Proposal Document [B]
Our Technical Proposal

How to complete this Technical Proposal Document

- **Make an electronic copy** of this document and rename it for your organisation's bid. Use the copy for your proposal and keep this template document in case something goes wrong.
- **Study each section**, reading the guidelines.
- **Complete each section**, reading the guidelines for each one carefully.
- **Note**: if you want to add more information than asked for, feel free. You may also add a new section if it explains your proposal more clearly. But you must try to provide the information asked for.
- The more specifically appropriate detail you provide, the greater will be the perception of your ability to implement.
- Write your proposal text where you see […]
- **Proceed with developing the technical proposal**. When you have finished, delete all of the guideline's boxes, including this one.
- We suggest you then **consult the tender evaluation grid** to see if you can improve this document to score higher.

*NOTE: because this is a document coming from your organisation, text outside of the guidelines boxes refers to 'our' 'we' - ie. these are **your statements** which you must own.*

1   Summary table

Training Provider [….]			
Project name			
Proposed project Start Date		Proposed project End Date	
Target Beneficiaries			
Project Proposed Total costs			
Project duration			
Estimated Costs per beneficiary			
TP contribution			

2   Our vocational training concept, and why it is needed in the local area.

*In this section, explain below your **training concept** and why you think there are good opportunities to create livelihoods or gain employment for the trained youth/young mothers in the proposed area (or wider).*

Try to estimate how many opportunities there may be before the specific ward/district/ region becomes saturated with these skills for the immediate future.

Give your assessment of what the possible challenges are.

Our training concept. *(Maximum 400 words)*

[Explain here …]

Expected Result

In the table below, describe the expected results of the proposed training concept.

Note that a single activity may have more than one expected result.

Focus on highlighting the key outcomes and the main results that contribute directly to the project's objectives.

Activity (Main activities)	Indicator	Expected Output/Outcome
E.g. 1. Youth mobilisation	*E.g. #/% of youth enrolled*	*E.g. 200*

Why the training project is needed in the proposed area. *(maximum 150 words)*

[…]

How many youth trainees can be absorbed into the proposed (self)employment opportunities in the specific proposed area?

[…]

3   How we will organise the training programme

3.1   Our training approach.

Here you can explain your training approach – e.g. training methodology, use of the training space, class/group size, interactivity, elicitation, teaching of theory, explaining/showing/lecturing, tracking trainee progress (assessment of learners), and more.

Our training approach, and how we will apply it to this training programme *(maximum 400 words)*

[...]

3.2   Trainee Selection

What kinds of trainee we will select and how many

Refer to the SET target group specifications and then consider age range, employment status (under- and unemployed/self-employed), gender balance, literacy/numeracy levels if required etc.

Explain how the number of trainees you intend to select relates to the demand for the skills you will train them in.

[...]

How we will find and select the trainees and how long this will take

Which districts & wards of Morogoro and Iringa regions will you focus on for finding trainees? Consider: the role of communities, village leadership, community organisations, dissemination of course awareness, ... (The costs of this process may need to be added to the budget.)

[...]

How we will ensure strong motivation

Consider: trainee interviewing, family support, village leaders, ...

[...]

3.3   Technical Skills and Knowledge we will train for

Given your organisation's experience in the occupational skills to be trained for, what do you consider the necessary technical skills and knowledge to be included in the training should be? What should trainees who complete the programme be able to do (practical) and explain (theory) after they have finished? Try to list the training topics (both theory and practical) in the following table. List them in the order they should be introduced in the course.

This will also be a topic of negotiation if you are selected. An agreed curriculum will eventually be a requirement.

Skill or knowledge topic	What trainees will be able to do (practical) or explain (theory) which are related to the topic.
Note: *The topics and learning outcomes should focus on those needed for the technical needs of the occupational but **not** include the life and business skills.*	
	The trainee graduate will ...

