

TERMS OF REFERENCE (ToR)

LOT 1 – INTEGRATED ENTREPRENEURSHIP SKILLS TRAINING PACKAGE

Consultancy for the Development of Advanced, Inclusive, Accessible, and Digitally Enabled Training Materials and Delivery Modalities for RAYEE II

Program	RAYEE II - Resilient and Empowered Young Women via Rural Agri-preneurship
Assignment type	Consulting firm, consortium, or multidisciplinary consultant team
Primary focus	Low-literacy rural youth, young women and men, persons with disabilities, returnees, IDPs and other vulnerable youth
Consultancy Structure	The consultant shall review, redesign, develop, validate, and finalize an integrated competency-based, modular entrepreneurship training package comprising: • Trainer's Guide with facilitation notes • Participant Workbook/Guide • Job Aids for Local Service Providers (LSPs) to support training delivery, coaching, and follow-up. • Practical Visual Learning Aids (e.g., flipcharts, posters, pictorial job cards, process diagrams, demonstration cards, and infographics) to enhance learner understanding and practical skills. • Audio-visual and Digital Learning Resources (e.g., video scripts, storyboards, instructional videos, animations, and audio content suitable for low-connectivity environments). This covers content preparation only and does not include production. The package shall integrate Life Skills, Entrepreneurship and Business Skills, and Financial Literacy into a single, coherent curriculum.
Core outputs	Competency-based, modular training curricula and manuals; trainer and facilitator guides; participant learning materials; practical job aids and learning tools; audio, visual and digital learning products; assessment of appropriate training delivery modalities; implementation roadmap for recommended delivery approaches and print-ready and editable source files
Recommended duration	90 days from contract signature

1. Background

The Resilient and Empowered Young Women via rural agri-preneurship (RAYEE II) Program is a multi-partner initiative that aims to improve economic opportunities, resilience, and livelihoods of rural young women and men through entrepreneurship development, skills enhancement, business development support, market linkage, and access to financial services.

RAYEE II targets diverse groups of young people, including rural young women and men, youth with disabilities, returnees, internally displaced persons (IDPs), and other vulnerable youth groups. The program adopts a market-oriented and inclusive approach to skills development and enterprise promotion, recognizing that young people face different barriers to participation, learning, employment, and business growth.

The program has developed and implemented a range of training packages covering life skills, entrepreneurship, business skills, financial literacy, digital literacy, and technical skills in selected agricultural value chains. However, experience from

implementation has shown the need to strengthen the quality, accessibility, inclusiveness, practicality, and digital adaptability of existing training materials to better serve participants with diverse literacy levels, learning needs, and access constraints.

RAYEE II is committed to Gender Equality and Social Inclusion (GESI) and safeguarding principles. The recent GESI-Responsive Rapid Market Assessment indicated that rural young women and other marginalized youth face additional barriers including unpaid care and domestic responsibilities, restrictive gender and social norms, mobility constraints, limited control over productive resources and income, low decision-making power, gender-based violence risks, digital exclusion, stigma and discrimination related to disability, displacement, or social status. These barriers influence not only access to training but also participation, completion, learning outcomes, business performance, and sustainability. The program seeks to ensure equitable participation and benefits for women, men, youth with disabilities, returnees, IDPs, and other marginalized groups while promoting safe learning environments free from discrimination, exploitation, abuse, harassment, and exclusion. To support these objectives, RAYEE II seeks to engage a qualified consulting firm or consortium for an assignment that combines two mutually reinforcing components. First, the consultant will review, redesign, develop, validate, and finalize advanced training materials and learning products for RAYEE II participants and trainers that are learner-centered, low-literacy friendly, inclusive, accessible, and digitally enabled. Second, the consultant will assess and recommend the most appropriate training delivery methods for different learner groups and contexts, including face-to-face, peer-supported, hard-copy, audio, visual, mobile-based, offline digital and other user-friendly learning options.

2. Purpose of the Assignment

The purpose of this consultancy is to review, develop, validate, and finalize a comprehensive, inclusive, accessible, and user-friendly learning package for the RAYEE II Programme that enhances training quality, practical application of skills, and enterprise performance among rural young women and disadvantaged youth

Specifically, the consultancy will:

- Review and improve existing entrepreneurship learning materials.
- Develop standardized trainer guides, facilitator guides, participant workbooks, job aids, and complementary audio-visual and digital learning resources.
- Recommend cost-effective, inclusive, and context-appropriate training delivery approaches suitable for rural, low-literacy, and resource-constrained settings.
- Ensure All learning materials and delivery recommendations integrate Gender Equality and Social Inclusion (GESI), disability inclusion, safeguarding, climate-smart agriculture, and adult learning principles.
- Produce practical, learner-centred, market-responsive, and implementation-ready learning resources that enhance participant engagement, competency development, enterprise performance, and sustainable livelihoods.

The learning package should go beyond technical and business skill transfer to strengthen participants' agency, self-confidence, voice, decision-making capacity, leadership potential, and ability to access economic and social opportunities. Attention should be given to the needs of rural young women, persons with disabilities, and other marginalized groups to ensure that the training package promotes meaningful participation, empowerment, and sustainable livelihood outcomes.

All advanced training materials and learning solutions developed under this consultancy shall be :

- Competency-based and aligned with adult learning principles.
- Appropriate for low-literacy and multilingual rural contexts (Amharic, Affaan Oromo, Tigrigna English)
- Gender-responsive, disability-inclusive, and safeguarding-sensitive.
- Practical, action-oriented, and market-driven.
- Suitable for face-to-face, blended, and technology-enabled learning.
- Available in editable, print-ready, audio, visual, and digital formats.
- Adaptable for low-connectivity and resource-constrained rural environments.

3. Objectives of the Assignment

3.1 General Objective

To review, redesign, develop, test, and finalize inclusive, accessible, gender-responsive, and safeguarding-sensitive advanced training materials and learning products that improve equitable learning outcomes, enterprise development, and participation of diverse RAYEE II program participants.

