

## TERMS OF REFERENCE

### Request for Tender to Develop an Effective Workbook on Employability to Assist Youth's Transition from Education to Work

#### 1. SUMMARY OF SERVICE REQUIRED

**Project title**

Youth RESOLVE (Madad)

**Title of this service**

Development of an age and context appropriate, self-learning workbook on employability for young beneficiaries (Age: 15-25/ Male and Female)

**Expected start date**

December – 2017

**Expected end date**

60-80 days after the start date

#### 2. BACKGROUND

As the five year mark of the Syria crisis fast approaches, Syrian refugee youth, and their counterparts in host communities, face severe barriers in making a successful transition to productive adulthood. Political instability, the growing pressure on democratic processes, conflict and division based on sectarian affiliation, collective acculturation to violence, the exclusion of minorities, and heightened competition for (low-paid) jobs and services have eroded human rights in host countries and increased the risk that these countries too will erupt in conflict. Youth find

that they are not recognized as democratic actors and thus have limited opportunities to better their communities.

Conflict and displacement engenders disruptive experiences of injustice, anger, isolation, powerlessness, fear, hopelessness, insecurity, distress, and desperation. These, alongside the acceptance of violence as the only effective solution, drive youth into seeking meaning, agency, and affirmation through negative coping mechanisms. These coping mechanisms present significantly increased risks relating to protection of children and youth, and include early marriage for girls, dangerous and degrading work for boys, dangerous migration, returning to take part in conflict or joining radical groups. However, research also shows that harsh experiences do not in and of themselves radicalize youth. When positive opportunities to develop oneself – and also importantly, to improve one’s community – are available, youth show a remarkable sense of responsibility to channel these experiences into constructive action.

### **3. BACKGROUND RELEVANT TO THE SERVICE**

World Vision International (WVI) has established camp and off-camp career centers in Duhok to provide career and training advice to 1,400 (600 women, 800 men) IDP, refugee and host community youth and to provide career services to local schools. The career centers are safe space for youth from different backgrounds and will establish youth-learning groups to provide networks and support for job seekers, involving both Syrian refugees, IDPs and host community youth. Career centers will also offer a variety of services including: Life skills training to complement technical and vocational training; mapping vocational training service providers, etc. One of the strategies through which youth access to the services is by provision of a learner-based workbook for youth on employment skills depicting topic like CV writing, employment market, interview preparation, etc. in a fun and engaging way. The workbook will be used with young beneficiaries (15-25 years old), (IDPs, refugees, host community) in order for them to gain adequate knowledge and information required to access job opportunities. The workbook will be a colorful journal full of activities and exercises related to employment skills enabling youth to engage in a self-learning process. However, there will be chances given to youth to gather once in a while in career centers to discuss the topics and learning, and to exchange ideas with each other.

### **4. MAIN OBJECTIVE**

To support youth gain knowledge, values and skills about core employability competencies and skills required in market through an interesting and engaging method (workbook) and improve their access to labor market

### **5. SCOPE OF WORK**

World Vision International, Livelihood Madad Youth RESOLVE project, invites proposals from service providers (contractor/ second party) to develop a quality workbook on employability to be entitled “My Career Journal”. The service provider will develop and design an authentic package of 10 topics following the values and objectives defined per each topic. (See terms of reference for objectives). The workbook will use a fun and effective method through the launch of an application in the workbook. The application is called Arloopa<sup>1</sup> (google Arloopa for more information) and its function is to recognize images on paper through a mobile application and divert to videos, audios, pictures, etc. linked to that image in internet. This method will help youth to be engaged actively with the learning components of the workbook and will improve the quality of learning to a great extent. The service provider will launch this component along with the development of the workbook. After the workbook is finalized, the service provider will translate the workbook in separate documents into Kurdish (Badini) and Arabic and simultaneously facilitate training for World Vision staff and volunteers on how to use the workbook.

## 6. TIMING

The assignments to be met by the service provider will be provided in 60-80 actual days. The service will be split in the following timeline.

<b>I</b>	<b>Development of Workbook in English</b>	Development of workbook (draft 1)	December 2017	First draft will be assigned to WV staff for revision and adjustment
		Development of workbook (draft 2)	40-50 days after the start date of the service	Second draft will be assigned to WV staff for revision for the final version
		Development of workbook (draft 3)	50-60 days after the start date of the service	Final version will be submitted and ready to use
<b>II</b>	<b>Develop Arloopa</b>	Development of Arloopa for workbook	December 2017_ 60-65 days after the start of the service	Develop Arloopa videos, animation, GIFs, photos, etc. in accordance to the workbook activities

