

Statement of Work (SoW)

TVET: (Electrician technician Motorcycle Repair, Tailoring, Handicraft, Motorcycle Repair and Mobile Repair)

About CARE-International- Afghanistan:

CARE is a non-governmental, non-political, non-profit, non-partisan and non-sectarian humanitarian organization, extending its relief and development assistance to those in need. CARE International in Afghanistan is a humanitarian and developmental organization that has been operational in Afghanistan since 1961. CARE in Afghanistan has been working in various sectors such as humanitarian, education, health, agriculture and rural development, sustainable livelihood, women economic, and inclusive go CARE is a non-governmental, non-political, non-profit, non-partisan and non-sectarian humanitarian organization, extending its relief and development assistance to those in need. CARE International in Afghanistan is a humanitarian and developmental organization that has been operational in Afghanistan since 1961. CARE in Afghanistan has been working in various sectors such as humanitarian, education, health, and rural development, sustainable livelihood, women economic empowerment, and inclusive governance.

Support women and girls to access community- based TVETs. Number of female students trained for demanded specializations through community-based technical and vocational training (TVET opportunities)

Provide business grants and technical business development support to women-led formal and informal local businesses.

Project introduction:

Given the fragile economic situation in and the prevalence of coping among Individuals, such as selling productive assets to secure food for their families, the project aims to address this issue through tools relevant to their chosen trades. The objective is for each to establish their own or service provision business upon of the training. Each vocational class will accommodate 20-30 students and will be led by a dedicated trainer. The training sessions will entail a minimum of four hours of work per day, ensuring practical learning for the. CARE will provide this opportunity to the in the proposed areas, and they will directly receive FFAB (7,400 AFs/month for nine months) Based on the findings from the CBPP and market, the project has identified several that are both marketable and aligned with the needs of the. During the project, CARE will prioritize.

the following actions:

Develop and design the vocational skills training based on the DoLSA curriculum and collect samples of these products for better understanding and practical learning. These samples will be displayed at the showroom in the Artisanal Center.

Establish Artisanal Center (AC) in coordination with communities where required. To ensure that the artisans are equipped with spaces, required tools and a pleasant and hygienic working environment, the establishment of an artisanal centre (AC) will be further supported to improve working space with specific training and classes, events for promoting marketing linkages with local markets through

exhibitions, exposure visit and marketing and networking events with artisans from other parts of the market.

CARE will link artisans with the Chambers of Commerce and Industries for support in markets and fair-trade conditions for artisans. CARE will work with these groups to obtain membership in SMEs union or chambers of commerce to benefit from the services that these chambers provide to entrepreneurs and the business community. Encourage and assist all students to improve their access to finance by establishing Self-Help groups (SHGs) for the sustainability of their business and skills CARE facilitates an environment where beneficiaries can improve their access to skills development, local markets, and innovative design and product development. As the students receive monthly Cash-Based Transfers (CBT) from WFP, they could save a portion of their income for this purpose. This enables them to enhance their skills, generate increased revenues, and ultimately improve their overall livelihood.

Proposed Vocational Skills Training/productions for 400 Beneficiaries:

