



Request for Proposals (RFP)

No. 06/2018_EYE_Output 2.1

Name of the RFP:
Short-Training-Courses for the Staff of School-Based Career Center
(120 hours/15 days)

Date of Issue: April 16, 2018

Closing Date for Application: May 01, 2018

Enhancing Youth Employment (EYE) Project

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SECTION ONE INSTRUCTIONS TO BIDDERS

Part I. GENERAL

- A. The award of a Subcontract to procure the services related to this Request for Proposal (RFP) is subject to the availability of funds.
- B. EYE project reserves the right to reject any and all proposals. No obligations either expressed or implied exist on the part of contractor (EYE) to make an award for the work or for the cost incurred in the preparation of proposal in response to this RFP.
- C. Proposal shall be submitted in accordance with the instructions set forth herein. Bidder shall submit its proposal in 1 original, clearly marked 'Original', 3 copies, each marked 'Copy', and one 1 electronic version, in a sealed envelope marked as follows:

RFP No. 6/2018_EYE_Output 2.1

- D. All proposals received in response to the RFP will be the property of the EYE Project and will not be returned.
- E. Questions regarding this RFP may be asked via e-mail to vrraci@eye-kosovo.org until **April 20, 2018** no later than 4.00 p.m. No questions related to this RFP will be answered after this date.

Part II. SCHEDULE

The Proposal must be delivered to EYE **no later than 4.00 p.m. on May 01, 2018** to the following address:

HELVETAS Swiss Intercooperation - Kosovo
Str: Nazim Gafurri 33, P.O. Box 2
10000, Prishtina

- B. EYE expects that assessment of offers and contractual procedures will be completed within the period of **May 01-13, 2018** and work will start on **May 14, 2018** to be completed as specified in the TOR.

Part III. ELIGIBILITY

Participation to this RFP is open to all individuals with professional certification as trainer and with experience relevant to tasks specified in the TOR, in Kosovo and neighbouring countries (Macedonia, Albania, Montenegro, Serbia).

Inability of the Bidder to prove the eligibility criteria will render Proposal non-responsive and ineligible for consideration.

Part IV. ALLIANCES PROHIBITED

Any alliance formed by the bidder after submission of the offer proposal is prohibited. Bidders also may not subcontract services to other individuals or legal entities.

Part V. SELECTION CRITERIA

Bidder shall assume that there is only one opportunity to submit a Proposal in response to this RFP. Therefore, careful attention is required in order to insure that all of the technical documentation and other information necessary to support the Proposal are included therein.

The level of responsiveness to the details of this proposal as well as the overall quality and clarity of the proposal will be considered by EYE as an indicator of the work quality that the bidder is likely to provide during project implementation assuming award.

The evaluation will result in a determination that the Bidder's Proposal is acceptable or unacceptable. When the Proposal is determined to be unacceptable, no further consideration will be given to the offer.

Proposals will be evaluated according to following criteria:

Criteria	Points
<i>Technical Proposal</i>	
Experience (total 30 points)	
• Previous experience in Kosovo by delivering Career guidance trainings	10
• At least 5 years international experience in Career guidance trainings	10
• At least 5 years consulting/management experience with Career centers	10
Capacity (total 20 points)	
• Professional Certification as Trainer	4
• Fluency in English	8
• Fluency in Albanian	8
Training Methods/Approaches (total 30 points)	
• Methods to deliver the modules	10
• Balance between theory and practice and ways to be achieved	10
• Quality control and evaluation of the learning outcomes	10
<i>Financial offer</i>	
Price (total 20 points)	
• The lowest price	20
• Second lowest price	15
• Third lowest price	10
<i>Total maximum points</i>	100

After preliminary evaluation of offers, EYE reserves the right to enter into discussions/clarifications with pre-selected bidders in order to amend and/or complete their original offers.

Contract will be awarded to the most competitive offer, which is established by weighing technical proposal against price on a 80/20 basis. EYE reserves the right to cancel this RFP procedure, should it not be satisfied with the quality of proposals.

Part VI. ALTERATION OR WITHDRAWAL OF APPLICATIONS

Bidders may alter or withdraw their application by written notification prior to the deadline for submission of proposals. No alteration will be considered after this deadline.

The outer envelope (and the relevant inner envelope) must be marked 'Alteration' or 'Withdrawal' as appropriate.

