**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.*

Ω

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

*In this section, explain below your* ***training concept, project duration*** *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 concepts.

[Explain here …]

#### Why the training project is needed in the proposed area.

[…]

#### What is the scale of livelihood opportunities in the village, Ward, or District for the occupation we will train people for – ie. how many people we think can be absorbed in the local economy.

[…]

#### Possible challenges and how we will overcome them.

 […]

# What we think are realistic training targets.

### 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 be reviewable targets included in the training contract.*

Our organisation proposes the following **post-training 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 post-training 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 create 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, if you feel they are needed. This might include any risks or assumptions which might affect the targets you have set - especially ones you may have limited control over. You can propose that some of these be included in the contract.*

#### How we set the post-training employment targets and why we think they are realistic

[…]

#### What circumstances beyond our control might make the targets above more difficult

[…]

#### What we will do to help graduates who are trying to create a livelihood and help them meet their income targets

[…]

# How we will organise the training programme

## 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 region 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, ...*

[...]

## 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] |

## 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 also 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/whole group |  |
|  | *(add rows as needed)* |  |  |
|  |  |  |  |
| **Occupation specific (Farm, ...)** |  |  |  |
|  |  |  |  |

## Additional 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 additional life 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 (including VSLA), self-awareness and communication skills*

#### Additional 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)

[…]

## 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 – ie. 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 |
| 1. | Days for technical training |  |  |  |
| 2.  | Days for ‘Additional Skills’ |  |  |  |
| 3. | Days for post-training support |  |  |  |
|  | 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 additional skills during the day for variety but you will need to allocate hours for each skill in a day for clearer understanding.*

#### How we will ensure a strong emphasis on practical skills training

[…]

## Follow-up support for trainee graduates who are active in the occupation.

*For those graduates who want to try to create a livelihood, and earn income from their newly acquired knowledge and skill, how will you help them once they have finished the training and practical work, and gone out into the field.*

*Describe your post-training approach e.g.; coaching, internship 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.*

*There are a number of factors to take account of. Support can be scheduled or on demand. It can be in different forms: individual, in groups, or collective. It can use your organisation, or locally sourced coaches/mentors/experts.*

*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 post-training approach and how we will execute it

[...]

#### 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.

[...]

#### How we plan to support them to overcome these challenges effectively with training 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 the SET cannot afford to provide all successful graduates

[…]

## Our training approach.

*Here you can explain your training approach – eg. 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

[…]

# 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.*

#### 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)

[…]

# 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

[…]