1	Topic 1: [title]	◆ be able to [explain (relating to the topic)] ◆ be able to [actions (relating to the topic)] ◆ etc.
2	Topic 2: etc	...
3	Topic 3: etc	...
	etc.	[Add rows as needed]

3.4   Materials needed for the training.

On the basis of your training course programme above, describe the equipment, materials, consumables, farm and other items, that you think will be needed to train effectively. This will also be a topic of negotiation if you are selected, and an important part of your budget proposal.

List the items in the following table and estimate quantities needed for a training group to acquire the skills and knowledge needed. Decide on what you think is the optimum size of the training group first, then decide whether the items are needed for each individual, for use by trainees in groups, or for the whole group. This will give you the quantity needed.

Best Size of Training Group: [...]

Type of item	Specific item	Training mode	Quantity
Equipment & material for trainers & trainees		Individual/groups/w hole group	
	(add rows as needed)		
Occupation specific (Farm, ...)			

3.5   Soft skills we think should be included in the training package.

Since we expect that the training will result in livelihood creation or employment for successful graduates, what soft or business skills do you think should be included, on top of the technical skills above? Explain the reasons you propose any additional such skills, who will teach them, and how they will fit into the training programme.

Note: Soft skills should include but not limited to Business skills, Gender awareness, financial literacy, self-awareness and communication skills

Soft skills we intend to include

[...]

Who will teach them, their names and how they will fit into the training course (you can insert a table if required)

[...]

3.6   Duration of training

Based on your training programme topic list above, explain what duration the programme should be in training days.

*Note: 'training days' refers to **the amount of time a trainee would need to be trained for** to acquire the necessary knowledge and practical skills – i.e. the training part of the programme. It does **not** include the preparation days or the follow-up support activities, or the total amount of time to train the total number of possible trainees.*

If you can, estimate which topics you can cover in each week and give an indicative balance of time given to 'theory' and 'practice'.

Also determine how many training hours will be allocated to trainees per day and fill in the space provided.

This will also be a topic for eventual negotiation, if your bid is accepted.

What we propose for the training duration

No.	Type of training	Theory (days)	Practical (days)	Total days	Notional hours
1.	Days for technical training				
2.	Days for Soft Skills				
3.	Days for Youth saving and lending associations training (YSLA)		NIL/Integrated		
4.	Days for On-the-job training (internship, apprenticeship, etc) **and/or** Technical Backstopping (depending on your proposed approach)				
	Total length of training				

[**We propose that one day is equivalent to……… hours of training**]

Note: *Specifying 'Days' is a quick way to show the balance of time we will give these elements. In the course, we may mix technical and soft skills during the day for variety, but you will need to allocate hours for each skill on a day for clearer understanding.*

How will we ensure a strong emphasis on practical skills training *(maximum 300 words)*

[…]

4   (Self)-employment support approach.

EMPLOYMENT TARGETS

*Given your knowledge of the district economy and communities around the training location, propose some **targets** relating to the following table. These will be a topic of negotiation if you win the bid process and then the reviewable targets will be included in the training contract.*

Our organisation proposes the following (**self) employment targets** as realistic.

% of Trainee Graduates selected	Proposed Target % (of trainees)
% of trainee graduates who establish a **livelihood (self-employment)** using the occupational skills trained for within 6 months after training	
% of trainee graduates who can get training-related work **with an employer** after the training programme	
% of trainee graduates who **will not take up employment** or **create a livelihood** relating to the training	
	100%
% of trainee graduates who may need **further Self-employment support** to achieve a livelihood (self-employment)	

INCOME TARGETS

Based on your knowledge of what graduates may need in order to set up a livelihood using the trained skills, add the information needed in the following table.

	Items/Time/Amounts
The basic items a graduate would need in order to start creating his/her livelihood	
The lowest total cost of these items for one person	
The time needed before graduates make any money (once they have the material and equipment, they need to create a livelihood)	
The average amount of money graduates could make at first product sale/salary payment	

> *Add any explanations below of the proposed targets above, why you think they can be achieved as you have suggested.*

How we set the (self)-employment targets and why we think they are realistic *(maximum 200 words)*

[...]