1. Tailoring Course: CARE will provide tailoring machines, learning materials, fabrics, and toolkits to the Beneficiaries, enabling them to learn sewing skills and generate income for their families. This Intervention is based on the findings from the CBPP and market assessment. CARE aims to enroll 150 women from Injil and Guzara districts in the tailoring classes. The courses will be conducted over 6 months for all vocations, and the community will provide the location for the training, with CARE contributing to any necessary repairs if needed.
2. Handicraft Training (KHAMAK-GRAPH-beading-embroidery): Beneficiaries will learn the production of handmade products such as KHAMAK, weaving, and GRAPH using natural fabrics and yarns. These products have market potential both domestically and internationally. CARE identified through market assessment that women are interested in attending such training, with a market available at the community and provincial levels. CARE aims to enrol 100 women from Injil and Guzara districts in this training.
3. Motorcycle Repairing training: Based on CBPP and market assessment conducted in the three targeted districts, it was found that there is high demand among men for motorcycle repair courses. Considering the widespread use of motorcycles in Herat and rural areas, CARE will provide men with the opportunity to learn this profession total of 75 beneficiaries will be enrolled in motorcycle repair training across the three targeted districts.
4. Mobile phone repair training: Beneficiaries will receive training on repairing and fixing mobile phones. As suggested by the community during CBPP and identified as a high-ranking profession in the market assessment, CARE will hire trainers to conduct mobile repair classes for 50 male beneficiaries.
5. Electrician technician training in this training, Beneficiaries will acquire technical knowledge for repairing home appliances and electrical equipment. Currently, rural communities incur high costs for fixing their electrical equipment in Herat city. To address this, the project will hire and train 25 male Beneficiaries in repairing washing machines, vacuum cleaners, electrical dishes, irons, and coolers. The training will be conducted at the community level, with the community providing the training venue while CARE contributes a portion of the repair costs if needed.

Furthermore, Vocational skills students will be engaged in exposure visits in working environments where what they learn will be practiced, through production. The project will organize one session

(20-30) of students from different vocational training courses to production environments within the private sector as well as the SME sector. Representatives from different vocational classes will be attending this event. The SMEs where they will visit will be selected based on their relationship with the vocation and will be looking to those that CARE has previously supported them. This is meant to inspire trainees through observations and interaction with those that have been in similar trades for a long. All beneficiaries of vocational training will be required to undergo further training to ensure that they will be able to manage their enterprises after training. The following training courses will be conducted by CARE project staff to ensure the trainees are aware of the business environment once they are graduated: Business management and communication, Accounting/Financial management, Marketing principles, soft skills development, Hygiene and sanitation/health and safety issues.

Purpose of the assignment:

- The overall purpose of the assignment is to provide community based Technical and Vocational Education Training and Job Placement Services for 400 beneficiaries in the provinces of Herat province Specific objectives of the assignment include:
- Develop curriculum and training packages for the project participants.
- Conduct ToT for professional trainers.
- Conduct 6 months of TVET training for the project participants.
- Provide training completion certificates to the trainees.
- Assist in provision of training assistance package to the beneficiaries.
- Document success stories.

Responsibilities of CARE/WFP:

- CARE-WFP Project will provide all necessary supports to the vendor/contractor to ensure timely and satisfactory delivery of the services mentioned in this contract.
- CARE-WFP Project shall make payment to the vendor/contractor as per the payment schedule mentioned herein which shall be based on successful implementation and agreed milestones deliverables.
- CARE-WFP Project accepts no responsibility in respect of life, health, accident, travel or any insurance coverage, which may be required or desirable for personnel undertaking services under this agreement. Personnel acting on behalf of the vendor/contractor is not entitled to any benefit, payment, and compensation on this agreement.
- In case the implementation of agreed activities and milestones in this contract are not performed satisfactory CARE/WFP holds the right to suspend the activities and/or terminate the contract.
- CARE-WFP is responsible to establish, manage community mobilization, beneficiaries' selection, compliance, and monitoring.
- CARE-WFP is responsible for supervision, monitoring, and evaluation of all project's activities.
- CARE-WFP is responsible for paying any extra amount due to dropout in number of trainees. The extra amount shall be paid for beneficiaries' transportation, refreshment, and stationery. The calculation will be based on the approved unit cost for the above-mentioned items in the budget.