3.2 Specific Objectives

The consultancy shall:

1. Review existing RAYEE II curricula, manuals, learning resources, and relevant national competency standards to identify gaps and improvement opportunities.
2. Assess the quality, relevance, accessibility, sequencing, and practical application of existing learning materials through stakeholder consultation and evidence-based analysis.
3. Develop an integrated Entrepreneurship Skills Training Package combining Life Skills, Entrepreneurship and Business Skills, and Financial Literacy into a single competency-based, modular curriculum.
4. Produce trainer guides, facilitator guides, participant workbooks, job aids, competency assessment tools, and complementary audio-visual and digital learning products
5. Integrate GESI, disability inclusion, safeguarding, climate-smart agriculture, and environmental sustainability across All learning materials.
6. Recommend inclusive, accessible, and cost-effective training delivery modalities appropriate for different learner groups and implementation contexts.
7. Pilot, validate, refine, and finalize All learning materials and delivery recommendations through stakeholder consultation and field testing.
8. Produce high-quality, editable, print-ready, and implementation-ready learning resources for standardized use across the RAYEE II Program

3.3 Target learners

Learner/user group	Typical learning barriers to consider	Design implications
Rural young women	Low literacy, unpaid care responsibilities, mobility restrictions, limited control over assets, safety concerns, time constraints	Flexible schedules, peer groups, local examples, safety-aware facilitation, visual tools, inclusive role models
Rural young men	Seasonal labour demands, migration, limited business planning exposure, variable interest in formal training	Short modular content, practical enterprise tasks, field demonstrations, peer-to-peer learning
Youth with disabilities	Physical access barriers, lack of assistive formats, stigma, communication barriers, exclusion from demonstrations	Accessible venues, large print/audio/captions, sign-language options where feasible, adapted exercises, reasonable accommodation guidance
Low-literacy youth	Difficulty with dense text, forms, abstract concepts, written calculations and manuals	Pictorial instructions, stories, icons, role play, demonstrations, audio, repeated practice and simple record formats
Returnees and IDPs	Disrupted livelihoods, trauma/stress, weak networks, documentation and asset gaps	Safeguarding-sensitive facilitation, practical restarting-enterprise examples, social cohesion and referral information
Trainers, LSPs and mentors	Mixed facilitation capacity, limited experience with inclusive design and accessible delivery and adult learning principles	Detailed facilitator guides, session plans, adaptation notes, checklists, coaching tools and ToT package
Rural Young Mothers including pregnant and breastfeeding women)	Childcare responsibilities, time constraints, mobility challenges, fatigue, social expectations, limited support systems	Flexible schedules, shorter sessions, childcare considerations, mobile learning options, peer support approaches

4. Scope of Work

The consultant shall undertake the following tasks.

Task 1: Inception and assignment planning

- Conduct inception meetings with the RAYEE II Consortium Coordination Unit (CCU), implementing partners, Local Service Providers, selected trainers, disability inclusion actors and relevant stakeholders.
- Review program objectives, participant pathways, training packages, delivery arrangements, value-chain priorities, GESI commitments and safeguarding requirements.
- Prepare an inception report with methodology, work plan, sampling approach, stakeholder engagement plan, quality assurance process, accessibility approach, GESI and safeguarding approach, and risk management plan.
- Develop a meaningful participation strategy to ensure RYW, persons with disabilities, returnees, IDPs and other marginalized groups are represented throughout the consultancy process.

Task 2: Learning Needs, Curriculum and Delivery Assessment

The consultant shall undertake a comprehensive assessment of existing learning materials, learner needs, and training delivery systems to identify opportunities for improvement.

The assessment shall include:

a) Learner Needs Assessment

Assess learner characteristics and barriers, including:

- Literacy and numeracy levels
- Language preferences
- Learning styles
- Digital literacy and technology access
- Time availability and seasonal workloads
- Household and care responsibilities
- Mobility constraints
- Disability-related accessibility requirements
- Safeguarding risks and participation barriers

b) Review of Existing Learning Materials

Review all existing RAYEE I and RAYEE II and other related learning resources, including:

Entrepreneurship Skills

- Life Skills manual
- Entrepreneurship and Business Skills manuals
- Financial Literacy materials
- Trainer Guides
- Facilitator Guides
- Participant Workbooks
- Learning assessment tools
- Job aids and supporting resources

The review shall assess:

- Technical accuracy
- Alignment with competency standards
- Practical relevance
- Curriculum sequencing
- Accessibility
- Gender responsiveness
- Disability inclusion
- Safeguarding integration
- Climate-smart agriculture
- Digital adaptability
- Suitability for low-literacy learners

c) Stakeholder Consultation

Undertake consultations with programme stakeholders using appropriate participatory methods, including:

- Key informant interviews
- Focus group discussions
- Learning observations
- User consultations
- Rapid usability assessments

Consultations shall include implementing partners, trainers, LSPs, employers, organizations of persons with disabilities (OPDs), programme participants, and relevant government institutions.

d) Training Delivery Assessment

Assess the feasibility, accessibility, effectiveness, scalability, and cost implications of alternative training delivery approaches, including:

- Classroom-based training
- Community-based learning
- Field demonstrations
- Peer learning
- Coaching and mentoring
- Printed learning materials
- Audio learning
- Video demonstrations
- Mobile learning
- Offline digital learning
- Messaging platforms
- AI-supported learner support (where appropriate)

The consultant shall identify the most appropriate delivery modality for different learner groups and implementation contexts.

Task 3: Curriculum Redesign and Learning Material Development

Based on the assessment findings, the consultant shall redesign and develop standardized competency-based learning packages for Lot 1.

Lot 1 – Integrated Entrepreneurship Skills Training Package

The consultant shall develop an integrated curriculum covering, but not limited to:

- Life skills (*Self-awareness, Interpersonal skills, Critical thinking, Digital literacy, workplace skill*)
- Entrepreneurial mindset (*Self exploration, entrepreneurship,*)
- Business planning (*business vision, strategy, ideation, opportunities identification*)
- Enterprise management (*product marketing & testing, customer centric approach, value chain proposition & crafting business models*)
- Financial literacy and financial management (*financial planning and management, budgeting, record keeping, saving and loan*)
- Marketing and business growth

The consultant shall produce:

- Trainer Guide
- Facilitator Guide
- Participant Workbook
- Practical job aids
- Learning assessment tools
- Enterprise planning templates
- Practical exercises and case studies

All learning materials shall:

- Follow competency-based and adult learning principles.
- Use plain language and learner-friendly formats.
- Incorporate visual learning, demonstrations, practical exercises, role plays, and case studies.
- Promote problem-solving, enterprise decision-making, and behavioural change.
- Be adaptable to different literacy levels and local contexts.
- Reflect market realities and successful rural enterprise practices.

