly during the project.

The following reports should be prepared by the consultant:

**Report 1:** Thorough analysis of priority components/aspects of soft learning skills The analysis should include (1) the scope of improvement and the practical need for soft skills in the labor market and self-employment; (2) detailed work schedules to develop 4 soft skills courses. Timeline: No more than 20 working days after signing the contract.

**Report 2:** The first draft is a revised or new curriculum, including instructional materials for 4 courses on soft skills, including the appropriate module of the ToT program, including the criteria for selecting TVET teachers who will be trained under the ToT. Terms: No more than 20 working days after the presentation of report 1.

**Report 3:** The final version of the revised or new curriculum with 4 courses of instructional materials, including the corresponding ToT modules. Timeline: No more than 10 working days after Reporting 2.

**Report 4:** Report on the ToT program provided, including photos, list of participants, feedback, introspection on tasks and future opportunities, results of preliminary and subsequent evaluation of training. Timeline: No more than 40 working days after Reporting 3.

**Report 5:** Mentoring report provided to 40 trained TVET instructors, including a list of participants, feedback, introspection on challenges and future opportunities. Mentoring support to trained TVET teachers as they provide soft skills training for 800 young people from targeted communities. Timeline: No more than 30 working days after Reporting 4.

1. **TIMING**
	* + The duration of the job is 110-day between May 2021 and April 2022.
2. **RESOURCES**

• Provide the Consultant with the list of training’s participants.

• Provide the Consultant with full information necessary to carry out this assignment.

• Verification and approval of all the training materials prepared by the Consultant.

• Verification and approval of Consultant’s reports.

1. **SKILLS AND EXPERIENCE**

Minimum criteria for selecting service providers for this contract will be based on the following:

* + - At least **five years** of experience in developing Soft Skills training programs related to most, if not all, of the designated topics - 45 points.
		- Minimum **three years** of experience in providing and developing Soft Skills training of trainers (ToT) and Mentoring programs - 45 points.
		- The experience of developing and implementing other related training courses in the projects funded by international organizations - 10 points.

Technical and financial proposals must meet the following methodology/work plan requirements. The number of points awarded to each of the points listed below is based on two sub-criteria and the corresponding percentage:

1.Methodology and work plan - 20%

2.Experience and qualification of key personnel - 80%.

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| # | **personnel** | **Education background** | **General experience** | **Specific experience** | **scores** |
| 1 | Manager (1) | Master's degree in Education, psychology, business administration or similar degree | At least 5 years of experience | At least 5 years of experience in the field of (i) development and leadership of training courses, including the development of educational materials;(ii) managing a group of teachers. | 15 |
| 2 | First Trainer  | Bachelor's degree in Education, psychology, business administration or similar degree | At least 3 years experience | At least 3 years of experience (i) in curriculum development, including the development of teaching materials on at least one Soft Skills course and (ii) in providing ToT courses on these topics preferred by Soft Skills teachers in such topics: 1) Career planning and prioritization; (2) Customer focus and self-education; (3) Pitching (SMM, communication, self-presentation); (4) teambuilding in face-to-face and remote learning; at least two years of experience in the design and implementation of mentoring programs.  | 10 |
|  | Second Trainer | Bachelor's degree in Education, psychology, business administration or similar degree | At least 3 years experience | At least 3 years of experience (i) in curriculum development, including the development of teaching materials on at least one Soft Skills course and (ii) in providing ToT courses on these topics preferred by Soft Skills teachers in such topics: 1) Career planning and prioritization; (2) Customer focus and self-education; (3) Pitching (SMM, communication, self-presentation); (4) teambuilding in face-to-face and remote learning; at least two years of experience in the design and implementation of mentoring programs.  | 10 |
|  | Third trainer  | Bachelor's degree in Education, psychology, business administration or similar degree | At least 3 years experience | At least 3 years of experience (i) in curriculum development, including the development of teaching materials on at least one Soft Skills course and (ii) in providing ToT courses on these topics preferred by Soft Skills teachers in such topics: 1) Career planning and prioritization; (2) Customer focus and self-education; (3) Pitching (SMM, communication, self-presentation); (4) teambuilding in face-to-face and remote learning; at least two years of experience in the design and implementation of mentoring programs.  | 10 |
|  | Fourth Trainer | Bachelor's degree in Education, psychology, business administration or similar degree | At least 3 years experience | At least 3 years of experience (i) in curriculum development, including the development of teaching materials on at least one Soft Skills course and (ii) in providing ToT courses on these topics preferred by Soft Skills teachers in such topics: 1) Career planning and prioritization; (2) Customer focus and self-education; (3) Pitching (SMM, communication, self-presentation); (4) teambuilding in face-to-face and remote learning; at least two years of experience in the design and implementation of mentoring programs.  | 10 |
|  | Fifth trainer | Bachelor's degree in Education, psychology, business administration or similar degree | At least 3 years experience | At least 3 years of experience (i) in curriculum development, including the development of teaching materials on at least one Soft Skills course and (ii) in providing ToT courses on these topics preferred by Soft Skills teachers in such topics: 1) Career planning and prioritization; (2) Customer focus and self-education; (3) Pitching (SMM, communication, self-presentation); (4) teambuilding in face-to-face and remote learning; at least two years of experience in the design and implementation of mentoring programs.  | 5 |
|  | Sixth trainer  | Bachelor's degree in Education, psychology, business administration or similar degree | At least 3 years experience | At least 3 years of experience (i) in curriculum development, including the development of teaching materials on at least one Soft Skills course and (ii) in providing ToT courses on these topics preferred by Soft Skills teachers in such topics: 1) Career planning and prioritization; (2) Customer focus and self-education; (3) Pitching (SMM, communication, self-presentation); (4) teambuilding in face-to-face and remote learning; at least two years of experience in the design and implementation of mentoring programs.  | 5 |
| 3 | Training content editor | Bachelor's degree in Education, psychology, business administration or similar degree | At least 3 years experience | At least 3 years of experience in editing, design, formatting training programs in such topics: 1) Career planning and prioritization; (2) Customer focus and self-education; (3) Pitching (SMM, communication self-presentation); (4) Teambuilding.including training or other materials aimed at improving the capacity of the target group.  | 15 |

The consultant may offer an additional position.

1. **PAYMENT SCHEDULE**

**20% -** after the L4Y Project Coordinator approves the analysis of existing curricula relating to 4 courses, which will be developed as part of this consultation. (Report 1)

**30%** after the L4Y Project Coordinator approves the first draft of the revised or new curriculum, instructional materials for the 4 courses, the ToT module, including the criteria for the selection of TVET teachers who will be trained through ToT. (Report 2)

**20%** after the L4Y Project Coordinator approves the final version of the revised or new curriculum, the 8th course of the course, including the corresponding tot modules. (Report 3)

**20%** after the L4Y Project Coordinator approves the draft report on the provided to ToT program, including photos, list of participants, feedback received, introspection about calls and future opportunities, results of pre- and post-training assessment. (Report 4)

**10%** after the L4Y Project Coordinator approves a mentoring report provided by 40 trained TVET teachers, approved mentoring report on trained teachers as they provide soft skills training for 800 young people from targeted communities, including a list of participants, feedback, introspection of problems and future opportunities (Report 5)