

Economic Acceleration and Resilience for NEET (EARN) Project

Terms of Reference

for

Selection of Consulting (Communication Agency) Firm

For

Preparing Communication Strategy for the Stakeholders and Beneficiaries under

EARN Project

(Package No.: S-4)

March 2024

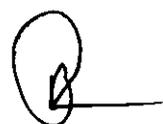
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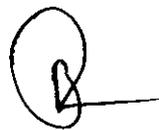
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ABBREVIATIONS AND ACRONYMS

| | |
|----------|---|
| ASSET | Accelerating and Strengthening Skills for Economic Transformation |
| BOU | Bangladesh Open University |
| BKSP | Bangladesh Krira Shikkha Prothisthan |
| CG | Community Groups |
| COVID-19 | Coronavirus Disease |
| DA | Designated Account |
| DYD | Department of Youth Development |
| EARN | Economic Acceleration and Resilience for NEET Youth |
| EPZ | Export Processing Zones |
| EZ | Economic Zones |
| GDP | Gross Domestic Product |
| GED | General Economic Division |
| GoB | Government of Bangladesh |
| IDA | International Development Association |
| IDP | Institutional Development Proposal |
| IDG | Institutional Development Grant |
| IZ | Industrial Zones |
| LGED | Local Government Engineering Division |
| MoYS | Ministry of Youth and Sports |
| M&E | Monitoring and Evaluation |
| NEET | Not in Education, Employment, or Training |
| NJLIP | Nuton Jibon Livelihood Improvement Project |
| ODP | Organization Development Plan |
| OM | Operations Manual |
| OTSP | Online Training Service Provider |
| PD | Project Director |
| PMU | Project Management Unit |
| PWD | People with Disabilities |
| RAISE | Recovery and Advancement of Informal Sector Employment |
| SEA/SH | Sexual Exploitation and Abuse/ Sexual Harassment |
| SEB | Socio-Emotional Behaviour |
| SFW | Seed Financing Wing |
| SNSA | Social Norms Specialized Agency |
| STEP | Skills and Training Enhancement Project |
| SP | Service Providers |
| SSC | Secondary School Certificate |
| ToT | Training of Trainers |
| UYIC | Union Youth Information Center |
| VLTC | Village Level Training Centers |



1. Project Background:

Bangladesh has made impressive strides in its social and economic development, achieving lower middle-income status in 2015 through stable macroeconomic conditions and substantial poverty reduction. The nation adeptly navigated the COVID-19 pandemic, maintaining positive real GDP growth through prudent macroeconomic policies and effective stimulus measures. However, challenges persist, particularly for its youth population. With an overall unemployment rate of 8.9% among those aged 15-29, around 27% of this group is labeled as NEET (Not in Education, Employment, or Training). Notably, this NEET issue is predominantly a gender concern as approximately 90% of NEET youth are female. Social norms emphasizing women's household roles and movement restrictions contribute to these disparities which is evident in the significantly lower female labor force participation.

The EARN Project in Bangladesh aims at economic engagement of the NEET youth, especially women, in rural and semi-urban areas of the country. The project offers education and skills development with a focus on women-centric facilities, employment and enterprise development support, enhanced employability through creating employer linkages and upskilling of Socio-Emotional Behavior (SEB) and Entrepreneur Development (ED) skill, incubation support for employment and entrepreneurship. In order to ensure participation of women and other underserved segment, the project will promote an enabling environment, especially for the women, through targeted awareness raising and communication programs, family-based planning, counseling and involving the communities and families in planning and monitoring of implementation.

In the case of Bangladesh, a country particularly vulnerable to climate change, there are several potential benefits, and specific conditions, including youth-centric ones, that can enhance climate co-benefit advantages. The project is designed for addressing climate change impacts and disasters. Bangladesh, in general, is increasingly being exposed to climate change-related hazards. The location of the project would be spread over many sub-districts, including extreme precipitation and flooding. Education and training programs have been severely affected by flooding in particular. The potential risks to education/climate resilient training facilities covered by the project due to flooding would be significantly reduced by the design of these facilities and the inclusion of soft components (e.g., training and awareness programs), which take flood risk into account.

The project will undertake climate resilience programs and enhance institutional capacity to improve the understanding of the responsiveness to disruptions from climate change and geophysical hazards. All skills development training will incorporate climate sensitization courses that will include adaptation and mitigation measures. The proposed competitive innovation funds will also be used to customize the new climate responsive awareness among the beneficiaries.

Department of Youth Development (DYD) is the implementing agency of the project under the supervision and guidance of the Ministry of Youth and Sports (MOYS). The project is implemented by a dedicated Project Management Unit (PMU) under DYD. The PMU is led by a Project Director (PD). The project will be implemented through GO-NGO-Private Sector collaboration.