Task 4: Integration of Cross-Cutting Quality Standards

The consultant shall ensure that every learning product and delivery recommendation incorporates the following quality standards:

- Gender Equality and Social Inclusion (GESI)
- Disability inclusion and Universal Design for Learning (UDL)
- Safeguarding and Do-No-Harm principles
- Climate-smart agriculture and environmental sustainability
- Adult learning methodologies
- Learner-centred instructional design
- Cultural and linguistic appropriateness
- Digital safety, privacy, and responsible technology use

Learning materials shall promote diversity, positive role models, leadership, confidence, decision-making, enterprise resilience, and equitable participation while avoiding stereotypes, discrimination, and exclusion.

Task 5: Pilot Testing, Validation and Delivery Modality Recommendations

The consultant shall pilot select learning materials with intended users to assess their practicality, usability, accessibility, effectiveness, and suitability for different learner groups and implementation contexts.

Pilot testing shall include:

- Rural young women and men
- Persons with disabilities
- Young mothers
- Low-literacy participants
- Returnees and IDPs
- Trainers and Local Service Providers (LSPs)

The consultant shall:

- Conduct usability and pilot testing of the learning materials.
- Facilitate technical review and validation workshops.
- Collect and analyze structured stakeholder feedback.
- Revise learning products based on pilot testing and validation findings.
- Recommend standardized delivery modalities and learning approaches for the RAYEE II Skills-to-Grow Model, including:
 - Preferred delivery modalities for different learner groups;
 - Recommended learning mix (face-to-face, blended, digital, community-based, etc.);
 - Roles and responsibilities of implementing partners;
 - Equipment and infrastructure requirements;
 - Accessibility and reasonable accommodation measures;
 - Safeguarding considerations;
 - Digital learning requirements;
 - Cost implications; and
 - Monitoring and learning indicators.
- Document lessons learned and recommendations for program implementation.

Task 6: Finalization, Capacity Building and Handover

Following validation, the consultant shall finalize All learning materials and supporting resources.

The consultant shall:

- Incorporate all approved comments into the final products.
- Produce ready and editable versions of all outputs.
- Deliver orientation sessions for the CCU, implementing partners, trainers, and Local Service Providers on the effective use and adaptation of the learning materials.
- Submit all source files, design assets, graphics, templates, multimedia products, and version-controlled documents.
- Prepare a comprehensive Final Consultancy Report summarizing the methodology, findings, outputs, recommendations, and implementation considerations.

All deliverables shall become the official standardized learning resources supporting implementation of the RAYEE II Skills-to-Grow Model.

5. Expected Deliverables – Lot 1

The consultant shall deliver the following outputs for the Lot 1. Consultants bidding for Lot 1 shall deliver all applicable outputs for Lot 1.

Deliverable	Integrated Entrepreneurship Skills Training Package
1. Inception Report	Inception report includes methodology, work plan, stakeholder engagement plan, quality assurance, accessibility, GESI and safeguarding approach, risk management, and meaningful participation strategy.

Deliverable	Integrated Entrepreneurship Skills Training Package
2. Assessment Report	Consolidated report covering learner needs assessment, review of existing entrepreneurship learning materials, stakeholder consultations, and assessment of training delivery modalities, with recommendations for curriculum enhancement.
3. Draft Training Package(s)	Draft competency-based integrated training package covering Life Skills, Entrepreneurship and Business Skills, and Financial Literacy , including Trainer's guide with facilitator manual, Participant Workbook/guide, Job Aids for LSPs, Practical Visual Learning Aids, Learning Assessment Tools, Enterprise Planning Templates, Practical Exercises, Case Studies, and Audio-visual/Digital Learning Resources.
4. Pilot Testing, Validation and Delivery Modality Report	Report documenting pilot testing, usability assessment, validation workshops, stakeholder feedback, revisions made, lessons learned, and recommendations for standardized training delivery modalities and implementation of the RAYEE II Skills-to-Grow Model
5. Final Training Package(s)	Finalized integrated entrepreneurship training package incorporating approved feedback and submitted in editable and publication-ready formats.
6. Capacity Building and Handover Report	Report on orientation of CCU, implementing partners, trainers, and LSPs on the effective use and adaptation of the learning package(s).
7. Final Consultancy Report	Comprehensive report summarizing the methodology, assessment findings, outputs, recommendations, lessons learned, and submission of all editable source files, graphics, templates, multimedia products, and design assets.

6. Methodology Requirements

The consultant shall propose a practical, participatory, and inclusive methodology suitable for rural implementation contexts. The methodology should demonstrate meaningful engagement of rural young women, persons with disabilities, and other marginalized groups throughout the assignment. At a minimum, it should include:

- Human-centred design: Apply co-design and iterative testing with learners, trainers, LSPs, implementing partners, disability organizations, and other relevant stakeholders.
- Adult and experiential learning: Use practical, learner-centred approaches such as learning-by-doing, peer learning, coaching, demonstrations, reflection, and action planning.
- Inclusive instructional design: Develop low-literacy, accessible materials using plain language, visual aids, storytelling, and practice-based learning, aligned with Universal Design for Learning (UDL) principles.
- Disability inclusion: Ensure reasonable accommodation, accessible communication, assistive technology compatibility, and validation with persons with disabilities or their representative organizations.
- Gender Equality and Social Inclusion (GESI): Identify and address barriers related to gender, disability, care responsibilities, mobility, displacement, language, literacy, and digital exclusion, ensuring equitable participation of underserved groups.
- Safeguarding and Do-No-Harm: Integrate safeguarding measures, ethical engagement, confidentiality, risk mitigation, and referral mechanisms throughout the assignment.
- Digital inclusion: Design solutions that are practical in low-connectivity settings and responsive to varying levels of digital literacy and device access.
- Quality assurance: Apply robust quality control processes, including technical, editorial, accessibility, GESI, safeguarding, and user reviews, with revision tracking and final validation prior to approval

7. Duration of Assignment

The assignment is expected to be completed within 90 days from contract signature. The consultant shall propose a detailed work plan and timeline.

8. Reporting and Coordination

The consultant shall report to the RAYEE II Consortium Coordination Unit (CCU) Skill system lead.

The consultant shall work closely with:

- CCU technical team.
- Implementing Partners (IPs).
- Local Service Providers (LSPs).
- Subject matter experts.
- Representatives of program participants.
- Organizations of Persons with Disabilities (OPDs) and disability inclusion actors, where applicable.
- Representatives of rural young women, youth with disabilities, returnees, IDPs, and other program participant groups.