The EYE retains ownership of all proposals, which have not been withdrawn. Consequently, bidders do not have the right to have their proposals returned to them.

Part VII. ETHICS CLAUSES/CORRUPTIVE PRACTICES

Bidders guilty of making false declarations may be subject to financial penalties representing 10% of the total value of the lot(s) applying for and/or contract being awarded. This rate may be increased to 20% in the event of a repeat offence.

Any attempt by a bidder to obtain confidential information, enter into unlawful agreements with competitors or influence the Evaluation Committee of EYE during the process of examining, clarifying, evaluating and comparing offers will lead to the rejection of its offer(s) and may result in penalties as described above.

Bidders must not be affected by any conflict of interest with other bidders or parties involved in the project. EYE reserves the right to suspend or cancel the tender procedure and/or contract if corrupt practices of any kind are discovered at any stage of the award process or during the execution of a contract.

Bidders will be rejected or contracts terminated if it emerges that the award or execution of a contract has given rise to unusual commercial expenses. Such unusual commercial expenses are commissions not mentioned in the main contract or not stemming from a properly concluded contract referring to the main contract, commissions not paid in return for any actual and legitimate service, commissions remitted to a tax haven, commissions paid to a payee who is not clearly identified or commissions paid to a company which has every appearance of being a front company.

Contractors found to have paid unusual commercial expenses related to this project are liable, depending on the seriousness of the facts observed, to have their contracts terminated and/or be penalised.

The EYE reserves the right to suspend or cancel the procedure, where the award procedure proves to have been subject to substantial errors, irregularities or fraud. If substantial errors, irregularities or fraud are discovered after the award of the contract, the HSI-K may refrain from concluding the contract.



SECTION TWO PROPOSAL SUBMISSION FORM

Part I. LANGUAGE

The proposal should be submitted in English Language. All reports and deliverables produced under the subcontract shall be in English.

Part II. INFORMATION'S REQUIRED FROM PROPOSALS

Proposals from bidders should include at least the information listed below:

Basic Information

- Bidders full name:
- Official address:
- Contact Information (Telephone, Fax, E-mail)
- Contact Person:
- Professional Certification as Trainer (*Please submit a copy of your certification with the proposal*):
- Fiscal Number

Technical Proposal

Bidders have to supply one original technical proposal together with three copies (refer to Section One, Part I, paragraph C)

- Training content/syllabus for Session 1, 2, and 3
- Description of training methods/approaches
- Resume for the key Trainer in case of more than one engaged for tasks implementation (Key Trainer is responsible for overall management and quality of the training)
- Experience implementing similar activities in the course of the past 5 years:
- Three independent qualified professional references

Financial offer

Bidders have to supply one original signed financial offer together with three copies (refer to Section One, Part I, paragraph C):

- A completed budget including direct and indirect cost supported with budget notes

The Financial offer must be presented in Euro.

The price proposed in this offer should be all inclusive (refer to the ToR); EYE is exempt from VAT, thus the cost should be exclusive of VAT. The contractor is responsible for all other taxes and duties in compliance with the Law in the country the Contractor is coming from.

Terms of References

Short-Training-Courses for the Staff of School-Based Career Center (120 hours/15 days)

April 2018

1. INTRODUCTION

The consortium of HELVETAS Swiss Intercooperation Kosovo (HSIK) and Management Development Associates (MDA) has been assigned to implement the second phase of Enhancing Youth Employment (EYE) project by the Swiss Agency for Development and Cooperation (SDC). The overall goal of EYE phase II is: A dynamic and socially inclusive labour market provides more and decent jobs including self-employment for young people in Kosovo.

One of EYE's outcomes is improved and socially inclusive career guidance services that will provide early information to youth and facilitate their personal development choices, targeting primarily youth at the level of VET schools.

In this context, EYE's interventions are aligned with:

- Law No. 04/L-138 on VET in Kosovo approved by the Parliament of Kosovo in 2013, which requires supporting career development of students as integrated part of lifelong learning (Article 3, point 1.5), and guidance and career counselling should be an integral part of all programmes provided by VET institutions (Article 6, point 3.3).
- Kosovo Curriculum Framework and Core Curriculum, are official documents of Ministry of Education, Science and Technology (MEST) that determine the results and competencies for all levels of pre-university education. Career Guidance and Counselling, along with information and communication technologies (ICT) and entrepreneurial education, is one of the key concepts of curriculum area 'Life and Work'.
- Lifelong Learning and Guidance Strategy 2015 – 2019 and Action Plan 2015-2017, Strategic objective #1: Career education and guidance is provided in all pre-university education schools, in accordance with the competencies of pupils and new curriculum, and provides further education and the transition to the labour market.