- Conduct regular monitoring of VCT project implementation progress through CARE and WFP 3rd party monitoring (TPM)

Responsibilities of Implementing partner:

- The vendor/contractor agrees to provide the trainings mentioned in this contract and any attachments there as per the best of its abilities with due diligence and efficiency and using the recommendations from market assessment report and already identified vocations, the firm/consultancy will carry out a rapid need assessment for each community to select the most appropriate vocation from the proposed list identified vocations. The needs assessments should be conducted in close cooperation with the local private sector able to provide job opportunities, Community Development Councils (CDCs), and other interested stakeholders. The vocational training topics should be based on actual demand in the market and TVET specifications in Afghanistan. The training can be community or home-based and the approach should be proposed by the consultancy.
- The vendor/contractor is responsible for handling DFA related issue and stockholder such as coordination, communication, permissions, and other conflicts of resolutions.
- The vendor/contractor is responsible for improvement and reformation of existing vocational training curriculums and syllabuses for the skills of. Electrical technician (including washing machines, vacuums, Iron, and coolers repairing.
- The vendor/contractor is responsible for providing training materials (complete package) to each trainee based on cited curriculum. Also, a professional, appropriate, and equipped training centers will be organized for trainees in target areas/provinces.
- The vendor/contractor will also be responsible for communication and coordination with stakeholders and potential employers (including private and public sectors institutions) for graduates' job placement and more focus on job creation.
- The services provided by the vendor/contractor are non-transferable and the vendor/contractor must inform CARE project in writing about any disruption in execution of the contract.
- The vendor/contractor is responsible for paying all taxes and rates that are applicable to this contract by the government of Afghanistan.
- The vendor/contractor is responsible for its equipment maintenance, and undertakes to make up for any damage, loss, or theft of the same.
- The vendor/contractor is responsible for providing trainees with necessary facilities such as refreshment, transportation, hall heating, cooling and required stationery and equipment for each training center.
- In consultation and through CARE guidance, the vendor/contractor must conduct trainees and employers demand assessment in local areas based on joint assessments with CARE, reform the curriculums and syllabuses (demand-based curriculum) in close coordination with CARE, relevant industries & other organizations.
- The rights and obligations of the vendor/contractor are limited to the terms and conditions of the agreement.
- In case, during the period of this agreement, the vendor/contractor is temporarily desisting and refrain in carrying out all stated terms, regulations and obligations ordained and determined here,

should be shared immediately in writing with CARE holding the rights either to accept or decline the proposal in case asked for time extension of task completion.

- The Vendor/contractor should implement curriculums for the training programs that are aligned with MoLSA and TVET-A for demand-based vocational training.
- The vendor/contractor should provide adequate and high-quality materials to trainers and trainees applicable with standard procedures.
- The vendor/contractor should provide vocational training skills for 400 women and men project beneficiaries in Herat province.
- If compelled to discontinue the contract because of force majeure (unanticipated) circumstances the vendor/contractor hereby agrees to consult the situation with the designated representative of CARE Project immediately with a contingency planning and scheme to determine an appropriate action (plausibility) to be taken into rendition. While the incurred outlays (expenditures) would be orderly liquidation of the work of the vendor/contractor, as to be seen appropriate by project decision takers at CARE/WFP management.
- Vendor/contractor must select the training centers close to beneficiary' s settlement and accessible to all project beneficiaries.
- Vendor/contractor is not allowed to subcontract CARE/WFP interventions to another vendor/contractor or company. If CARE/WFP interventions are contracted to another service provider, this contract shall be terminated effective immediately without making any payment to Vendor/Contractor.
- Vendor/contractor is responsible to follow CARE/WFP policies and submit project-required documents and progress/status reports (monthly report and project completion/final report) with prescribed contents and formats will be complying to CARE/WFP format.
- Vendor/Contractor is responsible to provide any other ad-hoc reports when required by CARE/WFP.
- The vendor/contractor shall allow (in consultation and coordination with CARE/WFP) third-party visitors or monitors to the project sites and activities when required.
- Based on the rapid assessment findings and vocational topics demand, the partner will develop a localized tailor-made market-oriented curriculum for each vocational occupation. Apart from TVET occupation theory and practical training, trainees should receive employability skills training, including leadership, knowledge, attitude, and practice (KAP) training, learning skills, literacy, numeracy, and digital (LLND) skills along with self-confidence building.
- Training will help the trainee to easily find jobs and build their link with the job market. Occupational literacy should be part of the training program (particularly focused on rural women who do not have reading and writing ability).
- A Training of Trainers (ToT) for 15 teachers and trainers five days should be conducted for effective facilitation of community-based vocational technical training and education. The teacher should be selected based on the areas of interventions that will cover more beneficiaries. The ToT should cover new and useful methods of adult education, business management and marketing of products.
- Conduct vocational training for 400 women and men in the targeted locations.
- Conduct basic business skills training to the participants including basic financial management, business plan development, digital marketing, registration/license from local authorities, taxation, and business safety.