All deliverables shall be reviewed and approved by the CCU.

9. Required Qualifications – Lot 1

The consultancy requires a multidisciplinary consulting firm or consortium with demonstrated expertise in competency-based curriculum development, instructional design, entrepreneurship education, adult learning, inclusive skills development, and financial literacy.

Interested firms shall submit proposals for:

- **Lot 1 only;**

Firms submitting proposals for Lot 1 demonstrate that they possess adequate technical expertise, staffing capacity and quality assurance systems to implement the assignment simultaneously.

9.1 Institutional Qualifications

The consulting firm or consortium shall demonstrate the following minimum qualifications:

- At least **10 years of professional experience** in curriculum development, instructional design, competency-based education, or training manual development.
- Proven experience in designing entrepreneurship, business development, TVET, agriculture or youth employment training program.
- Demonstrated experience working with governments, development partners, NGOs or international organizations.
- Proven experience in developing facilitator guides, participant manuals and practical learning resources.
- Demonstrated experience facilitating stakeholder consultations, curriculum review processes and validation workshops.
- Experience integrating Gender Equality and Social Inclusion (GESI), disability inclusion and safeguarding into learning program.
- Strong quality assurance and editorial capacity.
- Experience producing professionally designed, print-ready training manuals.

9.2 Key Personnel – Lot 1

The consulting firm shall propose, at a minimum, the following key experts.

Team Leader / Curriculum Development Specialist

Minimum qualifications:

- Master's degree or above in Education, Curriculum Studies, Adult Education, Entrepreneurship, Business Development, Agricultural Education or a related discipline.
- At least ten (10) years of relevant professional experience.
- Demonstrated experience leading curriculum development and instructional design assignments.
- Strong project management, facilitation and report writing skills.

Entrepreneurship and Enterprise Development Specialist

Qualifications:

- Advanced degree in Business Administration, Entrepreneurship, Economics, Agribusiness or related field.
- At least seven (7) years of professional experience.

Financial Inclusion Specialist

Qualifications:

- Advanced degrees in Finance, Economics, Banking, Accounting or related discipline.
- At least seven (7) years of relevant experience.

Adult Learning and Instructional Design Specialist

GESI, Safeguarding and Disability Inclusion Specialist

Graphic Designer / Visual Communication Specialist

10. Proposal Submission Requirements

10.1 Mandatory Eligibility Criteria (Pass/Fail)

The following criteria are mandatory. Bidders must meet all eligibility requirements and provide the required supporting documents.

No.	Criteria	Requirement	Compliance
1.1	Legal Registration	Valid certificate of registration and business license, or equivalent legal registration documents.	Pass / Fail
1.2	Tax Compliance	Valid Tax Identification Number (TIN) and tax clearance certificate.	Pass / Fail

Applicants must be legally registered **consulting firms** and shall submit copies of their valid business license, tax registration certificate, tax clearance certificate, and other relevant legal documents as applicable.

Bidders failing to meet any mandatory eligibility criteria or failing to provide the required supporting documentation will be disqualified and will not proceed to the technical evaluation.

10.2 Proposals

Interested and qualified consultants or firms meeting the required qualifications are invited to submit separate Technical and Financial Proposals for the following lot:

- **Lot 1:** Development of an Integrated Entrepreneurship Skills Training Package

10.3 Submission procedure

- Technical and Financial Proposals **must be submitted separately**, either in separate sealed envelopes (for hard-copy submissions) or as separate email attachments (for electronic submissions).
- The proposal envelope or email subject line must clearly indicate:
 - **Title of the Assignment:** *Consultancy for the Development of Advanced, Inclusive, Accessible, and Digitally Enabled Training Materials and Delivery Modalities for RAYEE II*
 - **Lot Number:** **Lot 1**
- Failure to submit separate Technical and Financial Proposals, properly label the submission, or meet the submission deadline may result in disqualification.

Submission Deadline

Proposals must be received **no later than 31 August 2026 at 4:00 p.m. (EAT)**.

Submission Address

Proposals may be submitted either:

By email:

ettenders@snv.org

or

In person to:

SNV Netherlands Development Organization – Ethiopia

Mexico Square, Sar Bet Road (next to the African Union)

P.O. Box 40675

Addis Ababa, Ethiopia

Tel: + 251 (0)11 616 6232

Proposals must be received by SNV no later than the deadline date stated above.

The Technical and Financial Proposals shall be submitted **separately**, either:

- as separate email attachments; or
- in separate sealed envelopes for physical submission.

11. Proposal evaluation and selection

The evaluation of vendor proposals will follow a **two-stage process**:

1. **Technical Evaluation**
2. **Financial Evaluation**

Only vendors who meet the minimum technical threshold will proceed to the financial evaluation stage. The Technical Proposal will account for 85% of the total score, while the Financial Proposal will account for 15%. The minimum passing mark for the technical evaluation will be 55points.

Note: SNV will do its own independent mandatory assessment of whether vendor's technical or system modules fit our needs or not; it could be via presentation or office observation.

Technical Evaluation (85%)No	Criteria	Score
1	Technical (85%) Minimum passing marks 55 points	85
1.1	Understanding of Assignment & Methodology	25
1.2	Experience of Firm	20
1.3	Quality of Proposed Approach to Accessibility, GESI & Safeguarding	15
1.4	Qualifications of Key Experts	25

Financial Evaluation (15%)

Financial proposals will be evaluated based on **cost-effectiveness and value for money**.

Criteria	Description	Score
Financial Proposal	Overall cost competitiveness and justification of budget relative to scope of work	15

Financial Proposal needs to be submitted in ETB.

Technical and Financial Proposals will be evaluated in accordance with the criteria specified in this ToR. The contract(s) will be awarded to the bidder(s) achieving the highest combined technical and financial score for the Lot 1.

SNV reserves the right to:

- Request clarifications on submitted proposals.
- Verify references and previous experience.
- Invite shortlisted bidders for interviews or presentations, where necessary.
- Accept or reject any or all proposals without incurring any obligation to the bidders.

12. Payment Terms

The consultancy fee will be determined based on the assessment from offers made by consultants and considering SNV's rates for similar assignments. The process is transparent and competitive. SNV will not make any other payment or provide kind support (other than technical).

See below for detail payment terms.