<sup>1</sup> <http://arloopa.com/>

<b>III</b>	<b>Translation</b>	Translation of the workbook	60-75 days after the start date of the service	The curriculum will be separately translated into Kurdish (Badini) and Arabic
<b>IV</b>	<b>Train Facilitators</b>	Train staff on the workbook	70-80 days after the start date of the service.	Organize one day training for World Vision staff on how to use the journal

## 7. WORKBOOK CONTENT

The workbook will consist of 10 topics about employability and it will aims at presenting **knowledge** and **values** and helping to improve youth's **skills**. The content shall be age, context and cultural appropriate. The activities per topics will be designed for young beneficiaries (15-25) and it will be targeting beginner and intermediate level practice. The content will demonstrate the following key objective through variety of **interesting**, **informative**, **effective** and **fun** methodologies.

Chapters	Topics	Key Objectives
<b>My Profession</b>	1. My Future	<ul style="list-style-type: none"> <li>- Describe the role of perseverance, determination, and other character traits in one's own achievement of future goals</li> <li>-Make a personal inventory of one's life balance.</li> <li>-Brainstorm and visualize future goals and plans in variety of areas of life</li> <li>-Understand why it is important to have a career</li> </ul>
	2. My Personal Strengths	<ul style="list-style-type: none"> <li>-Describe and assess one's personal strengths in connection with career and life goals.</li> <li>-Explain what a personal SWOT analysis is.</li> <li>-Create a personal profile based on personal values, interests, skills, and attributes.</li> <li>-Complete a personal SWOT analysis.</li> </ul>
	3. Opportunity Seeking	<ul style="list-style-type: none"> <li>-Describe various methods that can be used while looking for a job.</li> <li>-Explain what a personal brand is and why it is important in job-seeking.</li> </ul>

	4. My Rights as an Employee	<ul style="list-style-type: none"> <li>-List the key features of KRI’s youth labor market</li> <li>-Describe the fundamental principles and rights that one has while working.</li> <li>-Identify the minimum requirements of an employment contract.</li> <li>-Explain importance of self-confidence and dignity when looking for a job</li> <li>-Explain how to open and use bank account in KRI</li> </ul>
<b>Personal Development</b>	5. Time Management	<ul style="list-style-type: none"> <li>-Define time management and explain how it can help one achieve personal goals.</li> <li>-Describe the benefits of time management and the steps to effective time management.</li> <li>-Explain what could cause inefficient time management and the importance of taking responsibility for effective use of time</li> <li>-Develop strategies for improving personal time management.</li> </ul>
	6. Decision-Making	<ul style="list-style-type: none"> <li>-List the steps of the decision-making process.</li> <li>-Identify decision-making actors in the community.</li> <li>-Analyze different possible outcomes of the decision-making process</li> </ul>
<b>Applying for a job</b>	7. Résumé and Curriculum Vitae	<ul style="list-style-type: none"> <li>-Define résumé and curriculum vitae and explain the purpose of each.</li> <li>-Explain the benefits of a résumé or CV and its role in being hired for a job.</li> <li>-Construct a draft of one’s personal résumé or CV.</li> <li>-Demonstrate different types of résumés and CVs.</li> </ul>
	8. Apply for an online job application	<ul style="list-style-type: none"> <li>-Present the local common ways to look for a job in internet</li> <li>-Explain creating a personal email</li> <li>-Demonstrate writing a formal letter for job application and submit a CV to employer</li> </ul>
	9. Job Interviews	<ul style="list-style-type: none"> <li>-Describe what factors for success must be taken into consideration before, during, and after a job interview.</li> <li>-Explain the purpose of a job interview.</li> <li>-Explain the importance of a job interview and highlight the importance of preparation before interview</li> <li>-Answer sample job interview questions.</li> </ul>
	10. Employer and Employee Mindsets	<ul style="list-style-type: none"> <li>-Describe the most important skills and attributes an employer looks for in employees.</li> <li>-List the main expectations employees have for their employers.</li> <li>-Reflect on one’s own skills and attributes from the point of view of an employer, in order to assess one’s readiness for a specific job.</li> <li>-Prioritize different expectations for one’s employer.</li> </ul>

## **8. WORKBOOK STRUCTURE AND FORMAT**

The service provider (second party) shall take into consideration the following structures and terms while developing the workbook.

