



**MINISTRY OF YOUTH AFFAIRS,  
CREATIVE ECONOMY AND SPORTS**

**NATIONAL YOUTH OPPORTUNITIES TOWARDS  
ADVANCEMENT  
(NYOTA)**

**Project Reference: P179414**

**TERMS OF REFERENCE (TOR)  
FOR SOCIO-EMOTIONAL SKILLS DEVELOPMENT (SESD)  
CONSULTANCY**

**NOVEMBER, 2024**

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**TERMS OF REFERENCE FOR CONSULTANCY SERVICES FOR**  
*Delivery of Soft, Core Business and Digital Skills (Social Emotional skills)*  
*Development to youth selected to participate in NYOTA*

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**1. BACKGROUND**

The Government of Kenya, in partnership with the World Bank, is supporting Youth Employment in all the Counties of Kenya through the National Youth Opportunities Towards Advancement (NYOTA) Project. The project development objective of NYOTA is to increase employment, earnings and promote savings for targeted youth at a national scale. There are 2.4 million youth aged 18-29 among the poorest 40 percent of Kenyans who fulfill one or more of these criteria. Such youth face exclusions and are often unable to access government sponsored jobs programs. As such, the project will cover approximately 35 percent of this pool.

The NYOTA Project is expected to impact 820,000 vulnerable youth across all 47 counties of Kenya including refugees in the counties of Garissa and Turkana. The project beneficiaries are youth aged 18-29 and 35 years for Persons with Disabilities (PWDs), with little or no education, who are unemployed, underemployed, or in low-tier employment with very low earnings. The project is anchored on a solid premise that better employment outcomes are realized when there are more jobs with better pay, better protection and better earnings, and more inclusive jobs for disadvantaged groups of youth.

**2. PROJECT DESCRIPTION**

NYOTA project aims to support better employment outcomes and improved savings through integrated interventions that address the myriad of constraints that the youth face. **Component 1** of the project focuses primarily on labor supply side constraints and offers **knowledge transfer and skills development in addition to intermediation related initiatives**. The component also addresses childcare related constraints for young mothers. **Component 2** focuses on the labor demand side constraints and facilitates **youth with aptitude for entrepreneurship with development on core business skills and provides them with seed money to start or expand their businesses**. It also supports social enterprises to provide similar support to the hard-to-serve youth. **Component 3** of the project focuses on **enhancing savings opportunities** among targeted youth, and **Component 4** supports **strengthening of youth employment systems and project management**.

### 3. OVERVIEW OF SOCIO-EMOTIONAL SKILLS DEVELOPMENT

#### Provision of Socio-Emotional Skills Development

Socio-Emotional Skills Development will target 80,000 Kenyan youth across 47 counties, 5,000 refugees and 5,000 host community beneficiaries in Garissa and Turkana Counties.

The project will finance:

- a) ***Socio-Emotional Skills Development:*** The delivery of these skills to targeted youth will draw upon a curriculum developed for the predecessor project KYEOP and will also expand to include *Performing and Creative Arts*, *Digital skills development* and *Climate Awareness* among other emerging issues. Deliberate efforts will be made to encourage young women to train in more male-dominated trades. Further, the project will supplement the training with gender-specific modules aimed at overcoming cultural constraints.
- b) ***Stipends to youth beneficiaries:*** The project will finance stipends to targeted youth attending training, apprenticeship and completing certification.
- c) ***Childcare for trainees:*** Childcare services will be provided to participating youth with children up to 3 years old. This intervention aims at increasing retention of young mothers within the project. NYOTA will further aim to improve the accessibility and quality childcare arrangements.

#### 4. OBJECTIVE OF CONSULTANCY

Socio-Emotional Skills are essential for equipping the project beneficiaries with skills that will help them successfully adapt to the workplace, manage themselves and relate well with others. Additionally, it will unlock their potential for innovation and empowerment for digital opportunities.

This consultancy requires the service providers to offer *Socio-emotional Skills Development* to participating youth. Consultants are encouraged to draw upon the training curriculum that has been developed by NYOTA.

