

I. Background on Save the Children's Youth Livelihoods Programs

Save the Children's strategy and approach to youth livelihoods identifies and serves the most marginalized young men and women. It focuses on enhancing young people's access to the labour market or build businesses so as to increase the income through decent work, and realize their economic potential. Through its programming, Save the Children and its partners promote integrated and sustainable solutions, which also helps to enhance children's protection from child labour and access to education as well as support their development and wellbeing. Under our Adolescent Skills for Successful Transitions (ASST) work, SC provides adolescents and youth with capabilities (i.e. skills, attitudes, knowledge and behaviours) and opportunities for obtaining decent and productive work, as well as agency, hope and aspirations for their life-chances. Save the Children believes that support to youth to strategically develop relevant expertise and networks within relevant sectors will help to promote longer-term and sustainable solutions for these individuals.

To help Syrian and Turkish youth prepare for a better future, Save the Children conducted an LMA for Istanbul market in 2017, delivered a contextualized Employability Skills Training, which focuses on life skills and job-search skills in collaboration with its local partner and linked graduates with paid internship opportunities. Save the Children is now expanding its livelihoods programming through 2019, with a new project focusing on equipping Syrian and vulnerable host community adolescents and youth¹ with skills that enable them to move forward to a brighter future by choosing between an Employability or an Entrepreneurship Pathway. The newly built Entrepreneurship Pathway is also considered a high impact way to achieve both quality and scale for the next round of Save the Children programming for refugees and other vulnerable in Turkey. To promote success in narrowing gender gap in access to livelihoods opportunities among Syrian communities, this project specifically seeks to look at this issue from a gender perspective, and design the implementation in an inclusive way by considering needs in a gender-sensitive manner.

II. Purpose of the Entrepreneurship Pathway

Save the Children would like to implement an Entrepreneurship Pathway where values to be created, contribution to the economic growth of Turkey to ensured and social cohesion would be in place through push interventions. Researches also indicate that once social cohesion is granted at the work place including sharing the same market, xenophobia is also eliminated.

It is observed that refugees and vulnerable host community members are traditionally less successful in the job market comparing to other enterprises and/or jobseekers. Save the Children aims to eliminate barriers for youth refugees and vulnerable host community members through establishment of micro-enterprises. Youth self-employment is key consideration of the current project for self-worth and social self-reliance.

Save the Children believes in providing long-term social integration of the Syrians is extremely important to eliminate the despair and weakness within the Syrian youth, faced with the risk of being a lost generation. Encouragement of refugee entrepreneurs would support the local and economic integration and decrease bias against refugees, this is why Save the Children intends to touch the lives of refugees in

¹ 15-25 years, however with different approaches depending on age, to comply with legal regulations and safe guard the protection, wellbeing and development of each beneficiary.



Turkey and reduce socio-economic friction. Save the Children pays special attention to female youth entrepreneurship which would lead the way in entrepreneurship, revealing the resilience and capacities of a population which often face discrimination and other gender-based restrictions in access to economic assets and fall behind in economic self-reliance.

Audience for Entrepreneurship Curriculum and Pathway: The main audience of the curriculum which will be developed as result of this consultancy is Syrian and vulnerable host community youth. The secondary audience will be Save the Children and project partner staff, together with other stakeholders who are interested in strengthening capacity of Syrian and vulnerable host community youth in entrepreneurship.

Scope of Work

Under the scope of this consultancy, the bidder is expected to adapt an existing entrepreneurship and business skills curriculum which they developed and in compliance with Small and Medium Enterprises Development Organization of Turkey (KOSGEB) curriculum, and other legal requirements for a youth entrepreneurship program. The bidder is also expected to deliver this adapted curriculum as demanded by SC throughout its project and offer regular programmatic support. Below are the details of the consultancy:

a. The overall process

The Bidder will undertake the following tasks in consultation with Save the Children and its partner organizations:

- Adapt and revise their existing entrepreneurship and business skills curriculum to be youth and refugee friendly, in consideration of suitability to micro-enterprise establishment,
- Deliver entrepreneurship training to different groups of young females and males until the end of the project,
- Provide continuous support for business advisory and youth led market assessments,
- Assist in formation of a business plan selection committee,
- Offer materials and human resources for regular mentoring of youth who opens business under this pathway.

