



## Terms of Reference

For

# Implementation of Vocational Skills Development Intervention for Young Mothers in Morogoro Region

March 2023

## 1. Background and Context

Skills for Employment Tanzania (SET) is a Swiss Agency for Development Corporation (SDC) supported project through the embassy of Switzerland in Tanzania. Implemented by Swisscontact, it aims to enhance (self-) employment opportunities for youth, young women, and young mothers through improving vocational skills development (VSD) in Tanzania. SET project recognizes the importance of gender equality mainstreaming (GEM) and women's economic empowerment (WEE) as essential tools for economic and social development.

Among the vulnerable youth, young mothers represent an especially disadvantaged target group as they are highly marginalised compared to other youth and the attrition rate for education and skills training due to childcare and social responsibilities is high. Therefore, young mothers, require targeted approaches to vocational skills development in order to ensure a meaningful and sustainable outcome. Against this background, SET seeks to engage competent training providers working in Morogoro region to develop and implement Vocational Skills Development (VSD) interventions that will lead to (self-) employment and generate income for young mothers.

**Young mothers:** refers to unemployed or self-employed single or divorced/separated/widowed women of the age 15-24, earning TZS. 150,000 or less per month and who have given birth to their first child while still attending school or dropped out of school due to early pregnancies and are actively parenting the child.

## 2. Objectives of Assignment

The training provider is required to implement a suitable demand-led Vocational Skills Development (VSD) training program targeting young mothers, that will lead to gainful employment opportunities.

### 3. Scope of Work

- The implementation of the VSD is expected to take place in Morogoro region, strictly targeting young mothers aged 15 to 24 only (*please refer to a more detailed definition of young mothers above*). The proposed VSD training should focus on the following **three (3) priority sub-topics/sub-sectors**;
  - a. Horticulture production and/or processing
  - b. Tailoring
  - c. Food processing
- The TP can select either one among the above listed training areas or add other vocational skills (soap making, mushroom farming, etc) which can be acquired in combination with one of these technical skills. The skills to be provided will depend on the interest and expertise of the TP. The focus is on offering skills which can lead to self-employment opportunities, which are suitable for young mothers working from home and potentially breast feeding.
- The VSD can range from a short course of at least 2 months, to long training courses which range over a longer period (6 months), e.g., a full crop cycle/approach depending on the particular crop production circle and on the skills to be offered.
- The targeted number of proposed trainees can range between 50 – 200, based on the capacity of the TP and the size of groups for training. **The emphasis must be on the technical skills that can facilitate (self-) employment (80%)**, supported with wrap-around skills (soft skills/employability and financial management (20%) and post-training services/coaching to enhance (self-) employment and income related results. Also, the project will support interventions that focus on skills development while addressing the impacts of climate change (green skills).
- The proposed VSD should consider the list of **soft skills below**, which are to be implemented to a maximum of 8 days only for a long program or should constitute of only 20% of the entire length of the intervention.

Table 1: VSD training package

No.	VSD training package	Explanation
1.	<b>Priority Technical Skills; (80%)</b>	<ul style="list-style-type: none"> <li>▪ TPs should select technical skill/s based on their interest and expertise to deliver training.</li> <li>▪ In addition to the selected priority skills, TPs may decide to include <b>other technical skills**</b> suitable for young mothers to increase their chances of increasing income by working from home</li> </ul> <p><b>Other skills**</b> such as soap making, batik making, knitting, weaving etc</p>
	<ul style="list-style-type: none"> <li>▪ Horticulture production</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Tailoring</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Food processing</li> </ul>	

<b>2.</b>	<b>Associated Soft Skills; (20%)</b>	<ul style="list-style-type: none"> <li>▪ Soft skills should cover only 20% of the overall length of the VSD programme</li> <li>▪ Gender awareness topics (<i>gender stereotypes, gender in the economy &amp; gender-based violence</i>)</li> </ul>
	▪ Know yourself	
	▪ Self-Awareness	
	▪ Financial Literacy	
	▪ Interpersonal Communication	
	▪ Entrepreneurship	
	▪ Record Keeping	
	▪ Gender awareness & psychosocial support	
<b>3.</b>	<b>Post-training Support</b>	
	▪ Coaching or Placement/Internship	<ul style="list-style-type: none"> <li>▪ TP should include support after actual skills training to enhance results.</li> <li>▪ TP may select the type of post-training support based on their experience</li> <li>▪ Coaching should be centred around technical skills to support the transition into (self-) employment</li> </ul>

Below is the **key data and information** which is required for the proposal (should not exceed 10 pages):

- a. **Summary** of the purpose of the vocational skills development/training
- b. **Brief rationale** of the project
- c. **Location:** Where will the Vocational Skills Development (VSD) take place? e.g., Morogoro, Mvomero, including the names of villages if required. If you need to further clarify the precise location of the training, please add this as an activity and in the budget. From which villages/streets, wards, and districts will youth be selected? To answer this question please fill below table. If you plan to implement various courses, provide information for all courses.