The trainings will be provided in a non-residential setting that is disability friendly, using experiential learning format in venues convenient to youth in each of the

counties. Venues should be at a safe and accessible location that does not require more than two hours of transport by vehicle and/or foot during daylight hours for all participants and that caters for the local norms of the community. Additional requirements for the venues are outlined in Section 15 of this TOR.

## **5. SCOPE OF SERVICES**

### **The Consultant's Obligations**

- (a) Develop and submit to Project Management Unit (PMU): proposed curriculum based on NYOTA SESD curriculum customized to County situations;
- (b) Develop and submit to Project Management Unit (PMU): Trainer's Manual (for Training of Trainers - ToT), Trainee's Manual, Training Plan, timetable and localized case studies for review and acceptance before implementation;
- (c) Hire and train (ToT) qualified and dynamic local trainers with experience in modern participatory and experiential learning methods
- (d) Provide a mandatory five-day TOT course for all trainers with a two-day refresher training between cycles for returning trainers;
- (e) Submit to PMU a Trainer's Code of Conduct in relation to Occupational Health and Safety (OHS), Gender Based Violence (GBV), Sexual Exploitation and Abuse (SEA) and Sexual Harassment (SH)
- (f) Provide a coordinator for each training center;  
Attend a harmonization workshop to be organized by the PMU – three key staff proposed for the assignment to attend;
- (g) Provide decentralized locations for training close to youth participants for every Sub County
- (h) Monitor the youth throughout the training and provide internal quality check reports (satisfaction levels, curriculum delivery);
- (i) Print the curriculum, training materials and manuals provided by MoYACES – each trainee should have a trainee's manual for retention.
- (j) Equip each center with relevant administrative and content delivery equipment
- (k) Track attendance and other pre-agreed indicators daily and report these in both electronic and manual formats to PMU;
- (l) Actively engage all trainees and follow up outside of class hours with students that have low attendance, lack of interest, or who are struggling in class;

- (m) Provide a non-discriminatory, safe and respectful learning environment for all trainees;
- (n) Submit contract agreements of venues between the service provider and venue owners to PMU;
- (o) Ensure youth who attend are duly activated for the purpose of confirming placement;
- (p) Seek feedback from trainers, trainees and YDOs and propose improvements to the curriculum and other training materials between cycles;
- (q) In collaboration with NEA, provide venue and allocate adequate time for skill craft assessment
- (r) Allocate one qualified Counsellor for every Centre to provide counselling services to youth beneficiaries when required
- (s) Allocate at least 30 minutes each training day for career and employment talks from potential employers and facilitate at least one Corporate Social Responsibility activity in the community within training period
- (t) Organize and conduct a graduation Ceremony for trainees, in collaboration with PMU

## **6. CLIENT'S OBLIGATIONS**

- (a) Provide SESD curriculum in soft copy to the consultancy and review the trainers' and trainees' manuals for adaptation, printing and distribution;
- (b) Provide confirmed placement instructions for planning and payment purposes;
- (c) Facilitate service providers access to list of selected trainees' biodata, in respect of privacy policies and for the sole purpose of conducting the activities under this consultancy;
- (d) Conduct outreach to selected trainees to ensure that all trainees are aware of when and where the training will take place;
- (e) Provide Kenya Sign Language interpreters for youth with hearing impairment;
- (f) Organize a harmonization workshop for key staff of training providers;
- (g) Review the training plan and timetable provided by the training provider and provide feedback;
- (h) Monitor the TOTs sessions for quality checks and standardization;
- (i) Make available access to MIS to track attendance;

- (j) Conduct random spot checks during implementation; and
- (k) Provide the training reporting formats.

## **7. ROLLOUT AND LOTS**

Consultants will be expected to prepare and submit their Technical Proposals. For the purpose of preparing the proposal, the Consultancy is required to provide a unit cost per trainee in the financial proposal.

The indicative number of trainees spread through the project operation areas will be provided by the Client (MoYACES).

The contract will be executed under the performance-based contracts, which will be based on well-defined performance criteria and measurable outcomes for a period as will be specified by the Client.