2. BACKGROUND

During 2014-2016, EYE has supported establishment of two pilot Career Centers in the city of Vushtrri and Prishtina, to develop the career management skills of VET students in order to prevent early school leaving and bridge them with the labour market. The career center in Vushtrri is a school-based center and supports students of 2 VET Schools, whereas the one in Prishtina is a municipality-based center and serves students of 7 VET Schools.

Lately EYE has performed the assessment of these two pilot centers, which concluded that the School-Based Career Center (the practice of sharing teaching and counselling responsibilities as applied in Vushtrri pilot), is more suitable to be as Replication Model for other VET Schools in Kosovo.

This model of School-Based Career Center has been further profiled, for easier and faster adoption by other VET Schools. It considers four core aspects:

1. Coherence with the overall development of the educational system in VET level (as of March 2018);
2. Focus of services mostly implemented in cooperation with employers with emphasis for facilitating internships and promoting the new concept of work-based learning;
3. Professionally-trained human resources;
4. Incorporation of IT for client relationship management and daily operation of career centers

The detailed profile of School-Based Career Center Model can be downloaded from <http://www.helvetas-ks.org/eye/publications/>.

EYE project has the aim to replicate this model at the national level, hence agreed with Municipal Education Directorates of Kaçanik, Ferizaj, Gjakova, and Peja for collaboration on establishing and building up capacities of the School-Based Career Center in following VET schools:

1. Technical School "Feriz Guri dhe Vëllezërit Çaka" Kaçanik;
2. Technical School "Nexhmedin Nixha" Gjakove
3. Agriculture and Technology School "Zenel Hajdini" Ferizaj
4. Technical School "Shaban Spahija" Peja

The most important asset of the well-functioning career center is its staff. The personnel who would be appointed as career staff are teachers, meaning individuals with pedagogical background. They will take the tasks of career center staff apart of their professional subject working hours (10hours of career guidance+10 hours of teaching). These appointed teachers to work for the career center should successfully undertake initially 120 hours of short training course in order to get basic skills for adopting processes and services defined by the profile of School-Based Career Center model.

3. CORE COMPETENCIES AND TRAINING MODULES

The basic skills that the initial training shall cover as introductory knowledge for the new appointed career center staff in order to adopt processes and services defined by the profile of School-Based Career Center model are grouped into: i) professional skills, and ii) soft skills. Respective competencies and learning outcomes are described below:



i) Professional skills

- **Implement Career Guidance Models** include the following key abilities/learning outcomes:
 - Understand career guidance in life-education-work terms
 - Identify at least five settings in which career guidance takes place
 - Identify at least five career development activities in educational settings
 - Differentiate between "structural" and "developmental" theories and provide at least one example
 - List at least five benefits or practical applications of career development theories
 - Understand the relationship of personality and occupation as theorized by John Holland
 - Identify Holland's six personality types, the occupational activities associated with each of the types, and at least one occupation that might be included with each type
- **Helping Skills** include the following key abilities/learning outcomes:
 - Understand the role of career guidance professional
 - Understand the helping process
 - Apply the empathy, respect and trust in helping process
 - Understand and apply basic mentoring/coaching techniques to students and adults
 - Recognize the use of affective, cognitive, and behavioral interventions in the helping process
 - Demonstrate the ability to ask questions – open/close and direct/indirect
 - Demonstrate the use of helping skills while conducting an intake interview
- **Work with diverse clients** include the following key abilities/learning outcomes:
 - Understand how to classify clients
 - Define the following terms: race, ethnicity, minority
 - Learn how to develop trustful and nonjudgmental relation with clients
 - Learn how to provide career services to students
 - Learn how to provide career services to employers
 - Learn how to provide services to other clients (parents, adults)
- **Identify, Understand, Analyze and Describe Labor Market Information** include the following key abilities/learning outcomes:
 - Distinguish between data and information
 - Identify at least four local and four international sources of career related information
 - Understand and explain the differences between labor market, labor force, labor market trends;
 - Understand and explain the differences between occupation and industry
 - Identify the major government sources that classifies occupations and industries
 - Collect, organize, disseminate, and provide up-to-date career, educational and training information