- 15% of the contract amount will be paid upon submission and approval of the inception report by the RAYEE II Program Manager.
- 35% of the contract amount will be paid up on submission of Learning needs, accessibility and training systems assessment report; training delivery and digital learning strategy Draft comprehensive learning package; pre-testing and validation report when accepted and approved by RAYEE II Program manager.
- 50% of the contract amount will be paid upon submission of the final comprehensive learning package (including source files), final consultancy report and handover package and when accepted and approved by RAYEE II Program manager

13. Budget

This assignment is associated with activity line-item “IBC.1.1.2 Customize basic training materials and develop advanced manuals”, under budget code SP2362-V.1.1.2.

Approval

Action	Name	Position	Date	Signature
Prepared	Adam Tekeste			
Reviewed	Gemechis Jaleta			
Approved	Mahlet Seifu			

TERMS OF REFERENCE (ToR)

LOT 2 – TECHNICAL SKILLS TRAINING PACKAGES

Consultancy for the Development of Advanced, Inclusive, Accessible, and Digitally Enabled Training Materials and Delivery Modalities for RAYEE II

Program	RAYEE II – Resilient and Empowered Young Women via Rural Agri-preneurship
Assignment type	Consulting firm, consortium, or multidisciplinary consultant team
Primary focus	Low-literacy rural youth, young women and men, persons with disabilities, returnees, IDPs and other vulnerable youth
Consultancy structure	The consultant shall develop standardized, competency-based, modular technical skills training packages for the following priority agricultural value chains: • Poultry – day-old chick growing, egg and meat production. • Sheep and goat (shoat) fattening. • Dairy – production, aggregation and processing. • Horticulture – onion, tomato and head cabbage production management; avocado seedling production; fruits and vegetables post-harvest management; value addition; aggregation; and related areas. Each value-chain package shall include: • Trainer's Guide with facilitation notes. • Participant Workbook/Guide. • Job aids for Local Service Providers (LSPs) to support training delivery, coaching and follow-up. • Practical visual learning aids, such as flipcharts, posters, pictorial job cards, process diagrams, demonstration cards and infographics. • Audio-visual and digital learning resources, such as video scripts, storyboards, instructional videos, animations and audio content suitable for low-connectivity environments. This covers content preparation only and does not include production.
Assignment duration	90 days from contract signature

1. Background

The Resilient and Empowered Young Women via Rural Agri-preneurship (RAYEE II) Program is a multi-partner initiative that aims to improve economic opportunities, resilience and livelihoods of rural young women and men through entrepreneurship development, skills enhancement, business development support, market linkage and access to financial services.

RAYEE II targets diverse groups of young people, including rural young women and men, youth with disabilities, returnees, internally displaced persons (IDPs) and other vulnerable youth groups. The program adopts a market-oriented and inclusive approach to skills development and enterprise promotion, recognizing that young people face different barriers to participation, learning, employment and business growth.

The program has developed and implemented training packages covering life skills, entrepreneurship, business skills, financial literacy, digital literacy and technical skills in selected agricultural value chains. Experience from implementation has shown the need to strengthen the quality, accessibility, inclusiveness, practicality and digital adaptability of existing technical training materials to better serve participants with diverse literacy levels, learning needs and access constraints.

RAYEE II is committed to Gender Equality and Social Inclusion (GESI) and safeguarding principles. The recent GESI-Responsive Rapid Market Assessment identified barriers affecting rural young women and other marginalized youth, including unpaid care and domestic responsibilities, restrictive gender and social norms, mobility constraints, limited control over productive resources and income, low decision-making power, gender-based violence risks, digital exclusion, and stigma and discrimination related to disability, displacement or social status. These barriers influence access to training, participation, completion, learning outcomes, business performance and sustainability.

To support these objectives, RAYEE II seeks to engage a qualified consulting firm or consortium to review, redesign, develop, validate and finalize advanced technical skills training materials and learning products that are learner-centred, low-literacy friendly, inclusive, accessible and digitally enabled, and to recommend appropriate training delivery methods for different learner groups and contexts.

2. Purpose of the Assignment

The purpose of this consultancy is to review, develop, validate and finalize comprehensive, inclusive, accessible and user-friendly technical skills learning packages for RAYEE II's priority agricultural value chains. The assignment will enhance training quality, practical application of skills, competency development and enterprise performance among rural young women and disadvantaged youth.

Specifically, the consultancy will:

- Review and improve existing RAYEE II technical skills learning materials for the priority value chains.
- Develop standardized trainer guides, facilitator guides, participant workbooks, job aids, competency assessment tools and complementary audio-visual and digital learning resources.
- Recommend cost-effective, inclusive and context-appropriate training delivery approaches suitable for rural, low-literacy and resource-constrained settings.
- Ensure all technical learning materials and delivery recommendations integrate GESI, disability inclusion, safeguarding, climate-smart agriculture, environmental sustainability and adult learning principles.
- Produce practical, learner-centred, market-responsive and implementation-ready learning resources that enhance participant engagement, competency development, enterprise performance and sustainable livelihoods.

The learning package should go beyond technical skill transfer to strengthen participants' agency, self-confidence, voice, decision-making capacity, leadership potential and ability to access economic and social opportunities. Particular attention should be given to rural young women, persons with disabilities and other marginalized groups to promote meaningful participation, empowerment and sustainable livelihood outcomes.

All technical training materials and learning solutions developed under Lot 2 shall be:

- Competency-based and aligned with adult learning principles.
- Appropriate for low-literacy and multilingual rural contexts (Amharic, Afaan Oromo, Tigrigna and English).
- Gender-responsive, disability-inclusive and safeguarding-sensitive.
- Practical, action-oriented and market-driven.

- Suitable for face-to-face, blended and technology-enabled learning.
- Available in editable, print-ready, audio, visual and digital formats.
- Adaptable to low-connectivity and resource-constrained rural environments.

3. Objectives of the Assignment

3.1 General Objective

To review, redesign, develop, test and finalize inclusive, accessible, gender-responsive and safeguarding-sensitive technical skills training materials and learning products that improve equitable learning outcomes, competency development, enterprise performance and participation of diverse RAYEE II participants.