b. Duration of the Employability Pathway

The pathway development should start as soon as possible. The curriculum adaptation of the pathway will take 3 weeks after the starting date. The bidder is expected to be ready to deliver the adapted curriculum on demand as SC and project partner forms new training groups, after adaptation process is completed. Each training cycle should not exceed 2 months and there will be 12 to 15 training cycles throughout the pathway. The whole pathway will end by the end of the project which will end on 31.12.2021.

c. Standards and Procedures

The following standards should be mainstreamed throughout the assignment:

- Tools for pathway such as curriculum and training package should be sensitive to conflict, culture, age and gender. All tools used with adolescents and youth should be adolescent/youth-friendly in its content and method.
- The principles of Gender-sensitiveness, Inclusiveness, Non-Discrimination, meaningful Participation as well as Accountability, should be central throughout the process. For example:



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- The process should include ensuring adequate resources to enable equal representation of women and men, and provision of separate sessions for different groups as appropriate to enable safe, gender-sensitive and meaningful participation.
- A participatory, inclusive and youth-centred approach should be used.
- A procedure for how to handle urgent cases and referrals should be in place before starting any training cycle, and signed off by Save the Children.
- Adherence by all staff to Save the Children's Code of conduct, Child Safeguarding practices and confidentiality throughout the process.
- Regular briefings will take place between the bidder, Save the Children and its partners, to reflect on any adjustments necessary or the developments that occur in the area (i.e. safety and security related updates, reach of targets).

d. The methodology and learning principles

Curriculum adaptation and contextualization should be made considering the specific needs of the target audience. As the main audience of the training will be Syrian and vulnerable host community youth, non-formal learning methodologies should be the primary methodology to be adapted in entrepreneurship skills training. Non-formal learning takes place outside formal learning environments but within some kind of organisational framework. It arises from the learner's conscious decision to master a particular activity, skill or area of knowledge and is thus the result of intentional effort. Besides non-formal learning methodologies, the below principles should be considered at all stages of the assignment.

Principles of youth learning:

- Supportive Learning Environment: Young people acquire skills best in a supportive learning environment where they feel safe, motivated, and able to express opinions and raise questions openly. A facilitator is responsible for creating supportive learning environments. It also fosters supportive relationships between youth peer groups and between youth and their family and community members.
- Participatory and Experiential Learning: Facilitators demonstrate and provide opportunities for participants to practice using skills together which is more effective than teaching the skills in isolation. They use group work, self-guided discussions, role play, games, and stories, which are better suited for encouraging entrepreneurial skills. Programmes will use interactive learning approaches that foster empowerment through practical hands-on training methodologies for all skills continuously linked to the purpose of improving livelihoods
- Real Life Practice: Participants are encouraged to practice their skills in real-life situations. This can include youth-led market assessments, business plan development, and peer mentoring. Real-life practice increases the likelihood that participants will apply their new skills outside of the program and increases motivation for program participation.
- Gender Equality: Skills training programs should aim to go beyond equal gender participation in contexts where either girls or boys require focused investments for equity. This means that working with a targeted population of girls or boys would be more appropriate than aiming to work with 50% young female and 50% young male participants. Also, it means that programming may need to look at shifting power and gender norms at the level of local market and the local community in order to achieve its goals. Young females and males should be able to equally access and meaningfully participate in program activities.
- Youth Participation: Youth are active agents in building networks within their communities and local markets, and learn how to leverage these networks for livelihood development. Youth are able to make informed decisions about livelihood options and can use these skills in other important areas of their lives.

e. Outputs/ deliverables

In accordance with the scope of work, the key deliverables are:

- a. An adaptation of an existing entrepreneurship curriculum which is compatible with the national KOSGEB curriculum and already used by the Bidder. The adaptation should
 - focus on making the training material youth and refugee friendly, in consideration of suitability to micro-enterprise establishment (with gender-sensitiveness at the core).
 - be built on three core pillars of youth learning which are supportive learning environment, real-life practice and participatory and experiential learning
 - cover the following topics
 - characteristics of an entrepreneur and entrepreneurial spirit;
 - innovative, creative and value-adding business ideas; (innovation, creativity, business ethics)
 - client analysis (target market segments, tailoring business ideas, understanding customer needs and wants through market assessments);
 - the market (place, price, product and promotion);
 - finance (cash flow, revenues, break-even point calculation, profit and loss);
 - steps to sell products and services (marketing and advertisement; legal framework);
 - finding investment and capital (private and government grants, incentives, funding, sourcing)
 - business planning and business plan pitching (from business idea to growth phase; SWOT analysis for business planning, using business canvas, idea pitching and presentation).