2. Project Description:

2.1. Project Objectives:

The Project development objective is to (i) increase access to education and skills training, and promote employability of the NEET youth, especially for women, in selected rural areas of Bangladesh, and (ii) in case of an Eligible Crises or Emergency, respond promptly and effectively to it.

2.2. Project Beneficiaries (NEET youth):

The beneficiaries will include NEET youth who meet the following criteria: (a) aged 15-35 youth who are not engaged in education and/or training, and/or any income earning activities at least for six months; and (b) having completed at least primary level education. At least 60 percent of the beneficiaries would be female. While youths covered by any other interventions (ineligible for access to Accelerating and Strengthening Skills for Economic Transformation (ASSET) and Recovery and Advancement of Informal Sector Employment (RAISE) projects due to location, coverage, education level, etc.) will not be considered for any technical skill development support, beneficiaries of those [past and current] interventions who are still NEET by above definition during the beneficiary identification drive for EARN project will be considered eligible for SEB, EDT and for Seed financing and other employment supports, subject to successful completion of SEB and EDT under EARN. A total of about 900,000 NEET youths would benefit directly from the project.

2.3. Project Components:

The Project has four key components. These are, (i) Component 1: Enhancing access to alternate education and relevant skills development opportunities; (ii) Component 2: Promoting support for wage and self-employment; (iii) Component 3: Promoting an enabling environment for NEET youth; (iv) Component 4: Enhancing institutional capacity and Project management. In addition, to address emergency situation, the world bank has provision for an emergency response component, namely, Contingent Emergency Response Component (CERC), as Component 5 of the project.¹ The components are described below:

Component 1: Enhancing access to alternate education and relevant skills development opportunities

This component aims at promoting access to skills development and continuing/second-chance education to reach the skill ladder for the rural NEET youth, especially female, through (a) assisting the secondary dropped-out youth to reach the skills ladder through access to Bangladesh Open University (BOU) centers in selected locations to complete vocational secondary school certificate (SSC) exams, known as SSC (Vocational); (b) establishing mobile Village Level Training Centers (VLTCs) at the deep rural level to facilitate access to skill

¹ A Contingency Emergency Response Component (CERC) is included under the project to ensure that funds can be reallocated in the event of an eligible crisis or emergency. In case of such an emergency, and subject to the World Bank's approval, this component will allow the Government to request the World Bank to re-categorize and reallocate financing from other project components to cover emergency response and recovery costs.



development and employment support by the women with movement restrictions; (c) creating provision for accessing online training on selected trades and soft skills; and (d) provision of a competitive financing for innovative initiatives for reaching the unreached. To enhance the employability of the beneficiaries, all beneficiary trainees under this sub-component will receive training on SEB skills including communication, EDT, climate change awareness and responsiveness, and financial literacy (supported under sub-component 2.2).

Sub-component 1.1: Promoting access to skills development on market relevant skills, including SEB and EDT

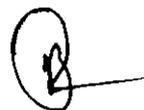
This sub-component will support: (a) beneficiary selection and categorization of the beneficiaries for diverse project support; (b) selection of local level trades; (c) generating, entering and updating data to support creation of a database of the potential and actual beneficiaries; (d) provision of access to skills development for rural NEET youth, especially women, through establishing VLTCs and through provision of stipends exam and assessment fees to the beneficiaries; (e) blended (online-offline) training and offline assessment on ten (10) selected trades; and (f) reaching the hard-to-reach vulnerable groups through competitive financing to innovative ideas.

This entire sub-component will ensure maximizing climate Co-Benefits. First, all VLTC will be established at climate retrofitted rented or existing facilities and will also be rehabilitated to meet the minimum standards for facilitating training environment and climate resilience aspect. Second, training and dissemination materials will be developed for awareness/skills to understand and cope with climate change risks for students, instructors and community group members. Third, digitization of teaching-learning and skill development will facilitate resilience to shocks and climate-induced disasters/disruptions. Fourth, SEB and EDT will include adverse effects of climate changes and options available for climate resilient business modalities, local and international legislations and good practices, support training on climate resilience in business and employment, and developing guidelines focusing on climate resilient production modalities. Fifth, most the beneficiaries.

Sub-component 1.2: Assisting the secondary dropped-out NEET youth to reach the skills ladder

Eligible NEET youth will be supported to reach the skills ladder by accessing Bangladesh Open University (BOU) education programs following the accelerated curriculum through demand- and supply- side interventions. Demand-side interventions will include specific communications and awareness-raising campaigns, motivating the families through sessions on norms around working women and establishing a family-based plan and providing incentives in terms of stipend, examination fees and textbooks support for the students. Supply side interventions will include the provision of an accelerated program offered at the BOU centers in local communities accessible by the youth from remote villages and blended programs to facilitate flexible hours. An EARN cell will be established at the BOU to establish and manage rural centers, monitor student's progress and to manage the beneficiaries' database.