3.2 Specific Objectives

- Review existing RAYEE II technical skills curricula, manuals, learning resources and relevant national competency standards to identify gaps and improvement opportunities.
- Assess the quality, relevance, accessibility, sequencing and practical application of existing technical learning materials through stakeholder consultation and evidence-based analysis.
- Develop standardized, competency-based and modular technical skills training packages for poultry, shoat fattening, dairy and horticulture.
- Produce trainer guides, facilitator guides, participant workbooks, job aids, competency assessment tools, practical demonstrations, visual learning aids and complementary audio-visual and digital learning products.
- Integrate GESI, disability inclusion, safeguarding, climate-smart agriculture and environmental sustainability across all technical learning materials.
- Recommend inclusive, accessible and cost-effective training delivery modalities appropriate for different learner groups and implementation contexts.
- Pilot, validate, refine and finalize the technical learning materials and delivery recommendations through stakeholder consultation and field testing.
- Produce high-quality, editable, print-ready and implementation-ready technical learning resources for standardized use across the RAYEE II Program.

3.3 Target Learners and Users

Learner/user group	Typical learning barriers to consider	Design implications
Rural young women	Low literacy, unpaid care responsibilities, mobility restrictions, limited control over assets, safety concerns and time constraints	Flexible schedules, peer groups, local examples, safety-aware facilitation, visual tools and inclusive role models.
Rural young men	Seasonal labour demands, migration, limited business planning exposure and variable interest in formal training	Short modular content, practical enterprise tasks, field demonstrations and peer-to-peer learning.
Youth with disabilities	Physical access barriers, lack of assistive formats, stigma, communication barriers and exclusion from demonstrations	Accessible venues, large print/audio/captions, sign-language options where feasible, adapted exercises and reasonable accommodation guidance.
Low-literacy youth	Difficulty with dense text, forms, abstract concepts, written calculations and manuals	Pictorial instructions, stories, icons, role play, demonstrations, audio, repeated practice and simple record formats.
Returnees and IDPs	Disrupted livelihoods, trauma/stress, weak networks, documentation and asset gaps	Safeguarding-sensitive facilitation, practical restarting-enterprise examples, social cohesion and referral information.
Trainers, LSPs and mentors	Mixed facilitation capacity and limited experience with inclusive design, accessible delivery and adult learning principles	Detailed facilitator guides, session plans, adaptation notes, checklists, coaching tools and ToT support.
Rural young mothers, including pregnant and breastfeeding women	Childcare responsibilities, time constraints, mobility challenges, fatigue, social expectations and limited support systems	Flexible schedules, shorter sessions, childcare considerations, mobile learning options and peer support approaches.

4. Scope of Work

The consultant shall undertake the following tasks.

Task 1: Inception and Assignment Planning

- Conduct inception meetings with the RAYEE II Consortium Coordination Unit (CCU), implementing partners, Local Service Providers (LSPs), selected trainers, disability inclusion actors and relevant stakeholders.
- Review program objectives, participant pathways, technical training packages, delivery arrangements, value-chain priorities, GESI commitments and safeguarding requirements.
- Prepare an inception report with methodology, work plan, sampling approach, stakeholder engagement plan, quality assurance process, accessibility approach, GESI and safeguarding approach, and risk management plan.
- Develop a meaningful participation strategy to ensure rural young women, persons with disabilities, returnees, IDPs and other marginalized groups are represented throughout the consultancy process.

Task 2: Learning Needs, Curriculum and Delivery Assessment

The consultant shall undertake a comprehensive assessment of existing technical learning materials, learner needs and training delivery systems to identify opportunities for improvement.

a) Learner Needs Assessment

Assess learner characteristics and barriers, including:

- Literacy and numeracy levels.
- Language preferences.
- Learning styles.
- Digital literacy and technology access.
- Time availability and seasonal workloads.
- Household and care responsibilities.
- Mobility constraints.
- Disability-related accessibility requirements.
- Safeguarding risks and participation barriers.

b) Review of Existing Learning Materials

Review relevant RAYEE I and RAYEE II, Mastercard Foundation and other related learning resources, including:

- Technical skills learning packages for poultry, shoat fattening, dairy and horticulture.
- MSD analysis and relevant product cards.

The review shall assess:

- Technical accuracy.
- Alignment with competency standards.
- Practical relevance.
- Curriculum sequencing.
- Accessibility.
- Gender responsiveness.
- Disability inclusion.
- Safeguarding integration.
- Climate-smart agriculture.
- Digital adaptability.
- Suitability for low-literacy learners.

c) Stakeholder Consultation

Undertake consultations with programme stakeholders using appropriate participatory methods, including:

- Key informant interviews.
- Focus group discussions.
- Learning observations.
- User consultations.
- Rapid usability assessments.

Consultations shall include implementing partners, trainers, LSPs, employers, organizations of persons with disabilities (OPDs), programme participants and relevant government institutions.

d) Training Delivery Assessment

Assess the feasibility, accessibility, effectiveness, scalability and cost implications of alternative training delivery approaches, including:

- Classroom-based training.
- Community-based learning.
- Field demonstrations.
- Peer learning.
- Coaching and mentoring.
- Printed learning materials.
- Audio learning.
- Video demonstrations.
- Mobile learning.
- Offline digital learning.
- Messaging platforms.
- AI-supported learner support, where appropriate.

The consultant shall identify the most appropriate delivery modality for different learner groups and implementation contexts.

Task 3: Curriculum Redesign and Technical Learning Material Development

Based on the assessment findings, the consultant shall redesign and develop standardized, competency-based technical skills learning packages for:

- Poultry.
- Shoaat fattening.
- Dairy.
- Horticulture.

Each package shall include:

- Trainer Guide.
- Facilitator Guide.
- Participant Workbook.
- Practical demonstrations.
- Competency assessment tools.
- Technical job aids.
- Visual reference materials.
- Practical visual learning aids.
- Audio-visual and digital learning resources.

All learning materials shall:

- Follow competency-based and adult learning principles.
- Use plain language and learner-friendly formats.
- Incorporate visual learning, demonstrations, practical exercises, role plays and case studies.
- Promote problem-solving, enterprise decision-making and behavioural change.
- Be adaptable to different literacy levels and local contexts.

- Reflect market realities and successful rural enterprise practices.

Task 4: Integration of Cross-Cutting Quality Standards

The consultant shall ensure that every learning product and delivery recommendation incorporates the following quality standards:

- Gender Equality and Social Inclusion (GESI).
- Disability inclusion and Universal Design for Learning (UDL).
- Safeguarding and Do-No-Harm principles.
- Climate-smart agriculture and environmental sustainability.
- Adult learning methodologies.
- Learner-centred instructional design.
- Cultural and linguistic appropriateness.
- Digital safety, privacy and responsible technology use.

