

Program Consortium: World Vision Germany, World
Vision Georgia Foundation (WVGF) and Danish
Refugee Council (DRC)

Elaboration of contextualized training modules on
Social Empowerment for competence transfer to
identified Master Trainers within the Graduation
Approach (GA) Knowledge Hub in Georgia

Terms of Reference

2024

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Acknowledgments

The present Terms of Reference, with the aim of developing a contextualized module for competence transfer to identified Master Trainers within the Knowledge Hub in support of the rollout of the Graduation Approach roll in the country, have been developed by the Danish Refugee Council (DRC) in close cooperation with the World Vision Georgia Foundation (WVGF).

The ToR described herein consists of our own work, undertaken to secure funding, implement the activities, describe, and advance learning. All the materials elaborated through the process remains the property of the project partners described in this document and cannot be used for private or third part purposes.

Glossary

WVGF	World Vision Georgia Foundation
DRC	Danish Refugee Council
GA	Graduation Approach
IDP	Internally Displaced Person
NEET	Not in Education, Employment or Training
GoG	Government of Georgia
LEPL	Legal Entity under Public Law
SIDA	Swedish International Development Agency
SSA	Social Service Agency
GBV	Gender Based Violence
KII	Key Informant Interview
HH	Household
HEC	Household Empowerment Consultant

Introduction and Background

Who we are

World Vision Georgia Foundation is a relief, development, and advocacy organization that has been working with the most vulnerable children, their families, and communities since 2000. The primary objective of WVGF is to tackle the root causes of vulnerability and injustice and by doing so, help the most vulnerable to live life in fullness. Throughout its 25 years of operation in Georgia, World Vision has been working to strengthen the child welfare system and create a healthy and active society for children that is inclusive, tolerant, and provides equal opportunities for all. In its work towards the overarching mission of the organization, WVGF recognizes a holistic approach whereby the improvement of a child's well-being is inextricably linked to the overall ability of the child's family and the community to provide welfare for the child. With active grassroots engagement, WVGF builds local capacity and creates an active civil society in the regions of Georgia to achieve sustainability of its developmental efforts.

DRC (Danish Refugee Council), founded in Denmark in 1956, is Denmark's largest and the world's leading non-profit, independent, rights-based refugee organization. Organization's vision is to assist refugees, internally displaced people, and their host communities to a dignified life. DRC protects lives and human rights and empowers beneficiaries throughout conflict displacement by providing shelter, food, and hope in terms of work, education, and integration towards a sustainable future. Since 1998, programmes in the South Caucasus are designed through a "protection lens", ensuring that all activities integrate protection principles. As such, organization will continue to work on expanding its knowledge and ensure durable solutions are provided to IDPs, returnees and host communities, and as well as make IDPs, returnees, host communities and persons in a refugee-like situation aware of and actively claim their rights, through legal assistance and awareness raising.

Project Overview

In line with its strategic aspirations, from January 1st, 2023, WVGF together with the implementing partner DRC in Georgia and pin partnership with LEPL Social Service Agency, has launched the project "Supporting Poverty Alleviation in Georgia through Graduation Approach", with the financial support of SIDA.

The overall goal of the project is to contribute to reducing poverty and increase the resilience of ultra-poor households in 5 regions in Georgia, namely Kakheti, Imereti, Samtskhe-Javakheti, Adjara and Samegrelo Zemo Svaneti, and the incorporation of Graduation Approach (GA) principles and measures into national and subnational poverty reduction programs/schemes in support of the poverty reduction efforts of the GoG. The project will be implemented in locations with high IDP concentration, as well in urban and rural settings with non-IDPs across a range of vulnerable groups following a Human Rights Based approach. In this regard, the project will have two main directions - Direct Support to the most vulnerable and Capacity Building/Technical Assistance of duty-bearers - building up one Knowledge Hub and integrating the approach already well-tested in other contexts into the Georgian social service system.

The project is implemented in urban and rural areas of the following regions:

- ✓ Samegrelo Zemo Svaneti region: Zugdidi, Senaki and Poti municipalities
- ✓ Imereti region: Kutaisi, Tskaltubo, Zestaponi and Khoni municipalities
- ✓ Kakheti region: Telavi and Kvareli municipalities
- ✓ Samtskhe-Javakheti region: Akhaltsikhe and Adigeni municipalities
- ✓ Adjara region: Batumi municipality

The project aims to tackle the challenges of the Government of Georgia in its poverty alleviation efforts by introducing a sustainable multifaceted, and holistic approach named Graduation Approach (GA) to propel people onto the path out of poverty, going beyond just financial aid, tackling not only their economy but also their social exclusion, building on participation and inclusion. Graduation Approach is a leading evidence-based approach of DRC and World Vision work worldwide that contributes to organizational commitment to reduce child vulnerability among the poorest communities. By helping to transform households through inclusive and scalable interventions, Graduation empowers families with the most vulnerable ones to equitably shape their future and that of their children. The approach has a strong gender-transformative power due to its focus on gender-transformative interventions.