The evaluation and award of contract will be based on Fixed Budget Selection method per lot. Dependent on the capacity of firms, MoYACES may contract more than one firm per lot. The implementation of the contract will be phased (per Training Cycle) and approval to proceed to the next Cycle of training will be dependent upon:

- a)** Performance evaluation indicator;
- b)** Successful completion (as assessed by MoYACES);
- c)** Availability of resources;
- d)** Continued need; and
- e)** Suitability to and acceptance of changes in the TOR that MoYACES may decide to make.

MoYACES will reserve the right to terminate contracts for non-performance or emergent capacity constraints of the training provider.

MoYACES will aggregate the number of youth based on training cycles for counties per lot. Below is a proposed roll out plan subject to changes.

**Table 1: Roll out and Lot Number**

Lot 1		Lot 2		Lot 3		Lot 4		Lot 5		Lot 6		Lot 7		Lot 8	
County	No	County	No	County	No	County	No	County	No	County	No	County	No	County	No
Nakuru	3135	Kisumu	1995	Machakos	2280	Kirinyaga	1160	Isiolo	580	Nandi	1740	Mombasa	1710	Nairobi	4845
Narok	1740	Migori	2280	Kitui	2280	Embu	1160	Samburu	870	Uasin Gishu	1770	Kilifi	1995	Kiambu	3420
Bomet	1450	Kakamega	3420	Makueni	1740	Nyeri	1740	Marsabit	1160	Baringo	1740	Tana River	870	Kajiado	1475
Kericho	1740	Bungoma	2565	Taita Taveta	1160	Meru	2610	Turkana	5000	West Pokot	1160	Mandera	1710		
Nyamira	1160	Vihiga	1450	Kwale	1140	Tharaka Nithi	870	Laikipia	870	Elgeyo Marakwet	1160	Garissa	5000		
Homabay	2320	Siaya	1740			Nyandarua	1425			Transnzoia	1450	Wajir	1710		
Kisii	2565	Busia	2030			Muranga	2030					Lamu	580		
<b>TOTALS</b>	<b>14,110</b>		<b>15,480</b>		<b>8,600</b>		<b>10,995</b>		<b>8,480</b>		<b>9020</b>		<b>13,575</b>		<b>9,740</b>



## **8. TRAINING FORMAT**

Training will be designed to suit the following stipulations:

- a)** It will take a maximum of 160 hours
- b)** The language of instruction will be English, Kiswahili, Kenya Sign Language or the local language as will be appropriate

## **9. CONTENT DELIVERY**

Trainers will be expected to develop the following as part of their tools;

- a)** Trainer Manual (must be printed in black and white, two-sided, Art paper, 135gsm. Covers: board 300gsm Matte and Wire-O-Wire binding);
- b)** Trainee Manual (must be printed in black and white, two-sided, Art paper, 135gsm. Covers: board 300gsm Matte and Wire-O-Wire binding);
- c)** The Course/Module outline
- d)** Trainer workbook and Handouts where applicable
- e)** PowerPoint presentations (including videos, applications) where applicable
- f)** The trainer should use all or a combination of the following in delivery of content
  - i.** Games
  - ii.** Building blocks and models
  - iii.** Simulation/experiential learning
  - iv.** Brainstorming sessions
  - v.** Video clips
  - vi.** Guest speakers
  - vii.** Role plays
  - viii.** Small group discussions
  - ix.** Group tasks
  - x.** Relevant outdoor fun and learning activities
  - xi.** Localized Case studies
  - xii.** Other appropriate methods

## **10. REPORTING**

A final training report to be submitted within 14 days after the end of the Socio-Emotional Skills Development for the cycle under review. This will contain the following sections:

- a)** An Executive Summary
- b)** Training Methodology
- c)** The training modules
- d)** Evaluation

- i) Module evaluation (suitability of the topics' flow and depth vis-à-vis the cognitive level of the learners)
  - ii) Summary of the trainees' pre and post-course evaluation results
  - iii) Group performance
- e) Feedback on logistics
  - i) Trainer's self-appraisal on organization of training
  - ii) Administration and supervision by PMU
  - iii) Time allocation as put forward by PMU
- f) Lessons learnt
- g) Recommendations
- h) Conclusions
- i) Appendices
  - i) Training venue lease agreement
  - ii) Signed trainers' code of conduct
  - iii) List of trainers and their qualification in the provided format
  - iv) Schedule of youth attendance
  - v) Photographic evidences of training sessions