Component 2: Promoting support for wage and self-employment



This Component aims at increasing employment opportunities of the beneficiaries through three distinct set of interventions: (a) connecting the beneficiaries with local and national level employers; (b) strengthening the existing seed financing mechanism of MoYS for potential entrepreneurs; and (c) SEB, EDT training and internship and/or apprenticeship for selected trainees in eligible enterprises/industries especially in the upazilas adjacent to Export Processing Zones (EPZs), Economic Zones (EZ) and Industrial Zones (IZs).

Sub-component 2.1 Expanding the horizon by connecting the beneficiaries with markets

This sub-component will support connecting eligible youth with labor intermediation services to help them pursue wage employment. Key activities will include: (a) periodic job fairs and meet the employer events; (b) enterprise visits by the VLTC and registered trainees; (c) a youth portal for the EARN beneficiaries and eligible NEET youth which will be linked with the existing job portals, business networks and outsourcing networks. SPs will be responsible for arranging bi-annual job fairs and employer meet events, as well as job placing and arranging internship support. The MIS cell (sub-component 4.2) will be responsible for designing the youth portal while SPs will be responsible for inserting trainee specific information.

Sub-component 2.2 Supporting post-training wage employment and entrepreneurship

This sub-component will support: (a) Strengthening the DYD's Seed financing mechanism through technical assistance and scaling up the DYD's Seed Fund to expand financing facilities to eligible project beneficiaries in the selected upazila including incubation and mentorship support including mentor's fees, apprenticeship costs for the NEET entrepreneurs; and (b) post-training specialization and/or employment support through internship/apprenticeship in eligible industries, especially in the EZ, EPZ and IZ adjacent upazilas; (d) 30 days mandatory SEB and EDT training for VLTC trainees. SPs will be responsible for job placement, internship/apprenticeship placement and arranging investment incubation and mentorship support for the selected seed financing beneficiaries. At least 60 percent of the beneficiaries will be female. Beneficiaries of this sub-component will also include beneficiaries of other GoB skills development and technical education projects, who remain as NEET at the time of the selection, subject to completion of SEB and EDT trainings under EARN.

Strengthening and scaling-up the DYD's Seed Fund

This sub-subcomponent will: (a) strengthen DYD's existing seed financing mechanism (Technical Assistance); (b) scale up the existing seed funds to expand financing facilities to eligible EARN beneficiaries in the selected upazilas; (c) support provision of incubation period support including mentorship for the new entrepreneurs. As part of strengthening the existing seed financing mechanism, DYD will: (i) establish a dedicated unit/wing with adequate staff and capacities (including dedicated district and upazila level officials); (ii) update the seed financing manual with a guideline for the trade and beneficiary selection processes; (iii) digitize selection, monitoring, reporting and disbursement mechanism for seed financing; (iv) establish an advisory Panel consisting of officials from relevant ministries, industry representatives, NGO and CSO representatives; and (v) prepare a sustainability plan.

Post-Training Specialization and Employment Support

This sub-component will provide post-training specialization and employment support to



eligible beneficiaries. At least 80 percent of the Internship/apprenticeship support will be in the Upazilas around EZs, EPZs and IZs. This sub-component will also support SEB and EDT training of the NEET youth who took skills development training from other Government supported skills development programs such as ASSET, RAISE, NJLIP, STEP. A total of 30 training days will be added to all 360-hour training for providing SEB and EDT.

This entire subcomponent will aim at maximizing the CCB. First, for both seed financing and internship in eligible industries, climate resilient trades will be given priorities and at-least half of the beneficiaries will be in the climate-resilient trades (Climate Co-Benefits Technical Note (CCTN) explains further). Second, eligibility criteria for the seed financing will include understanding and adoption of climate resilient trades; proposal format for seed financing will include a section on “Climate smartness of the proposal” and will be evaluated by a dedicated upazila level technical committee (OM will elaborate further). Third-party validation will monitor adaptation measures. Third, at least half of the internship beneficiaries will be in climate-resilient trades (CCTN explains elaborately). Fourth, SEB and EDT will include adverse effects of climate changes and options available for climate resilient business modalities, local and international legislations and good practices, support training on climate resilience in business and employment, and developing guidelines focusing on climate resilient production modalities.

Component 3: Promoting an enabling environment for NEET youth

This component focuses on creating an enabling environment for youth and promoting positive social norms for women to foster a supportive ecosystem for NEET youth to engage in, and benefit from the Project activities. Given the specialized nature of social norms and outreach activities with communities and youth proposed in the Project, a Social Norms Specialized Agency (SNSA) will be engaged to provide the necessary technical assistance. The agency will serve as an umbrella entity to support SPs implementing Components 1 and 2 to harmonize efforts and ensure quality across the project, raise awareness on climate resilience, and conduct a process evaluation to assess design and implementation adherence.