- The service provider shall design an effective colorful cover page design that foster attraction of youth to the workbook.
- The service provider shall include an introduction page discussing the objectives of the workbook.
- The workbook shall be user-friendly and have set of instructions in the beginning on how to use the workbook. (Such as instruction on how to fill in templates, how to answer questions about stories in the workbook, etc.). Instruction shall be provided independently for activities when necessary (for activities that are more difficult and need further instructions.)
- The workbook shall have a content related front page design and a full page design per topic.
- Each activity shall have a title. The workbook shall include page number, table of content presenting both topics and all activities in the topic.
- Each topic shall take 5-10 pages (including the full page design of the topic).
- All pages in the workbook shall have borders, header and footer.
- Careful attention shall be paid to punctuation.
- Any quotation in the workbook shall be put in quotation mark with the mention of the resource.
- Arloopa shall apply relevantly to the content of the activities. For example, in comic stories, Arloopa can be used to make interesting animation moves with the images of the story.
- Careful attention shall be paid to the holistic appearance of the workbook. The workbook shall be colorful, beautiful and fun to read. Colors shall be chosen carefully. Disturbing colors and background shall not be used. Colors of the texture and background shall match and be clear and fun to read.

## **9. EDUCATIONAL VALUE AND METHODOLOGY**

- The service provider shall take the following key points into consideration when developing the workbook. The workbook shall

- ✓ Be authentic, creative, user-friendly, subject relevant, interesting and fun for example, using colorful comic books, attractive colors, presenting information in fun ways, presenting fun activities exercises and games, etc.
  - ✓ Be age and social appropriate
  - ✓ Carry new information, knowledge, value and skills
- The service provider shall provide a workbook through which youth demonstrate critical thinking, and problem solving. The content shall be fed with some employability values such as integrity, team work, positive attitude, self-confidence, responsibility, etc.
  - The workbook shall include age appropriate activities for youth (15-25 years old). Each topic shall present knowledge, values and skills. Best relevant method to present them shall be created by the service provider. For example, presenting values and knowledge through depicting a comic or picture story, and improving skills through games, exercises, questions, filling in template, etc. Each topic shall include variety of activities and it shall not be less than 6 different activities per topic. Below are some samples of methodologies through which knowledge, skills and values can be presented. The below table are ONLY some sample to create the sense of how the workbook shall be presented. The service provider shall NOT limit the methodologies to these options and shall be creative in developing various methodologies.

Sample Methodologies	Explanation	Objective
<b>Comic or picture story</b>	Depicting comic or picture story with questions about the key learning objectives in the story This can be linked to Arloopa by making a full animation cartoon of the story or animation moves on the comic or picture stories	To explain ideas and present knowledge and values
<b>Key message</b>	Repeating short sentence about the most important information for learners for each topic	To reinforce and remind learners of the key messages and the skills they have learned and the Behavior they should practice. Put the key message into a song to help learners remember it.
<b>Agree/ disagree</b>	Creating an checklist of information already mentioned in the topic The answers can be shown through Arloopa	To give youth a chance to score his/her knowledge and learning and to reinforce key messages of the topic
<b>Poems</b>	Creating songs about a value or information in the topic Arloopa can be used to a link that sings the poem	To reinforce knowledge and information or to present new ideas

<b>Visualization</b>	Giving instruction to imagine scenarios, past experience or future dreams, etc.	Help understand feelings and make decision
<b>Drawing</b>	Giving some space for drawing when related to the topic	Help understand feelings and make decision
<b>Demonstration and Assignments</b>	Give assignments or a task related to topics	To practice skills
<b>Games and exercises</b>	Giving instruction about topic related exercises such as filling in a template, crossword puzzles, or other games to do with friends	To practice skills
<b>Brainstorm</b>	Giving instruction on brainstorming an idea	Give a chance to youth to reflect and comment on a concept, idea or problem
<b>Assessment</b>	Creating a test at the end of a topic and present the answers at the end of the workbook The answers can be shown through Arloopa	To give a chance to youth to assess learnings and knowledge

## 10. ARLOOPA APPLICATION DEVELOPMENT

- Arloopa will be used as an interesting and engaging methodology for youth contributing to the quality of learning. The service provider will provide at least 2-3 Arloopa activities per topic. The images may lead to tutorials, animations, pictures, songs, etc. The service provider shall develop and create authentic animation images, videos, GIFs, tutorials, songs, etc. for the workbook.

## 11. TRAINING AND TRANSLATION OF WORKBOOK

- The service provider shall provide and prepare two translated versions of the workbook into Kurdish (badini) and Arabic. The translator(s) shall be confirmed by World Vision (first party) and their qualifications and sample of translations shall be sent to World Vision (First party) before translation of the workbook.
- The service provider will organize one day training for World Vision (first party)'s staff and volunteers on how to use the curriculum in World Vision's career center. The venue, transportation and refreshment will be covered by World Vision (first party).
- A certificate template shall be designed in English in a separate sheet by the service provider for the completion of the workbook.