The Graduation Approach has been refined through rigorous application and evaluation, leading to a set of standards, which promote consistency, effectiveness, and scalability, while allowing it to be adapted to different contexts. Four pillar approach, with accompanying minimum standards, strikes this balance by identifying flexible intervention areas, alongside essential standards to ensure quality and rigor within the programme. These four pillars are: social protection, livelihoods promotion, financial inclusion, and social empowerment. The GA identifies individuals living in extreme poverty and provides them with basic resources, assets to kick start livelihood and/or income-generating activity, financial education, technical training, life-skills coaching, and social support in addition to facilitating their access to social services on multiple levels so that they can “graduate” from the program with sustainable sources of income, be food secure and integrated into community schemes as well as having the sustainable social protection net.

The program as pilot will work under the two major outcomes:

Outcome I will ensure that through the roll-out of the Graduation Approach (GA) model, ultra-poor households (780) have improved their economic situation, food security and resilience through assistance with essential livelihoods and food consumption items, acquisition of technical skills and capacities in key economic livelihoods areas, building of knowledge and skills in financial planning and management, increased access to social and financial services, the development of positive mindsets/attitudes and the participation in community structures and networks.

Outcome II The project aims to strengthen the capacity and enhance the capability of national and municipal government agencies, and their coordination through the establishment of one GA knowledge Hub acting as a competence dissemination mechanism to reduce poverty more comprehensively, effectively, and sustainably in Georgia. The mechanisms will also ensure effective transfer of GA model, test tools and practices to relevant stakeholders in charge of poverty alleviation, directly or indirectly. The second outcome will therefore firmly embed the GA model into the Georgian duty-bearers’ response framework towards poverty alleviation. It will thereby strengthen their capacity and enhance capability

to fulfil their obligation to realize human rights for all, including their capacity to ensure accountability, transparency, participation, and non-discrimination.

Knowledge Hub

In pursue of Outcome 2, while applying newly imported tools, practices, and systems as pilot under Outcome 1, the project relies on the establishment of one Knowledge Hub as one multi-dimensional and multi-layer integrated platform. The Knowledge Hub stands for the overall structure of coordination to facilitate the provision of Technical Assistance under Outcome 2.

The Knowledge Hub primarily consists of one Knowledge Hub Management Unit and further declines into other sub-platforms of coordination such as the Core Reference Group (CRG) and Sub-Reference Groups (SRGs) as outlined below, as for their responsibilities and duties.

At the operational level, the Knowledge Hub will also include the disseminators for implementation: 40 Master Trainers, 39 Household Empowerment Consultants and 160 Frontline Responders/civil servants for effective roll out of GA at municipal level. The Knowledge Hub will be closely linked to the Project Steering Committee in terms of accountability.

Consultancy Purpose

Develop a contextualized modular training package for competence transfer to identified Master Trainers within the Knowledge Hub.

The definition of training herewith does not foresee solely the definition of concepts for each module for the Master Trainers, but the roll-out of practical and hands-on exercise for daily use at household level on the trajectory towards graduation.

Training sessions under the modular training package should include a clear reference to the following topics by setting minimal standards for recipient households under the social empowerment pillar and allowing an understanding of these in a practical and applicable manner:

1. Self-awareness: identity, self-esteem, professional interests, and values.
2. Managing emotions: identifying emotions, anger management, stress management, empathy.
3. Effective communication techniques, advocacy, and negotiation skills.
4. Interpersonal relationships: assertiveness, conflict management, teamwork, networking.
5. Critical thinking: decision-making, problem-solving, time management.
6. Social responsibility: moral reasoning, tolerance.
7. Positive parenting.
8. Informational literacy.

The training modules and related exercises to apply during visits/sessions with HHs should be designed to improve the following skills among recipients:

- Identity: Understanding and accepting one's own identity, including aspects such as personality, beliefs, and values.
- Self-esteem: Building a positive self-image and confidence in one's abilities and worth.
- Professional interests: Identifying and aligning personal interests with potential career paths.
- Values: Clarifying and prioritizing personal values, which guide decision-making and behavior.

- Identifying emotions: Recognizing and understanding one's own emotions and those of others.
- Anger management: Developing strategies to cope with and express anger in a constructive manner.
- Stress management: Learning techniques to manage and reduce stress in various situations.
- Empathy: Cultivating the ability to understand and share the feelings of others.
- Advocacy: Speaking up for oneself or others, especially in promoting personal or social causes.
- Negotiation skills: Developing the ability to reach mutually beneficial agreements in various situations.
- Assertiveness: Communicating one's needs and opinions confidently and respectfully.
- Conflict management: Resolving conflicts in a constructive and collaborative manner.
- Teamwork: Collaborating effectively with others to achieve common goals.
- Networking: Building and maintaining professional and personal connections.
- Decision-making: Making informed and rational choices based on careful consideration of relevant factors.
- Problem-solving: Developing effective strategies to address and resolve challenges.
- Time management: Efficiently allocating and prioritizing time to achieve goals.
- Moral reasoning: Understanding ethical principles and making decisions based on a sense of responsibility.
- Tolerance: Embracing diversity and respecting different perspectives and cultures.
- Parenting skills: Developing effective and positive approaches to raising and nurturing children.
- Research skills: Gathering and evaluating information from various sources.
- Critical evaluation: Assessing the reliability and credibility of information.
- Media literacy: Understanding and interpreting media messages critically.