Sub-component 3.1: Community Strengthening, Engagement and Ownership

This sub-component will support the formation of Community Group (CG) to focus on NEET youth activities, their orientation and training, and ownership building, their continued engagement in youth activities. Training will also include raising awareness on climate change impact and climate resilience. CGs will be established with help of the SPs through wide communication and awareness-raising campaigns. CGs will (i) facilitate community mobilization and implement awareness raising and norms change activities; (ii) participate in beneficiary selection and trade selection procedures; (iii) oversee VLTCs; (iv) oversee monitoring and evaluation of the skills development and other activities at VLTCs; and (v) establish community protection mechanisms for preventing Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH) in VLTCs. CGs will arrange monthly community meetings (Uthan Boithak), and stakeholder consultations with help of the SPs.

Sub-component 3.2: Awareness raising and community engagement to promote positive social norms



The sub-component entails a set of awareness-raising and community engagement activities CGs will deliver with support from a Social Norm Specialized Agency (SNSA) throughout based on the “uptake of training” to “transitioning to job” continuum. The objective of these activities is to inform communities about project activities, shift negative gender stereotypes, attitudes and behaviors, and create an enabling environment for constraints faced by NEET women’s engagement in new education and employment opportunities. To inform communities of activities for uptake, this sub-component will support: (a) information dissemination programs such as orientations and communication campaigns through print, electronic and social media; and (b) preparation of materials for promoting the opportunities under the project. The sub-component will conduct behavior change communications campaign with tailored messages and community engagement activities with influential individuals including mobilizing champions and showcasing positive and successful stories with families will spur changes in perceptions towards women and work. When conducting outreach, SPs working with gender-based violence survivors will be encouraged to refer individuals to the CGs.

Sub-component 3.3: Career counseling support, leadership development and positive youth engagement activities

This sub-component support: (a) mentorship and counseling support to provide career guidance and address specific barriers faced by NEET youth who are particularly vulnerable or at risk; (b) stipend, fees and other costs of leadership development and life skills training to empower NEET female and male youth with decision making, negotiation and core soft skills for productive employment; and (c) engagement with CGs to involve community leaders and parents in enabling and supporting NEET youth. In addition, Upazila Youth Offices and District Youth Centers will promote youth participation in sports and cultural activities at the community level. Support will include identification and training of youth facilitators, recruitment and training for counsellors, counselling camps at Youth Clubs, adaptation and rollout of leadership and life skills training curriculum, and the purchase of sports materials and equipment.

Component 4: Enhancing institutional capacity and Project Management

Sub-Component 4.1: Supporting institutional capacity development for NEET youth Programs

This sub-component will support: (a) preparation of an Organization Development Plan (ODP) for DYD and MoYS; (b) establishment of a portal-based management, monitoring and reporting mechanism at DYD/MoYS; (c) enhancing outreach capacity of DYD by establishing Union Youth Information Centers (UYIC); (d) institutional development of DYD and institutions under DYD and MoYS including District Youth Training Centers (YTCs) through Institutional Development Grants (IDGs) based on an Institution Development Plans (IDPs); (e) equipment for digital management (IT equipment, management, replacement.); (f) digital payment and accounts management system; (g) real-time monitoring through supporting transport facilities, smart devices (linked to the portal), and data entry and management facilities and training to upazila level officials; (h) establishment of a research cell at DYD. This sub-component will also include a package of training, which will include leadership



management, planning, finance, monitoring, and reporting to staff at DYD’s District and Upazila Youth Centers.

Sub-Component 4.2: Project Management, Communications, and Monitoring and Evaluation

This sub-component will support: (a) the establishment and operation of a PMU; (b) the development and update of a long-term Youth Development Plan; (c) preparation of Annual Sector Performance Report; and (d) an effective monitoring and evaluation system. It will also support impact evaluation for key project interventions, and coordination across relevant Ministries, agencies and non-government implementation partners, SPs, and communities. The sub-component will support an agency for coordination support at the upazila level and (Upazila Coordinator) at the level of the Upazilas and at the level of UYICs.

The Project will be implemented by a dedicated PMU to be established under the DYD. The PMU will be led by a Project Director (PD) and supported by an Additional Project Director (APD) and adequate, experienced technical staff and consultants for successful implementation of the Project, with preferably at least 30 percent women. The field level activities will be implemented in partnership with the private sector, NGOs and CSOs with agreed terms of references. This sub-component will also support (a) LGED Grant to establish a Management Information System (MIS) for the project, (b) impact evaluation studies, satisfaction surveys, and (c) coordination across relevant ministries, agencies and non-government implementation partners, SPs and CGs.