Table 2: Details of the VSD course location

Region	District	Ward	Village/Street

- d. **Vocational Skills:** The emphasis must be on technical skills that can lead to (self-) employment or increased income. What are/is the technical skills proposed from the priority areas mentioned above (horticulture, tailoring and food processing)? and other\*\* suggested technical skills (if any)?

Table 3: Details of the VSD course

Course name	Locations where this course will be taught (village or ward)	Technical skills that will be taught

- e. **Employability/business/soft and other additional skills** (please note that this should not exceed 20% of the total training days and not more than 8 days if the training is of long duration)
- f. **Employment or self-employment opportunities:** What is the employment and/or self-employment opportunities? If there is a market for the products being produced, please specify this further.
- g. **Partners for the training and potential contributions**  
 What are the private, public, or other partners involved in the training?  
 What is the contribution of other partners to this training, if any? Please specify if this if in-kind or financial and provide needed information to understand this.

Table 4: Partners and contribution

Partner name	Course name	Type of financial or in-kind contribution to the training

- h. **Target group and numbers**  
 15 – 24 years: un- or underemployed, how many, location  
 15-24 years: self-employed, how many, locations  
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- i. **Mobilization of trainees and launch of the training:** (method and time spent on this, if required). It is expected that the TP will propose a trainees mobilization method, explain step-by-step ways of mobilizing the trainees and create awareness. Please do not add a training needs analysis as an activity or in the budget as we assume that you have established a need.
- j. **Method and length of training:** How many days and hours will you train, coach, or support each student? During the training what percentage of hours will be spent on soft skills, technical theoretical skills, and technical practical skills? To answer these questions, please fill below the table.

Table 5: Training length

Na.	Course name	Topic	Number of days	Theory (hours)	Practical (Hours)	Total training hours




k. **Training venue**

Please clarify where the training will be organised (classroom, outside the classroom such as a school or fields, training farms and/or workshops)

l. **Training material and curricula**

Attach a sample of the training curricula you have for this kind of training

m. **Materials or equipment needed for the training**

What materials or equipment need to be purchased to implement the training?

n. If any start-up equipment or material, please specify what kind of equipment or material, if it will be for individuals or for groups and for what purpose.

o. **Trainers and teachers**

Please mention who will do the training for the technical and soft skills mentioned above?  
Please attach **their CVs** and a statement that they are available for the training

p. **Coaching:** what is the subject of coaching and who will provide the coaching? How long will the coaching last?

q. **Assessment of learning:** Will you assess the learning of trainees? If yes how?

r. **Management of the training:** What is your management structure and processes for the training?

Please attach the **CVs** of qualified people who will be involved.

s. **Monitoring and quality assurance**

How do you monitor the training, during and after the training?

t. **Expected results**

What is your expected outcome of the training?

u. **Other important information** which might help SET to understand the proposed training

v. **Budget**

**Please use the attached budget template!!!**

Please use your own rates, based on your own internal policies and regulations for staff, per diem, and other items when preparing the budget and add your administration fees separately to the costs, also in %. What is the proposed cost per beneficiary? If there is, what is the TP in-kind and or cash contribution?

## 4. Expected Output/Outcome of Proposed Training Project

- At least 80% of the trained young mothers are employed/self-employed and can gain income
- At least 50% increase in income for existing businesses

## 5. Monitoring

The training providers is expected to monitor implementation and provide related data and information, based on the monitoring requirements of the SET project. SET will also conduct joint monitoring visits when needed.

## 6. Duration and Placement

The training provider is required to establish the length of the proposed training course depending on the focus area and approach. The length of the vocational skills development should include the length for proposed other support, e.g., coaching. Please note that in the context of SET, 6 hours of training equals 1 training day and 22 days will be considered 1 month.

## 7. Content of the proposal

The training provider is expected to deliver a proposal explaining the summary of the vocational skills development project providing addressing the key data and information mentioned above (not more than 10 pages plus Annexes)

- Related curricula and training material, if available
- A list of suggested trainers with their curriculum vitae (CVs) including a statement of how these are associated with your organisation
- A work plan and training schedule associated

**Please note that the proposed budget for the entire training intervention, including post-training support as per the budget format, which is clearly linked to the proposal MUST be placed in a separate envelop or forwarded by a separate mail.**



## 8. Required Qualification

- Proven competency and experience in the proposed focus area and relevant expertise to implement the vocational skills development
- Sufficient training equipment and facilities associated with the proposed approach
- Proven experience working with young mothers training programmes is an added advantage.

The Proposal should be submitted to Swisscontact in the manner described under RfP (Please refer section 6 of the RfP for more details).