- Ensure coaching and mentorship for supported vocations at their workplace. Participants should receive certificates of completion upon successful completion of the number of training sessions.

The vendor should consider the following table for further information:

N o	Trainings	Targeted Districts- Herat province	# of BNF		Total BNF
			F	M	
1	Electrical technician (including washing machines, vacuums, Iron and coolers repairing)	Zinda Jan	0	25	25
2	Motorcycle Repair	Zanda Jan	0	25	25
3	Tailoring courses	Injil	90	0	90
4	Tailoring courses	Guzara	60	0	60
5	Handicraft Training (KHAMAK- GRAPH- beading-embroidery, tailoring)	Guzara	50	0	50
6	Handicraft Training (KHAMAK- GRAPH- beading-embroidery, tailoring)	Injil	50	0	50
7	Motorcycle Repair	Guzara	0	25	25
8	Motorcycle Repair	Enjil	0	25	25
9	Mobile Repair	Guzara	0	25	25
10	Mobile Repair	Injil	0	25	25
Total:			250	150	400

Deliverables:

The selected firm/consultancy is expected to deliver the following deliverables.

Activity	Duration	Performance conditionality
The comprehensive methodology and curriculum developed for conducting vocational trainings, establishing training centers with the basic tools and equipment's at the identified locations. Recruitment of project staff and trainers.	20 days	The comprehensive methodology and curriculum development approved by CARE.
Repaid need assessment, development of comprehensive action plan	5 days	The documents receive and approve by CARE.

and development of project templates pre-and post-evaluation of skills and knowledge of the participants of the vocational trainings for women and man documented		
Training of Trainers (ToT) for 15 teachers and trainers for 5 days.	5days	Training conducted and the report submit and approve by CARE
400 women and men are trained on vocational.	4 months	Training conducted according to curriculum and approved methodology by CARE.
Employment related services, job creation, market linkage, JRT and basic business development training.	10 days	
Job creation	12 days	
Training Report	4 days	Training report submitted and approved by CARE.
Impact report	4 days	Impact report submitted and approved by CARE.

Deliverables

The deliverables under this training are specified in the table below.

Milestone	Key Deliverables
Milestone One Training Plan	<p>Develop all project related templates.</p> <p>Rapid Market needs assessment.</p> <p>Develop the results and findings.</p> <p>Submit the result.</p> <p>Beneficiary selection</p> <p>Receiving beneficiary list from CARE</p> <p>Beneficiary rapid assessment</p> <p>Preparing final list of selected beneficiaries along with the backup list</p> <p>Curriculum adaptation and improvement</p> <p>Reviewing the existing curriculum and adapting to the assessment results in each occupation</p> <p>Finalizing the curriculum along with syllabuses</p> <p>Developing comprehensive training plan</p>