Learning materials shall promote diversity, positive role models, leadership, confidence, decision-making, enterprise resilience and equitable participation while avoiding stereotypes, discrimination and exclusion.

Task 5: Pilot Testing, Validation and Delivery Modality Recommendations

The consultant shall pilot selected learning materials with intended users to assess their practicality, usability, accessibility, effectiveness and suitability for different learner groups and implementation contexts.

Pilot testing shall include:

- Rural young women and men.
- Persons with disabilities.
- Young mothers.
- Low-literacy participants.
- Returnees and IDPs.
- Trainers and Local Service Providers (LSPs).

The consultant shall:

- Conduct usability and pilot testing of the learning materials.
- Facilitate technical review and validation workshops.
- Collect and analyze structured stakeholder feedback.
- Revise learning products based on pilot testing and validation findings.
- Recommend standardized delivery modalities and learning approaches for the RAYEE II Skills-to-Grow Model, tailored to the technical skills packages, including preferred delivery modalities for different learner groups; recommended learning mix; roles and responsibilities of implementing partners; equipment and infrastructure requirements; accessibility and reasonable accommodation measures; safeguarding considerations; digital learning requirements; cost implications; and monitoring and learning indicators.
- Document lessons learned and recommendations for program implementation.

Task 6: Finalization, Capacity Building and Handover

Following validation, the consultant shall finalize all technical learning materials and supporting resources.

- Incorporate all approved comments into the final products.
- Produce ready-to-use, editable and publication-ready versions of all outputs.
- Deliver orientation sessions for the CCU, implementing partners, trainers and LSPs on effective use and adaptation of the learning materials.
- Submit all source files, design assets, graphics, templates, multimedia products and version-controlled documents.
- Prepare a comprehensive Final Consultancy Report summarizing methodology, findings, outputs, recommendations and implementation considerations.

All deliverables shall become the official standardized technical learning resources supporting implementation of the RAYEE II Skills-to-Grow Model.

5. Expected Deliverables

Deliverable	Lot 2: Technical Skills Training Packages
1. Inception Report	Methodology, work plan, stakeholder engagement plan, quality assurance, accessibility, GESI and safeguarding approach, risk management, and meaningful participation strategy.
2. Assessment Report	Consolidated report covering learner needs assessment, review of existing technical learning materials for the four priority value chains, stakeholder consultations, and assessment of training delivery modalities, with recommendations for curriculum enhancement.
3. Draft Training Packages	Draft competency-based modular training packages for poultry, shoat fattening, dairy and horticulture, including Trainer's Guide, Facilitator Guide, Participant Workbook, Technical Job Aids, Practical Demonstrations, Competency Assessment Tools, Practical Visual Learning Aids, Visual Reference Materials and Audio-visual/Digital Learning Resources.
4. Pilot Testing, Validation and Delivery Modality Report	Report documenting pilot testing, usability assessment, validation workshops, stakeholder feedback, revisions made, lessons learned and recommendations for standardized training delivery modalities and implementation of the RAYEE II Skills-to-Grow Model, tailored to the technical skills training packages.
5. Final Training Packages	Finalized technical skills training packages for the four priority value chains incorporating approved feedback and submitted in editable and publication-ready formats.
6. Capacity Building and Handover Report	Report on orientation of the CCU, implementing partners, trainers and LSPs on effective use and adaptation of the learning packages.
7. Final Consultancy Report	Comprehensive report summarizing methodology, assessment findings, outputs, recommendations, lessons learned, and submission of all editable source files, graphics, templates, multimedia products and design assets.

6. Methodology Requirements

The consultant shall propose a practical, participatory and inclusive methodology suitable for rural implementation contexts. The methodology should demonstrate meaningful engagement of rural young women, persons with disabilities and other marginalized groups throughout the assignment. At a minimum, it should include:

- Human-centred design: Apply co-design and iterative testing with learners, trainers, LSPs, implementing partners, disability organizations and other relevant stakeholders.
- Adult and experiential learning: Use practical, learner-centred approaches such as learning-by-doing, peer learning, coaching, demonstrations, reflection and action planning.
- Inclusive instructional design: Develop low-literacy, accessible materials using plain language, visual aids, storytelling and practice-based learning, aligned with Universal Design for Learning (UDL) principles.
- Disability inclusion: Ensure reasonable accommodation, accessible communication, assistive technology compatibility and validation with persons with disabilities or their representative organizations.
- Gender Equality and Social Inclusion (GESI): Identify and address barriers related to gender, disability, care responsibilities, mobility, displacement, language, literacy and digital exclusion, ensuring equitable participation of underserved groups.
- Safeguarding and Do-No-Harm: Integrate safeguarding measures, ethical engagement, confidentiality, risk mitigation and referral mechanisms throughout the assignment.
- Digital inclusion: Design solutions that are practical in low-connectivity settings and responsive to varying levels of digital literacy and device access.
- Quality assurance: Apply robust quality control processes, including technical, editorial, accessibility, GESI, safeguarding and user reviews, with revision tracking and final validation prior to approval.

7. Duration of Assignment

The assignment is expected to be completed within 90 days from contract signature. The consultant shall propose a detailed work plan and timeline.

8. Reporting and Coordination

The consultant shall report to the RAYEE II Consortium Coordination Unit (CCU) Skill System Lead.

The consultant shall work closely with:

- CCU technical team.
- Implementing Partners (IPs).
- Local Service Providers (LSPs).
- Subject matter experts.
- Representatives of programme participants.
- Organizations of Persons with Disabilities (OPDs) and disability inclusion actors, where applicable.
- Representatives of rural young women, youth with disabilities, returnees, IDPs and other programme participant groups.

All deliverables shall be reviewed and approved by the CCU.

9. Required Qualifications

The consultancy requires a multidisciplinary consulting firm or consortium with demonstrated expertise in competency-based curriculum development, instructional design, agricultural technical training, adult learning and inclusive skills development.