## **11. SOCIAL EMOTIONAL SKILLS DEVELOPMENT MODULES**

The content will be adapted to cover a maximum of 160 hrs from the following:

### **11.1 Youth as a NYOTA Beneficiary**

- a) What is NYOTA project
- b) Benefits of NYOTA
- c) Responsibilities: Government (NYOTA), County Government beneficiaries, service providers, community

### **11.2 Mind Education**

- a) Self-Awareness
- b) Mind-set change
- c) Cohesion
- d) Managing emotions

### **11.3 Communication, Leadership and Interpersonal Skills**

1. Interpersonal communication skills
  - a) Verbal/Nonverbal communication
  - b) Communication skills
  - c) Channels of communication

2. Relationships
  - a) Types of relationships
  - b) Managing different relationships
  - c) Gender and Gender Roles
  - d) Conflict management
  - e) Essentials of negotiation
  - f) Embracing cultural diversity
3. Empathy
  - a) Difference between empathy & sympathy
  - b) Ways of expressing empathy
4. Leadership and teamwork
  - a) Characteristics of a leader
  - b) Types of leadership
  - c) Teamwork

#### **11.4 Decision Making and Problem-Solving**

1. Decision making and problem-solving skills
  - a) Skills in decision making and problem solving
  - b) Factors that influence decision-making
  - c) Processes of Decision making and Problem Solving
  - d) Effective decision making and problem solving
  - e) Decision making in career selection
2. Goal setting
  - a) Types of goals: Short term, Medium term and Long term
  - b) How to set goals
  - c) Barriers to achievement of goals – personal and external barriers
  - d) Strategies of overcoming barriers

#### **11.5 Etiquette**

- a) Definition of Etiquette
- b) Personal grooming, hygiene and health
- c) Basic courtesy
- d) Workplace etiquette

#### **11.6 National Values**

- a) Patriotism and Civic Responsibility
- b) Human Rights and Responsibilities
- c) Good governance
- d) Radicalisation

**11.7 Basic Financial Planning**

- a) Budgeting
- b) Saving
- c) Investing
- d) Retirement

**11.8 Business start-up**

- a) Youth as an Entrepreneur
- b) Business Etiquette
- c) Generation of business ideas
- d) Preparation of a basic business plan
- e) Establishing a business
- f) Business ownership

**11.9 Business Operations**

- a) Business financing
- b) Pricing of products and services
- c) Business Records
- d) Marketing
- e) Human relations in business

**11.10 Youth in Employment**

- a) Youth in Employment
- b) Youth as an Employee
- c) Employment Process

**11.11 Digital Literacy**

- a) Digital trends
- b) Cyber security
- c) Accessing Government Services and Youth Opportunities

**11.12 Climate Change**

- a) Effects of climate change
- b) Adaptation and mitigation strategies

## **12. TIME FRAME**

It is anticipated that there will be a minimum of two cycles in each calendar year. The Service Provider will be required to offer services for at least 4 Cycles subject to performance. Actual counties, numbers and training dates will be confirmed with detailed placement instructions.

## **13. DELIVERABLES**

- a)** A training plan, printed manuals and materials for the Socio-Emotional Skills Development;
- b)** Skills development schedule;
- c)** Training Report; and
- d)** Daily Attendance list (twice daily- morning and evening) in both manual and electronic format provided by MoYACES and uploaded in the MIS system with class photos attached. This list will be used by the MoYACES to process payment of weekly stipend to the youth.

## **14. CONSULTING QUALIFICATIONS AND EXPERIENCE**

The application submitted by the consultancy firm must clearly reflect the ability of having the technical skills and proven experience in social emotional skills development to complete this consultancy. It must have the following competencies and profile:

- a)** Legal status recognized by the Government of Kenya. This will include, but not limited to, Consultancy Firm registration by relevant government institutions enabling the it to undertake the above-mentioned tasks
- b)** Relevant knowledge, skills and experience in the development of socioemotional skills and competences focused on youth specifically, in content development and delivery of training guides and manuals;
- c)** Demonstrated 3 years' experience in delivery of combination of at least two of the under listed skills;
  - i.** Business Studies,
  - ii.** Entrepreneurship
  - iii.** Life Skills/Soft Skills
  - iv.** Basic Computer Skills