2.4. Project Targets:

The targets are provided below against their objectives - sub-component wise:

Table 1: Component-wise project targets

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|---|--|
| Component 1: Enhancing Access to Alternate Education and Relevant Skills Development Opportunities | |
| Subcomponent 1.1: Promoting access to skills development on market relevant skills including SEB and EDT | <ul style="list-style-type: none"> • 5,000 Village Level Training Centers (VLTC) will Establish at the village label. • Provide community supported child-care facilities for the trainees at VLTCs in 20 upazilas. • Provide skill development trainings to 5,00,000 youth (300,000 female) through Village Level Training Centers (VLTCs). • Online training and offline assessment will be provided to 25,000 youth. • Provide innovation fund supporting different innovative projects for improving the socioeconomic conditions of 25,000 (15,000 female) youths from vulnerable groups (third-gender, persons with disabilities (PWD), |

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| | communities from hard to reach and special needs areas). |
| Sub-component 1.2: Assisting the secondary dropped-out NEET youth to reach the skills ladder | <ul style="list-style-type: none"> • Stipend/incentive will be provided to 100,000 (60,000 female) dropout students for access to existing education programs required to reach at the skill ladder. |
| Component 2 – Promoting Support for Wage and Self-Employment | |
| Sub-component 2.1: Expanding the Horizon by Connecting the Beneficiaries with Markets | <ul style="list-style-type: none"> • Each year per upazila two job fair will be organized to make face to face to session between employees and employers. • Each year per district one job expo will be organized for connecting the beneficiaries with job markets. |
| Sub-component 2.2: Supporting Post-Training Wage Employment and Entrepreneurship Support | <ul style="list-style-type: none"> • Internship/Apprenticeship Training will be provided for 1,00,000 trainees (preferably 60% female), each trainee will receive 6 months internship. • Provide Socio Emotional and Behavioral (SEB) and Enterprise Development Training (EDT) to 7,00,000 trainees (among them 5,00,000 will be the same trainees who will have skill training and 2,00,000 will be additional trainee who have trainings from the other government organizations). • 15,000 EARN youth will get access to competitive incubation mentoring and SEED financing. The funds will be added to the existing seed funds of DYD to expand seed financing facilities to the eligible beneficiaries. |
| Component 3: Promoting an Enabling Environment for NEET Youth | |
| Sub-component 3.1: Community Strengthening, Engagement and Ownership | <ul style="list-style-type: none"> • 2,500 community groups (CGs) (one for each union) will be established and provide initial, refresher trainings to the members (mostly female). |
| Sub-component 3.2: Awareness Raising and Community Engagement to Promote Positive Social Norms | <ul style="list-style-type: none"> • Communication and awareness firms will be engaged to create awareness about the importance, necessity, facilities, opportunities of the EARN project and disseminate the information through digital, traditional campaign in Radio, TV, Newspaper and social media. |
| Sub-component 3.3: Supporting Career Counselling, Leadership Development and Positive Youth Engagement Activities | <ul style="list-style-type: none"> • Provide sports and cultural equipment for college, madrasas and youth clubs. • 50,000 youth will be provided leadership development trainings through the 250 registered youth clubs. |
| Component 4: Enhancing Institutional Capacity and Project Management | |

| | |
|---|---|
| <p>Sub-Component 4.1 Supporting Institutional Capacity Development for NEET Youth Programs</p> | <ul style="list-style-type: none"> • Capacity building training will be given to the staff of MoYS, DYD, NSC, BKSP, SHNIYD. • Establish a portal-based management, monitoring and reporting mechanism. • Provide small infrastructure and equipment for digital management (IT equipment etc.); • Develop digital payment and accounts management system; • Institutional Development Grants will be provided to District Youth Centers and other organization under MoYS. • Infrastructure of the offices under DYD. |
| <p>Sub-Component 4.2 Project Management, Communications, and Monitoring and Evaluation</p> | <ul style="list-style-type: none"> • Operationalize PMU • Technical expert recruitment. • The development and update of a long-term Youth Development Plan. • Preparation of Organizational Development Plan of DYD under MoYS. • Third Party Validation Survey. • Preparation of Annual Sector Performance Report. • Employer satisfaction surveys. • Trainee tracking surveys. • Trainee satisfaction surveys. • Mid-term review assessment. • Effectiveness assessment studies. • International/ National Job market and skills assessment. • Impact Evaluation Study. • Project Management Information System Development. • Development of DYD infrastructure management information system (DYDIMIS). • Development of DYD Training Management System (DYDTMS). |