4.1   Self-employment support for trainee graduates to establish a livelihood (business).

> *Self-employment support is the support/service extended to trainees to facilitate business establishment, management and growth.*
>
> *Describe your (Self)-employment support approach e.g., linkage to inputs, linkage to output markets, linkage to financial institutions, YSLA's training etc, and how you will execute it (how, how long and by who?).*
>
> *Describe what you think are the biggest challenges which might require follow-up support, and what you propose as the most effective ways to help graduates overcome these challenges. Explain how you will manage this support within the capacity of your organisation and with a reasonable budget.*
>
> *The SET project is prepared to support a start-up package to help some graduates with creating a livelihood.*
>
> *This will also be a topic for eventual negotiation, if your bid is accepted.*

What is our Self-employment approach, and how will we execute it *(maximum 200 words)*

[...]

What we think are the challenges graduates are likely to face after training in order to set up their self-employment activities or find a job. *(maximum 300 words)*

[...]

How we plan to support them to overcome these challenges effectively with training and follow-up activities.

[...]

What we recommend as a start-up package to be provided to graduates heading for self-employment. How we will ensure this has the maximum impact and who should receive the package, since SET cannot afford to provide to all successful graduates

[...]

4.2   Duration of Self-employment support

What we propose for self-employment duration

No.	Type of self-employment support/service	Total days	Notional hours
1.			
2.			
3.			
4.			

4.3   On-the-Job Training Support (If relevant to your approach)

Describe your on-the-job training support approach, e.g., internship, attachment, placement, etc, and how you will execute it (how, how long, and by whom?).

This can be optional depending on the need and proposed approach by the respective TP

Our proposed on the job training support for trainees

[...]

Duration of on-the-job training support

No.	Type of on-the-job training support	Theory (days)	Practical (days)	Total days	Notional hours
1.					
2.					
3.					

5 Our proposed Technical Trainers

Here you can explain what kind of technical skills and knowledge a trainer needs in order to lead this course, and how your proposed trainers have the skills, knowledge and experience to do this. (Only technical trainers)

What skills and knowledge the trainer will need to do the task

[…]

Our trainers – what are their names, on-the-job skills & experience to do the job? (you can use a table to summarize)

[…]

6 Training Space

Here you will explain where the training will take place. This will cover where theory sessions (if needed) will happen, where practical work will take place, where you will store training equipment, tools, consumables, other items, securely, where students will be accommodated & fed.

***Note**: the training space should suit the nature of the training. This means that, for example, for agricultural skills, the best training space may be a farm, with places for theory teaching and group discussion, and the farm itself for practical work.*

Our proposed training space for theory and practical

[…]

7 Sustainability plan

Here, you will describe the strategies you will implement to ensure continued application of the Vocational skills learned by youth and continuation of established businesses beyond the completion of your training delivery.

***Note**: Consider all the options and areas that would mean your project results will be prolonged independently by trained youth; it should be practical and realistic.*

[.......]

8 Activity plan

In this section, provide a clear explanation of your activity implementation plan. Activities should be organized in sequence, starting with the first activity to be implemented. For each activity, list all key tasks clearly. Indicate, using colour, the specific month in which each activity will take place. Please refer to the example below for guidance.

S/N	Activity	Months					
		XX	xx	xx	xx	xx	xx
1.	*Mobilization and Selection of beneficiaries including*						
	▪ *Community awareness/ Introduction meetings*	█					
	▪ *Pre-screening of beneficiaries*	█					
	▪ *Selection of beneficiaries*	█					
	▪ *Beneficiaries' enrolment*	█					
2.	*Training organization*						
	▪ *Selection of training venue*	█	█				
	▪ *Trainer selection*	█	█	█			
	▪ *Training materials preparation*	█	█				