ALL THE FOLLOWING DELIVERABLES SHOULD BE BASED ON THE ABOVE CURRICULUM ADAPTATION

- b. Develop
 - A detailed trainer's toolkit which includes session plans including timing and topics, training content, training activities.
 - A youth workbook for easier follow up of training content and includes out-of-classroom activities.
 - A pre and post-test to measure improvement in learning.
 - A business plan template.
 - A youth-led mini market assessment template.
- c. Deliver 12 to 15 cycles of entrepreneurship training to youth identified by Save the Children and its project partner. Following are the conditions for the training:
 - The training venue and necessary materials will be provided by Save the Children and its partner.
 - The training group size may vary between 20 to 25 individuals.
 - The training language will be Turkish and Save the Children and its partner will provide translators if necessary.
 - The beginning date of each training cycle will be determined by Save the Children and its partner in consultation with the Bidder.



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- The training days and timing will be decided in consultation with youth who will attend the training and may include weekends and evening hours.
 - The training cycle length should not exceed 2 months in delivery and 40 hours in total content.
 - The training location will be in Şişli, Istanbul however other locations in Istanbul may also be considered as per the demand for the training.
 - A training cycle report which should not exceed 4 pages will be submitted at the end of each cycle which consists of progress of the participants, strengths and areas for improvement of the cycle. The template for the reporting will be provided by Save the Children.
- d. Provide continuous support for business advisory and youth-led market assessments as part of training cycles.
- e. Assist Save the Children in formation of a business plan selection committee by advising on the Committee terms of reference and assigning a member to the Committee.
- f. Support Save the Children in identification of mentors for Entrepreneurship Pathway and development of a mentorship program terms of reference.

Activities and illustrative work plan/timeline:

The proposed activities are below and illustrative work plan/timeline is presented on the Annex A. This is subject to further refinements based on recommendations of the Bidder as per the below steps. To achieve the objectives with the consultancy, the Bidder will carry out the following activities at minimum:

- Refinement of Entrepreneurship Pathway work plan, methodology, tools and training materials to be shared three working days before the adaptation workshop with Save the Children. Refinement and adaptation work will continue after adaptation workshop, taking the feedback provided at the workshop into consideration.
- Curriculum adaptation workshop: After the initial curriculum methodology, tools and training materials are shared with Save the Children, the consultancy team and the relevant Save the Children and its partner staff will come together for a three-day workshop to adapt and contextualize the bidder's existing entrepreneurship curriculum to be youth-friendly, gender-sensitive and suitable to local and cultural context.
- Training delivery and reporting: After revision of the curriculum with the Curriculum Adaptation Workshop feedback, the Bidder will deliver a minimum of 12 cycles² of entrepreneurship training, with potential expansion to 15 cycles. As part of the training cycles, the Bidder will report on each cycle about progress and participation of the trainees.
- Business advisory and youth-led market assessments: As part of the training cycle and in parallel to training delivery, the Bidder will provide business advisory to youth who are attending the entrepreneurship training and developing business plans. The Bidder will also support youth to conduct mini market assessments using the templates developed for the Entrepreneurship Pathway.
- Business plan committees: At the end of each training cycle, a business committee will be receiving and evaluating business plans submitted by the youth attending the cycle. The Bidder will assign a

² Here training cycle refers to series of steps or stages that comprise a complete training program.



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member to the business plan committee and will assist SC in the development of a business committee terms of reference.

- Support to mentorship program: Starting from business plan development stage, the youth attending the pathway will be supported by mentors assigned to each of them as per the sector they choose. The Bidder will assist Save the Children and its partner staff to identify mentors for the mentorship program and development of mentorship program terms of reference.

Deliverables will be subject to Save the Children's approval before payments can proceed.

Save the Children is seeking skilled institutions, organizations or consultancy firm (“Bidder”) to develop this curriculum of highest possible quality, and welcomes multi-disciplinarily approaches.

I. Inquires

Any inquiries about the Entrepreneurship Curriculum Development, or the application, can be directed to Emre Sanli, Procurement Officer, Emre.Sanli@savethechildren.org