2.5. Summary of implementation arrangement and role of partners

Table 2: Component-wise implementation arrangement and role of partners

| Component (c)/Sub-component (SC)/Activity | Implementation Arrangements | | | Monitoring, Validation, and Evaluation arrangements |
|---|-------------------------------|--|---|--|
| | Implementation Focal/PMU Unit | Implementation Partners | Description | |
| Component 1: | | | | |
| Beneficiary Selection and profiling (SC: 1.1) | MIS Cell of PMU; PMU | Services Providers (SPs), Community Groups (CGs) | SPs will conduct the surveys, input data. MIS cell will manage the data, create unique ID, apply selection and profiling criteria. PMU clears the list of beneficiaries for different supports. | Service Providers are competitively selected by PMU following WB Procurement Guideline |
| Trade Selection (SC: 1.1) | PMU | Services Providers (SPs), Community Groups (CGs) | SPs will conduct the market survey, CGs will endorse the findings, PMU will approve the trade list. | |
| Reaching the Skill Ladder (SC: 1.1) | PMU; MIS cell, UC | BOU | BOU will establish the learning centers, design accelerated curriculum, training the teachers and manage implementation; | BOU will report through MIS cell portal with unique ID of beneficiaries; UC will validate; MIS cell will manage the data, prepare Award Confirmation Forms for stipend disbursement, prepare semi-annual report. |
| VLTC Operation (SC: 1.1) | PMU | Services Providers (SPs), Community Groups (CGs), Specialized Gender Action Agency | SPs will establish, manage, report on VLTCs; | A. MIS cell will create a portal for data entry, SPs will put field level data on monthly basis, UCs will review and clear the data; B. MIS cell hire firm for sample |

| Component (c)/Sub- component (SC)/Activity | Implementation Arrangements | | | Monitoring, Validation, and Evaluation arrangements |
|---|-------------------------------------|---|--|--|
| | Implementation Focal/PMU Unit | Implementation Partners | Description | |
| | | | | validation, MIS cell will prepare the Award Confirmation Forms (ACF) for disbursement, semi-annual report, project statistics and update the RF. C. M&E unit of PMU will approve the reports, ACF etc. |
| Innovation Fund (SC: 1.1) | DYD, PMU | Selected Innovation Agencies (SIA) | PMU will organize the competition, select best proposals based on expert committee recommendations, DG, DYD will approve the final selection | SIAs will regularly update MIS portal against unique ID of beneficiaries. SIAs will report semi-annually to M&E, Unit of PMU, PMU will arrange validation surveys. |
| Blended Training (SC: 1.1) | PMU, DYD | Online Training Service Provider (OTSP) | OTSP will be responsible for selection of trades, develop training materials, registration, and assessment. | MIS cell will collect information directly from the registration, attendance and assessment data and report semi-annually to PMU. |
| Component 2: | | | | |
| Job Fairs and event arrangements (SC: 2.1) | UYO, PMU | SPs | SPSs will report through MIS portal, UCs clear | MIS will consolidate and report to PMU semi-annually |
| Strengthening of Seed financing (SC: 2.2A) | SFW, DYD, Selection Panel of SFW | SPs | SFW will implement seed financing; SPs will provide incubation | PBS conditions will be reviewed by IVA; SP provide data on |

| Component (c)/Sub- component (SC)/Activity | Implementation Arrangements | | | Monitoring, Validation, and Evaluation arrangements |
|---|---------------------------------------|----------------------------|--|--|
| | Implementation Focal/PMU Unit | Implementation Partners | Description | |
| | | | period support and mentoring. | |
| Component 3: | | | | |
| Community Strengthening, Engagement and Ownership (SC: 3.1) | UC, PMU | SPs | SPs will establish the CGs, training CGs and facilitate CG activities; UC will coordinate CG activities; | SPs will report to MIS cell, UCs will validate, MIS cell will prepare semi-annual report |
| Awareness raising and community engagement (SC: 3.2) | UC, PMU | SPs, Communication Firm | Communication Firm, hired by PMU, will prepare the communication strategies, materials, national programs and advertisements; SPs will implement mobilization activities in the field. | SPs will report to MIS cell, UCs will validate, MIS cell will prepare semi-annual report |
| Component 4: | | | | |
| IDP (SC: 4.1) | IDP Agencies, PD, PMU | LGED | IDPs will be implemented by the institutions; any renovation/construction works will be managed by LGED; | Agencies report to MIS cell through MIS portal; MIS cell organize sample validations against the agreed milestones; Semi-annual report prepared by MIS cell; M&E call of PMU approves the reports. |
| ODP and Capacity Building (SC: 4.1) | ODP consultants; Training Firm/agency | | ODP prepared by ODP consultants; DYD approves the ODP; Capacity building of the officials will be implemented by capacity enhancement | DYD reports to MIS cell through the MIS portal, Semi-annual report prepared by MIS cell; M&E call of |

| Component (c)/Sub- component (SC)/Activity | Implementation Arrangements | | | Monitoring, Validation, and Evaluation arrangements |
|---|-------------------------------------|----------------------------|-----------------------------|--|
| | Implementation Focal/PMU Unit | Implementation Partners | Description | |
| | | | agency recruited by PMU. | PMU approves the reports. |

2.6. Project Implementation Arrangement

The Project will be implemented over five and half years period, with the first year focusing mostly on preparation processes. A dedicated Project Management Unit (PMU) has been established within DYD, led by a Project Director (PD), and supported by additional staffs. The DYD will partner with Local Government Engineering Department (LGED) and Bangladesh Open University (BOU) and establish Union Youth Information Centers (UYICs) for implementation of the Project at the local level. Upazila Youth Development Officer (UYDO), Upazila Nirbahi Officer (UNO) will assist the PMU in the process. The PMU will engage Service Providers (SPs) and outsourced staff and communities for successful implementation of the component activities.