- **Perform Assessments** include the following key abilities/learning outcomes:
 - Distinguish between formal and informal assessment tools
 - Use Busulla.com
 - Understand how to find/develop informal assessment tools
 - Understand how to use/interpret informal assessment techniques
- **Develop Employability Skills** include the following key abilities/learning outcomes:
 - Demonstrate the ability to help a client identify strengths and weaknesses for given job/internship position
 - List the requirements for conducting an internship/job search
 - Guide a client through a job search process using non-online and online-based resources
 - Guide a client through a job search process using Internet-based resources
 - Explain how to locate potential employers through at least three traditional and at least three nontraditional methods
 - Describe the activities involved in successful networking
 - Demonstrate the ability to help a client complete job/internship application forms
 - Explain the purpose of an effective CV, motivation letter
 - List the two major purposes of an interview
 - Attract employers to offer internships to students
 - Organize and support students and employers to maintain internships
- **Develop and deliver training programs** include the following key abilities/learning outcomes:
 - Demonstrate ability to deliver elective training on career management skills to 10th grade students
 - State and explain the need for the six elements for program design, including post-evaluation follow-up activities
 - Demonstrate the ability to design, develop, and deliver short trainings to groups of clients on career guidance topics
 - Demonstrate the ability to design, develop, and deliver short trainings to groups of clients on how to on how to access career information; prepare application forms for an internship/job; effectively interview for an internship/job
 - Demonstrate the ability to design, develop, and deliver short trainings with guest speakers from companies and public institutions
 - Demonstrate the ability to develop training materials
 - State and describe the four steps to skills training
 - Distinguish between effective and ineffective training techniques
 - Identify three useful strategies for effectively managing the difficult training participant
- **Promotion and Public Relations** include the following key abilities/learning outcomes:
 - List at least five benefits of promoting the activities of the career center
 - List at least five specific promotional activities which can be organized by the career center



- Participate in regional and national events and present the activities of the career center
 - Design, develop and implement promotional campaign for different target groups (students, employers, prospective students, parents, drop-outs, community) such as prepare flyers, brochures, videos, posters, etc. for offline and online use
 - Demonstrate the ability to organize career fair for students by attracting public and private entities
 - Design, develop and implement promotional events for different target groups (students, employers, community) and organize promotion through offline and online activities
 - Maintain social media activities for attracting students to career services
- **Management, Strategic Planning and Monitoring** include the following key abilities/learning outcomes for Short Training Course:
 - Demonstrate abilities to organize yourself within the career centers activities
 - Demonstrate abilities to collaborate with peers
 - Demonstrate abilities to engage and mentor students as volunteers in career center activities
 - Demonstrate abilities to prepare action plan and to implement it
 - List activities and programs that should take place in school-based career center in VET School
 - Identify at least five highly useful sources of needs analysis data for planning a career development program
 - Skills to cooperate effectively in a team of professionals
 - Assist teachers to implement career guidance within the curriculum

ii) **Soft-skills**

- Leadership skills
- Team working skills
- Communication skills
- Presentation skills
- Networking skills
- Time management skills
- Negotiation skills
- Decision making skills
- Digital skills

The modular themes that corresponds to aforementioned competencies and learning outcomes shall be structured in three sessions with respective duration is introduced below:

SESSION 1 (total 5 days)

Module 1. Career Guidance Basic Concepts and Theories (2.5 days)

Module 2. Helping Process and Communication Skills (2.5 days)

SESSION 2 (total 5 days)

Module 3. Management, Planning & Monitoring and Leadership & Team working Skills (2.5 days)

Module 4. The Training Process for Career Guidance Programs and Presentation Skills (2 days)

Module 5. The Assessment Process in Career Guidance and Decision Making Skills (0.5 days)

SESSION 3 (total 5 days)

Module 6. Career and Labor Market Information (1 day)

Module 7. Employability Skills and Time Management Skills (1.5 day)

Module 8. Establishing Partnerships and Networking Skills (1 days)

Module 9. Marketing, Public Relations and Digital Skills (1.5 days)

1. OVERALL TASKS

The training provider is assigned to perform the following tasks:

1. Develop the training content/syllabus for three tailor-made modular courses/sessions for skills development of career center staff according to aforementioned description of competences, learning outcomes and modular themes (total 15 days/120 hours). The balance between theory and practice and ways to be achieved are very important for the quality of learning outcomes.