The developed training modules under the social empowerment pillar shall capitalize on tools, materials and processes which may pre-exist, and have been tested in Georgia or similar development contexts. Consultations with DRC may provide guidance on such materials if relevant for replicability or further contextualization.

The developed training materials and tools, where possible should mainstream gender aspects, promote gender equality, and elaborate on that. Also to use gender-inclusive language.

Deliverables

All tools and materials will be endorsed, firstly by the Sub-Reference Groups, established in the project and finally by the Project Steering Committee as relevant and feasible for replication.

This training package will include, but not limited to the following:

- 1) One unified Facilitators' Manual and methodology for face-to-face and online trainings (approximate duration of the training 5-7 full days)¹ targeting GA Master Trainers along Social Empowerment across the aforementioned topics.
- 2) One Reference Manual/set of hand outs per aforementioned topic for final Training recipients (HECs and frontline service providers) to be further applied/used during the training roll out phase of training to 200 front-line service providers (approximate duration of the training 2 full days).
- 3) PowerPoint presentations for frontline service provider per topic.
- 4) One full set of practical exercises, group work or simulation games where applicable to be used during working sessions/visits to HH GA recipients.
- 5) One detailed overview of the legislative framework regulating social empowerment in Georgia (list of laws and source of information) for the Master Trainers and frontline service providers.
- 6) Delivery of one pilot training for up to 10 master trainers.
- 7) Development of the final training package after feedback by SRGs.
- 8) All the materials should be provided in Georgian language.

Estimated duration of the study: 1,5 months from: April 5, 2024 to May 20, 2024.

Final training module should be piloted by May 20, 2024 (subject to negotiation).

Required Expertise and Qualifications

An individual/consultant with the following expertise and qualifications:

- Substantial experience in developing training module in social empowerment, life skills or other related fields.
- Experience in delivering training sessions.

Application package to be submitted by applying individual/organization.

- CVs of individual/consultants.
- List of trainings conducted within the last 3 years with the mentioned target audience and training topics.
- Recommendation letters (at least one letter) from previous donor/contractor

¹ The exact duration and intensity of the training module will be suggested by the consultant and agreed with the ERTAD project team.

- Technical proposal with detailed timeline, and estimated budget (with a detailed breakdown of costs per unit, indicating consultants daily rate).
- Budget should be presented without VAT.

The abovementioned documents should be sent in PDF format to: rfg.geo.tbs@drc.ngo, no later than March 28, 2024 17:00 pm, **2024** Please indicate the following assignment title in the subject line of the email “**Landscape Analysis of Social Entrepreneurship in Georgia identifying key gaps, challenges, and characteristics, to support improvement of ecosystem in place through transferring and contextualizing Estonian expertise and best practices**”, otherwise your application will not be considered.

Proposal Evaluation and Selection

The evaluation is made on a technical and financial basis.

The proposed technical offers by bidders will be evaluated using the following criteria, and points will be allocated on a scale from 1 – 10 for each of the criteria stipulated below, whereas the weighting is as follows:

<p>Qualifications (50%)</p>	<ul style="list-style-type: none"> ▪ Documented experience working in requested sectors (30%) ▪ Documented experience of developing reports (20%)
<p>Proposed services (50%)</p>	<ul style="list-style-type: none"> ▪ Content of the proposal is suitable for and meeting DRC’s requirements (30%) ▪ Demonstrated understanding of DRC’s profile (20%)
<p>Total</p>	<p>100%</p>

All bidders must obtain an **average score of at least five** for the total technical scoring to proceed to the financial evaluation. The financial offer will then be weighed against the technical offer.

The final decision will be made after the interview (if applicable – the consultant is a physical person), considering applicants’ relevant experience, qualification, and cost efficiency of the offer.

Project Codes for the assignment:

A.2.2.3 Develop contextualized digital and non-digital module-based curricula for competence transfer to identified Master Trainers within the Knowledge Hub. 1) contextualize UPG tools for educational setting

for GoG civil servant trainings (Policy Document, SoPs and tools) - 6 dimensions/themes of UPG: Entrepreneurship/Social Entrepreneurship, Financial Inclusion, Skills Development, Participation into community life, asset management and social protection.

Approval: Mariam Nanitashvili

Requester: Ketevan Patsatsia

Manager : Ketevan Patsatsia

Head of Support Services: Lika Tskrialasvhili

Codes :

Date :