## **12. TERMS OF REFERENCE**

- The workbook shall be open to changes and adjustments until 90 days after submission of the final version (end of January- end of April). The service provider shall make any adjustment raised by World Vision (first party) in this time duration in no less than 7 days depending on the complexity and quantity of adjustments and shall reflect the adjustments to the Kurdish and Arabic version.
- The service provider shall avoid cultural, religious, social and political biased content i.e. the content and pictures of the workbook shall be neutral.
- The workbook shall have educational values and shall avoid any kind of offensive picture or content to any culture, religion, ethnic and minority groups. The workbook will be used for educational mean and it should avoid demonstration of violence or offensive materials.
- The workbook will be used with young (15-25 years old) with different educational levels, thus it shall be age appropriate for beginner and intermediate youth.
- The language of the workbook (English, Kurdish (badini), and Arabic) shall be standard and simple.
- The workbook will be a property of World Vision and shall not be copied or published without the consent of World Vision.
- The workbook shall be authentic, and avoid plagiarism. In any case of using texture, picture, etc. from other resources, resources shall be provided.
- The service provider shall inform and discuss with World Vision (first party) for taking any major action not stated in this tender and shall not take any major action without the consultation of World Vision (first party).
- The service provider shall be adaptable to and flexible with the adjustment of World Vision's policy and shall follow the regulations of World Vision policy.

## **12. REQUIRED DOCUMENTS**

The service provider will need to provide a set of required documents for World Vision organization purposes

- Original copy of invoices signed and stamped by the service provider company for all expenditure at the end of the service for the payment transaction processes.
- Sample of related services provided
- Company service provide (Second party) shall develop Memorandum of Understanding (MoUs) between the second party and with any private sector

companies/institutions that they aim to work with for activities related to World Vision (First Party). A copy of each MoU stamped and signed by second party with World Vision (First Party).

- The service provider will propose an appropriate team, which will be in charge of delivering the service clearly describing roles, responsibilities and specific tasks of all team members proposed and providing their CVs, Certificates etc.
- Any other necessary documents as required.

### **13. PAYMENT PLAN**

The contractor will share the invoice, good received notes and any other backup documents required by World Vision (first party) procurement.

The payment transaction will be discussed with the service provider prior signing the contract.

All money transfer and transaction will be done through bank account after submission of all necessary documents related to the payment

### **14. TENDERING DOCUMENT**

The tenderer must provide in his offer:

(1) A document

- clearly stating the identity, roles, activities and responsibilities of subcontractor(s) and;
- specifying the volume/proportion for each subcontractor

(2) A letter of intent by each subcontractor stating its unambiguous undertaking to collaborate with the tenderer if he wins the contract and the extent of the resources that it will put at the tenderer's disposal for the performance of the contract.

(3) Contractor (Second party) will need to provide company profile that includes background about their company or institution and working experiences.

(4) Contractor (Second party) will need to share their best sample of related services.

(5) Contractor (Second party) will need to provide a list mentioning the cost per service.

(6) Contractor (Second party) can summarize the above in one document attaching the following (Company profile, background in provision of related services, sample of similar

service, sample of Arabic and Kurdish translations, service costs, pictures, and related documents).

(7) Contractor (second party) will need to share any other documents that would enable World Vision (first party) to understand the applied offer from the service provider

If the above-mentioned documents are not provided, the contracting authority shall assume that the tenderer does not intend subcontracting.

## 15. FINANCIAL SECTION

Tenderers must use the following standard format to present their financial propos.

General comments on the financial proposal:

- All prices must be quoted in **USD**. If necessary, please use the conversion rates published in the Official Journal of the European Communities on the day when the invitation to this tender was issued. The total price cannot exceed the maximum budget available for the assignment.
- The assumptions stated below the table must be included on the tenderer's financial proposal which must be undersigned for acceptance.
- Prices must be quoted free of all duties and taxes.
- The total price cannot exceed the maximum budget available for the assignment.

## 16. INSTRUCTION TO TENDERER

### IMPORTANT NOTE:

**At the end of the contract duration, the total amount due to be paid to the contractor of the total contract value shall be determined as follows:**

- For each of the activities carried out, according to the prices offered by the contractor, World Vision (First Party) will pay the full amount.
- In case an activity has not been started, World Vision (First Party) will not pay the price quoted by the contractor for that specific activity.
- In case of an activity where work has started but the contractor, through its own fault, has failed to complete satisfactorily, World Vision (First Party) will not pay the corresponding total amount quoted for that activity.

- In case of an activity where work has started, but not completed due to reasons beyond the control of the contractor, World Vision (First Party) will assess the state of advancement of the activity and pay a reduced part (%) of the amount quoted for that specific activity.

**World Vision (First Party) will base itself upon reports and datasets due, events undertaken, missions and feedback to assess whether an activity has been successfully completed, partially completed or not started at all.**