	<p>Developing training duration with start and end of trainings for each occupation</p> <p>Developing training calendar and timetables for each occupation</p> <p>Preparation of training materials and handouts</p> <p>Developing training handouts for each occupation</p> <p>Review and adaptation to the approved curriculum.</p> <p>Printing and distribution of the handouts to each beneficiary</p> <p>Preparation of training classes</p> <p>Select training venue's locations in each districts.</p> <p>Listing the occupational needs for each venue based of the needs of each occupation.</p> <p>Equipping and furnishing each venue with first phase tools and equipment</p> <p>Conducting Pre-Test</p> <p>Determining assessment competencies for each occupation</p> <p>Developing pre-test papers</p> <p>Conduct pre-test in all training centers.</p> <p>Incorporating the test results in training plan</p> <p>Develop Code of conduct for the trainees</p> <p>Determining technical and safety related issues in each occupation</p> <p>Developing general and specific codes of conduct to all occupations</p> <p>Conducting orientation sessions in all locations</p> <p>Conduct ToT for Trainers</p> <p>Technical Training Start up in all provinces.</p> <p>Recruitment of qualified trainers for each occupation from local districts.</p> <p>Preparation of attendance sheets to each class</p> <p>Distribution of training materials to the training centers</p> <p>Conducting orientation sessions in each province</p> <p>Start of the training</p> <p>Preparation and submission of first milestone progress report</p>
<p>Milestone Two</p> <p>Training Delivery</p>	<p>Training Delivery</p> <p>Maintaining attendance records for each class</p> <p>Reporting dropouts and factors affecting trainees' dropouts.</p> <p>Tracking the training progress based on the approved curriculum.</p> <p>Conduct of mid-term competencies assessment</p> <p>Developing assessment kit for each occupation</p> <p>Setting dates for conducting the assessment in each province</p> <p>Developing the result reports for submission and approval</p> <p>Basic Business Skills Training Delivery</p> <p>Developing basic business skills outline</p> <p>Preparation and printing of business skills course presentation in local language</p> <p>Business skills basic training delivery to participants</p> <p>Developing job placement plan</p> <p>Determining the potential employers and potential business start-ups among the trainees</p> <p>Preparation of placement plan</p>

	<p>Submission of the plan for review and approval</p> <p>Conducting JRT</p> <p>Preparation of JRT training kit</p> <p>Determining training delivery dates for each training center</p> <p>Conducting JRT in all provinces</p> <p>Preparation of Training certificates</p> <p>Development and finalization of certificate template</p> <p>Getting approval of the certificate template to be distributed to the graduates.</p> <p>Distribution of the training graduation certificate to all graduated trainees</p> <p>Preparation and submission of second milestone progress report</p>
<p>Milestone Three</p> <p>Job Creation</p>	<p>Conducting job-fairs in each training location</p> <p>Setting dates for each job-fair</p> <p>Conducting job-fair in each location</p> <p>Actual Job Creation and Market linkage</p> <p>Developing business plans for graduates who wants to start-up their own business.</p> <p>Finalizing actual job contracts with enterprises for the graduates who prefer to be employed with other enterprises.</p> <p>Submitting contracts and business plans for approval</p> <p>Submission of third milestone progress report</p> <p>Submission of success stories and final report</p>

Firm selection criteria:

- Documented experience in providing Technical Vocational Education and Training (TVET) and Job placement services (Verifiable contract copy valued at a minimum of USD 200,000 each or other evidence of at least three TVET projects) during the past three years is required.
- The service provider must have the required certification/accreditation from MoLSA for TVET activities.
- The service provider must have proof of job placement and job creation experience in a relevant field for graduated trainees.
- The service provider must have experience in implementing National Occupational Skills Standards (NOSS) and NOSS Curriculum grades 1, 2, and 3.
- The service provider must have approved curriculum and NOSS of targeted occupation (e.g. approved curriculum and NOSS of targeted occupation at least two occupations).
- Curriculum (Grade 1, 2 and 3)
- National Occupational Skills Standards (NOSS) Grade 1, 2 and 3
- Latest financial statements with a sound financial status (no recurrent deficits, no recurrent debts, clean (unqualified) audit opinion where subject to audit) last three years' audit reports for 2020, 2021 and 2022 is required.
- Must have TVET training experience in Herat Province by executing at least one contract during the past two years.
- The service provider must have a minimum of one contract experience from UN funded organization during the past two years.
- The Service Provider must submit comprehensive training material (National Occupational Skills Standards (NOSS) and NOSS Curriculum) for the whole training period at least for four occupations.
- Documented experience in Skills and knowledge development, training need assessment, curriculum design and adaptation, training design and adaption, sustainable reintegration, income generation, job placement and business start-up, demand-driven skill-based training and competency-based training.
- Work experience and familiarity with IDPs, marginalized populations, return and reintegration is a must.