9.1 Institutional Qualifications

- At least 10 years of professional experience in curriculum development, instructional design, competency-based education or training manual development.
- Proven experience in designing TVET, agriculture, agricultural value-chain or youth employment training programmes.
- Demonstrated experience working with governments, development partners, NGOs or international organizations.
- Proven experience in developing facilitator guides, participant manuals and practical learning resources.
- Demonstrated experience facilitating stakeholder consultations, curriculum review processes and validation workshops.
- Experience integrating GESI, disability inclusion and safeguarding into learning programmes.
- Strong quality assurance and editorial capacity.
- Experience producing professionally designed, print-ready training manuals.

9.2 Key Personnel – Lot 2

The consulting firm shall propose specialists with demonstrated expertise in the priority value chains. The minimum team shall include:

Team Leader / Curriculum Development Specialist

- Master's degree or above in Education, Curriculum Studies, Adult Education, Agricultural Education or a related discipline.
- At least ten (10) years of relevant professional experience.
- Demonstrated experience leading curriculum development and instructional design assignments.
- Strong project management, facilitation and report writing skills.

Poultry Value Chain Specialist

- Advanced degree in Animal Science, Veterinary Science or a related discipline.
- Minimum seven (7) years of practical and training experience.

Shoat Value Chain Specialist

- Relevant advanced degree in Animal Science, Veterinary Science, Animal Production or a related discipline.
- Minimum seven (7) years of relevant professional experience.

Dairy Development Specialist

- Relevant advanced degree in Animal Science, Dairy Science, Veterinary Science or a related discipline.
- Minimum seven (7) years of relevant professional experience.

Horticulture Specialist

- Relevant advanced degree in Horticulture, Agronomy, Plant Science or a related discipline.
- Minimum seven (7) years of relevant professional experience.

Adult Learning Specialist

- Demonstrated expertise in adult learning, competency-based training and instructional design.
- Relevant professional experience in developing practical and learner-centred training materials.

GESI and Disability Inclusion Specialist

- Demonstrated expertise in GESI, disability inclusion and safeguarding.
- Responsible for mainstreaming inclusion and safeguarding throughout all technical manuals.

Graphic Designer / Visual Communication Specialist

- Demonstrated expertise in illustration, visual communication, page layout and publication-ready formatting.
- Responsible for illustration, page layout and publication-ready formatting.

10. Proposal Submission Requirements

10.1 Mandatory Eligibility Criteria (Pass/Fail)

The following criteria are mandatory. Bidders must meet all eligibility requirements and provide the required supporting documents.

No.	Criteria	Requirement	Compliance
1.1	Legal Registration	Valid certificate of registration and business license, or equivalent legal registration documents.	Pass / Fail
1.2	Tax Compliance	Valid Tax Identification Number (TIN) and tax clearance certificate.	Pass / Fail

Applicants must be legally registered consulting firms and shall submit copies of their valid business license, tax registration certificate, tax clearance certificate and other relevant legal documents, as applicable.

Bidders failing to meet any mandatory eligibility criterion or failing to provide the required supporting documentation will be disqualified and will not proceed to the technical evaluation.

10.2 Proposal Requirements

Interested and qualified consultants or firms meeting the required qualifications are invited to submit separate Technical and Financial Proposals for Lot 2: Development of Technical Skills Training Packages.

10.3 Submission Procedure

- Technical and Financial Proposals must be submitted separately, either in separate sealed envelopes for hard-copy submissions or as separate email attachments for electronic submissions.
- The proposal envelope or email subject line must clearly indicate the title of the assignment and Lot 2.
- Failure to submit separate Technical and Financial Proposals, properly label the submission or meet the submission deadline may result in disqualification.

Submission Deadline

Proposals must be received no later than 31 August 2026 at 4:00 p.m. (EAT).

Submission Address

Proposals may be submitted either by email to ettenders@snv.org or in person to:
 SNV Netherlands Development Organization – Ethiopia
 Mexico Square, Sar Bet Road (next to the African Union)
 P.O. Box 40675
 Addis Ababa, Ethiopia
 Tel: +251 (0)11 616 6232

The Technical and Financial Proposals shall be submitted separately, either as separate email attachments or in separate sealed envelopes for physical submission.

11. Proposal Evaluation and Selection

The evaluation of vendor proposals will follow a two-stage process:

- Technical Evaluation.
- Financial Evaluation.

Only vendors who meet the minimum technical threshold will proceed to the financial evaluation stage. The Technical Proposal will account for 85% of the total score, while the Financial Proposal will account for 15%. The minimum passing mark for the technical evaluation will be 55 points.

Note: SNV will conduct its own independent mandatory assessment of whether the vendor's technical or system modules fit the program's needs. This may be conducted through a presentation, demonstration or office observation.

No.	Technical Evaluation Criteria (85%)	Score
1.1	Understanding of Assignment & Methodology	25
1.2	Experience of Firm	20
1.3	Quality of Proposed Approach to Accessibility, GESI & Safeguarding	15
1.4	Qualifications of Key Experts	25
	Total Technical Score	85

Financial Evaluation (15%)

Financial proposals will be evaluated based on cost-effectiveness and value for money.

Criteria	Description	Score
Financial Proposal	Overall cost competitiveness and justification of budget relative to scope of work	15

The Financial Proposal shall be submitted in ETB.

Technical and Financial Proposals will be evaluated in accordance with the criteria specified in this ToR. The contract will be awarded to the bidder achieving the highest combined technical and financial score for Lot 2.

SNV reserves the right to:

- Request clarifications on submitted proposals.
- Verify references and previous experience.
- Invite shortlisted bidders for interviews or presentations, where necessary.
- Accept or reject any or all proposals without incurring any obligation to the bidders.

12. Payment Terms

The consultancy fee will be determined based on the offers made by consultants, taking into consideration SNV's rates for similar assignments. The process will be transparent and competitive. SNV will not make any other payment or provide in-kind support other than technical support.

Payment	Milestone
15%	Up on submission and approval of the Inception Report by the RAYEE II Program Manager.
35%	Upon submission and approval of the Assessment Report, Draft Technical Skills Training Packages, and Pilot Testing, Validation and Delivery Modality Report by the RAYEE II Program Manager.
50%	Upon submission and approval of the Final Technical Skills Training Packages, Final Consultancy Report, source files and Handover Package by the RAYEE II Program Manager.

13. Budget

This assignment is associated with activity line-item “IBC.1.1.2 Customize basic training materials and develop advance manuals”, under budget code SP2362-V.1.1.2.

Approval

Action	Name	Position	Date	Signature
Prepared	Adam Tekeste			
Reviewed	Gemechis Jaleta			
Approved	Mahlet Seifu			