3. Context of the Assignment

EARN project is the reflection of GoB commitment towards reducing the NEET percentage by creating skilled labor force and ensuring job market for them. Already there have been multiple initiatives by Government of Bangladesh (GoB), along with national and international NGOs for skilling youth and creating employment opportunities for the unemployed youth. However, the economic engagement of the NEET youth has remained largely unattended. One of the main reasons for this is lack of awareness among the youth. And communication gap with them, especially rural female youth have lack of knowledge regarding the facilities government training center have.

Sharing information and raising awareness about government training initiatives among the youth in Bangladesh is of paramount importance, and it plays a pivotal role in shaping a more inclusive, empowered, and prosperous nation. Firstly, by ensuring equal access to information, we can significantly reduce disparities among different segments of the youth population. Marginalized and underprivileged youths often face barriers in accessing educational and skill development opportunities. By effective awareness campaign and information dissemination activities, it's possible to bridge the knowledge gap, empowering them to take advantage of these valuable programs and break the cycle of unemployment, poverty and inequality. Secondly, accessible information equips more young individuals with relevant skills, enhancing their employability prospects in a competitive job market. As they get the necessary knowledge and ability through these training initiatives, youth unemployment rates are likely to decrease, leading to a more stable and productive workforce. Thirdly, promoting entrepreneurship through proper information dissemination can ignite a wave of innovation and economic growth. By inspiring and motivating young entrepreneurs, we can create a culture of ambition and creativity, fostering the



establishment of more startups and small businesses that contribute to economic development and job creation. It will be also important to understand any bias or perception against engaging in trades and vocational trainings and address overcome negative perceptions in the community, family and individually. Moreover, well-informed youth are more confident, aspirational, and driven to excel. When they have access to information about available opportunities, they become more focused on achieving their goals and dreams. This, in turn, leads to a positive impact on society as their ambitions are channeled towards personal growth and constructive contributions. Awareness campaigns also strengthen social development by enabling more youths to take part in personal development, leadership, and community engagement programs.

Therefore, to ensure the achievement of the project targets addressing diversified NEET youth in an effective and smart way, the project is seeking the service of consulting (communication and awareness) firm that will design a Strategic Communication Program.

4. Objective of the Assignment:

The main objective of the assignment is to develop a communication strategy to facilitate EARN project to achieve its Project Development Objective as well as create broad-based support for the activities proposed under the project.

The Consultant will design a communication and outreach program for awareness building, behavioral change, and create support among the of stakeholders relating to key interventions of the project, including: (i) access to alternative education and skill development and move up to skill ladders; (ii) Support for Wage and Self-Employment; and, (iii) Enabling community and environment for NEET Youth.

The communication strategy will include advocacy and behavioral change communication to dispel myths and misleading perceptions and promote alternative education and skill development among youth, including rural women, for better earning and employability.

The Key objective of the assignment will be:

Conduct a Communication Needs Assessment (CNA) for EARN.

- a) Based on the findings of the CNA, prepare a communication and engagement strategy to raise awareness among the relevant government and non-government officials, other stakeholders, potential beneficiaries and their families, community groups, motivate behavior change.
- b) Design template/ format for communication materials, such as posters, leaflets, theme song, slogans, social, print and electronic media campaign containing project information.
- c) Provide communication training to DYD officials, SPs and Community Groups to maximize youth involvement through effective communication activities and campaigns. Further, to mitigate social opposition that may stem from a lack of adequate information, understanding, direct communication and involvement of affected groups, the Consultant will help the Project Management Unit (PMU) to prepare a strategy to engage and communicate with stakeholders and affected communities effectively.



5. Scope of Services:

The consulting firm will take the essential steps involved in developing the communication strategy. The firm will provide following but not limited services:

Task 1: Undertake Communication Need Based Assessment

Specific tasks would include:

- Literature Review and Inception Workshops.
- Map out key stakeholders and audiences and analyze their positions and attitudes, as well as their weight in the decision-making process to assess the feasibility of possible communications networks and their effectiveness in reaching specific target audiences. For this, the consultant may need to engage in Focus Group Discussions, opinion surveys, and consultations.
- Determine the most appropriate channels to promote the EARN program and to reach different segments of beneficiaries.
- Assess the existing communications capacity of various government agencies involved in the EARN project.
- Organize a workshop to present the findings of the communication need assessment. This will allow us to clarify any questions or issues and identify the project's vision for the field locations to be covered by the communication strategy.
- Submit the final Communication Based Need Assessment Report.