The international good practices that don't require specific adjustments in country specific labor market conditions will be considered as an advantage.

Prior starting with the training, the developed training content will be reviewed and approved by an international expert assigned by EYE project within five working days upon delivery by the training provider.

2. Conduct three tailor-made modular courses/sessions for skills development of career center staff according to approved training content/syllabus by EYE.

The target group for this training consists of 10-15 teachers from four VET schools mentioned under the section 2, which will be appointed as career center staff of newly established School-Based Career Centers.

For certain modules, it is possible that the training will be accompanied by 4 additional persons from the career center staff in Vushtri, but the total number shouldn't exceed 20.

The training provider is expected to facilitate the participants between the session 2 and 3 to prepare a yearly Action Plan for their own Career Center, so they can present them during the third session.



The training shall be conducted in Albanian language, and the training handouts distributed to participants shall also be in Albanian language and useful during the training and for post-training use.

Each training course shall be conducted in continues schedule 5 days per week (Monday-Friday), in Prishtina.

3. Perform the Quality Control (QC) throughout the training and Evaluation of Learning Outcomes (ELO) after the training, by using proper formats and methodologies that will enable the training provider to come up with concrete recommendations for the newly trained career center staff on how to continue develop their career guidance skills.

These recommendations should be summarized in a report for EYE project in English language upon completion of the training.

4. Submit to EYE a brief progress report (max. 1 page) upon completion of each training session.

5. OTHER REQUIREMENTS

Timeframe and Deliverables

EYE expects that work will start on **May 14, 2018** to be completed as specified in the following timeframe.

The training provider can engage more than one trainer (or one key trainer and one assistant) if needed to fulfil the timeframe and to ensure qualitative deliverables.

Tasks	Deliverables	Deliverable Date
Develop the training content/syllabus for three tailor-made modular courses	Training syllabus in Eng language	28 May, 2018
	Approval by EYE	04 June, 2018
Prepare the training handouts, useful during the training and for post-training use	Training handouts in Alb language	28 May – 10 June, 2018
Conduct three tailor-made modular courses in Alb language	- First Session	11–15 June, 2018
	- Second Session	25-29 June, 2018
	- Third Session	09-13 July, 2018
Between session 2 and 3, facilitate the participants to develop a yearly action plan for their own School-Based Career Center, so it can be presented during the third session.	Yearly Action Plan for School-Based Career Center	02-06 June, 2018
Progress reporting upon completion of each modular training course/session	Brief progress reports (max. 1 page) in Eng language	18 June, 2018
		02 July, 2018
		16 July, 2018

Perform the Quality Control (QC) throughout the training and Evaluation of Learning Outcomes (ELO) after the training	Summary report with quality control results and recommendations for the newly trained career center staff on how to continue develop their career guidance skills	30 July, 2018
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Logistics

In performing task, the training provider will be in charge for organizing the logistics on his own for engaged trainer/s and cover related costs, such as transportation, accommodation, and catering.

Whereas, all other logistics related to this training such as transportation of participants, venue, and catering, will be organized and covered by EYE, therefore shall not be part of the offer.

Communication and Reporting

Throughout implementation of tasks, the training provider shall keep close communication will EYE's responsible staff for Output 2.1 and if needed with EYE's Project Director too. Potential problems in the relationship shall be openly addressed while ensuring that discussions will not undermine effective implementation of tasks.

All communication of the training provider with public, including the media appearances should be closely coordinated with EYE.

A brief progress report (max. 1 page) shall be submitted to EYE's responsible staff upon completion of each training session, whereas recommendations for the newly trained career center staff on how to continue develop their career guidance skills shall be summarized in a separate report upon completion of the training. These reports shall be submitted to EYE in English language at the dates specified on the Table 1.

Required Qualifications

- Previous experience in Kosovo by delivering Career guidance trainings
- At least 5 years international experience in Career guidance trainings
- At least 5 years consulting/management experience with Career Centers
- Professional Certification as Trainer
- Fluency in English
- Fluency in Albanian



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development
and Cooperation SDC

EYE Enhancing Youth
Employment

EYE Responsible Staff:

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Pristina, April 2018