- c) Demonstrated experience working in youth-related projects in developing countries;
- d) Proven track record of having undertaken at least two (2) assignments of a similar nature;
- e) The Consultancy to provide following Key Staff;
  - i. Team leader
  - ii. Social Emotional Skills Development Expert
  - iii. Lead Trainer
- f) Consultancy Profile that includes the organization structure, clearly stating the duties assigned to each of the personnel identified that will support the delivery of SESD: and
- g) Demonstrated technical and managerial capability to deliver the assignment

## 15. QUALIFICATIONS AND REQUIREMENTS OF KEY STAFF

Key Staff should have relevant degrees or tertiary qualifications, and relevant experience in Experiential Training. Minimum qualifications are as follows:

- a) **Team Leader:** Post graduate degree in development studies, management or administration, regional planning, international development or related field; At least ten (10) years of high-level professional experience in program design, coordination and/or management. Must have been team leader in at least one comparable assignment.
- b) **Socio-Emotional Skills Development Expert:** Post graduate degree in Development Studies, Education, Social Work, Enterprise Development with Counseling Psychology or related field ; at least seven (7) years of experience with design and/or providing technical assistance on SESD
- c) **Lead Trainer:** Post graduate degree in education development studies or related field; at least five (5) years of experience with managing or delivering training. One Lead Trainer will be required.
- d) **Key Trainers:** Should have at least a Diploma in Education or Community Development or its equivalent and at least three (3) years' experience in delivering Socio-Emotional Skills Development, preferably gained in a similar setting with

emphasis on the youth. The number of key trainers required will be calculated based on a ratio of 25 trainees to one trainer per county per cycle.

## **16. FACILITIES**

- a)** The Consultancy should provide the following information about the proposed training venues:
- i)** Capacity of each facility.
  - ii)** Location of the facility and its accessibility to the users. This will include a disclosure of the physical address of the proposed facilities in each county.
  - iii)** Appropriateness of the training facilities, in keeping with the training offered.
  - iv)** Provision of insurance and general facility safety standards.
  - v)** Ownership of the facilities i.e., own premises, plan to rent/lease etc. In case of rent/lease, an agreement to that effect should be provided. The agreement should cover training period.
- b)** Facilities proposed by the Consultancy should meet the following minimum specifications:
- i)** Capable of accommodating the number of trainees as shown in the training schedule during the training period proposed or as may be amended by the Client.
  - ii)** Adequate training rooms to accommodate the trainees, with each class sitting not more than 25 trainees at any one time
  - iii)** Rooms complete with the required support facilities including, but not limited to desks, chairs, blackboards and whiteboards.
  - iv)** Facilities available for both indoor and outdoor learning activities.
  - v)** Suitable and adequate sanitary facilities/toilets to comfortably serve the trainees.
  - vi)** Appropriate safety and security measures in place.
- c)** The Consultancy shall take adequate insurance cover for its premises and training facilities against fire and any other general accidents during the duration of the training. The Consultancy is required to disclose the nature and extent of the insurance cover taken and to provide evidence that premium payments are up to date upon request by the Client.



**17. Framework award criteria and procedure for issuing Local Service Order<sup>i</sup>:**

**Step 1:** After completing combined evaluation report, the consultants will be listed based on technical score and financial proposal within the Budget in descending order. The consultants who meet minimum technical score and cost within budget will be awarded framework agreement.

**Step 2:** Within each county, 40% or maximum number of trainees indicated in TECH 1 will be allocated to the Highest ranked consultant. This percentage can go up depending upon number of consultants who qualify in Step 1.

**Step 3:** The balance will be distributed to other qualified consultants in proportion to the technical score.

**Step 4:** After identifying trainees, the client will issue Local Service Order (LSO) to conduct training.

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<sup>i</sup> ***The above allocation is only for planning purpose. The actual allocation will be by a LSO. The LSO will be based on the capacity of the consultancy and feedback received after every training batch. The consultancy is expected to improve the training delivery based on feedback received after completing a batch. The allocation will impact if the feedback continues to be below expectations***