Task 2: Develop a Communication Strategy:

Based on the findings of the Communication Need Assessment, the Consultant will develop a comprehensive communication strategy to facilitate the project to achieve its objectives within the project lifecycle. The communication strategy should include:

- Key target audiences;
- messages that resonate with specific audiences;
- channels that work for specific audiences;
- action plan, including timeline and sequencing of specific messages and communications activities;
- budget;
- plan for impact assessment and coordination mechanisms to carry out the implementation of the Action Plan;
- the Consultant will also conceptualize communication and information products/materials using appropriate channels and prepare a branding guideline;
- the consultant will be responsible for pre-testing the proposed key messages and communication tools with stakeholder groups;
- the consultant will present the proposed strategy in a national level workshop with various government stakeholders to validate the strategy and key messages and receive their feedback and accordingly will finalize the strategy.

Task 3: Training of Trainers on Communication:

- Develop a training module based on the finalized strategy;
- conduct interactive training of trainers' sessions incorporating case studies and practical exercises.



6. Methodology:

A. Inception:

- i. Prepare an inception report which should include a detail methodology, timeline, focal persons, team combination, list of deliverables, surveys and events (number, purpose, tentative timeline, participants) and other details.
- ii. Conduct an inception workshop with PMU, DYD and MoYS.
- iii. Finalize the inception report and obtain approval of the project director.

B. Communication Need Assessment:

- i. **Literature Review:** Review of existing literature and resources that are relevant to the target audience and the project objective to set the strategic route and initial project mapping.
- ii. **Focus Group Discussion (FGD) and Opinion Survey:** Gather qualitative insights and opinions from a diverse group of NEET youth (specially women), Local policy influencer/ experts youth leaders and individuals from Community Group.
 - a. Develop a structured discussion guide to conduct FGDs in all divisions, including hill tracks ensuring participation of the ethnic communities, underprivileged groups, and rural women.
 - b. Conduct FGD sessions.
 - c. Analyze the transcripts for recurring themes and insights.
 - d. For opinion survey, develop questionnaires, determine sample size and conduct survey.
- iii. **Stakeholder Consultation Workshop:** Identify relevant stakeholders, including Development Partners, DYD, NGO, opinion leaders, Media, Youth Organizations, women groups, Government Officials, and invite them to the workshops to discuss challenges, opportunities, and potential collaborative efforts.
- iv. Analyze information and prepare draft CNA report.
- v. Finalize CNA Report Preparation.

C. Communication Strategy Formulation

- i. Develop a comprehensive communications strategy based on the CNA.
- ii. Present the findings of the need assessment to the EARN Project officials in a workshop and gather feedback.
- iii. Develop messages, communication approach, template for communication program, timeline and evaluation methods.
- iv. Message Development Workshop with PMU, and other stakeholders.
- v. Organize National Strategy Paper Validation Workshop to validate and gather feedback on the communication strategy at the PMU with participation of government officials, DYD and others.
- vi. Integrate feedback from the validation workshop into the strategy and finalize the key messaging, communication channels and implementation plan to ensure the alignment with project goals and objectives. The strategy should also propose logo and branding guidelines.



- D. Training of Trainers:** Equip the communications team and DYD officials, Service Providers, Community Group and other relevant stakeholders with the knowledge and skills to implement the strategy.
- i. Develop a training curriculum based on the finalized strategy.
 - ii. Conduct interactive Training of Trainers (ToT) sessions for training of trainers, incorporating case studies and practical exercises.
 - iii. Provide resources and materials to support ongoing learning.
 - iv. Seek feedback from participants for continuous improvement and submit it in the monthly progress report.

E. Communication material and media engagement:

- i. Design template/ format for communication materials, such as posters, leaflets, theme song, slogans, social, print and electronic media campaign containing project information. PMU/DYD will own all intellectual and relevant property rights of all the above mention products.
- ii. i.a. Design, make the theme song (audio-visual) and spread the theme song through social media, radio and television.
- iii. Organize a high-level information sharing event involving the stakeholders, Development Partners, NGOs, CSOs, National and International media.
- iv. Organize 10 electronic media events (talk show, news report, etc).
- v. Publish 10 newspaper supplements (Bengali and English) in famous national dailies

- F. Assignment Completion Report:** Incorporate final feedback from SPs, other stakeholders, and provide a future phase wise strategy implementation plan.

7. Deliverables:

- A. Inception Report
- B. Communication Need Assessment Report
- C. Communication Strategy Paper Submission:
- D. Training of Trainers for SP and PMU officials
- E. Completion Report

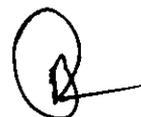
8. Reporting Obligation:

Monthly progress reports. Seek feedback on arrangements, facilities, quality and communication, preserve information, submit the feedback as a part of the progress report.

9. Evaluation Criteria:

The applications will be evaluated based on following criteria:

- i. General experience of the firm
- ii. Specific experience in similar nature of assignment in terms of size, complexity, value etc.
- iii. Youth network based digital platform management experience.
- iv. International PR Experience



- v. Proof of Financial soundness
- vi. Availability of staff and logistics for the event execution.

The consultants will submit the necessary document to support the above-mentioned criteria.

The firm/entity must submit the following documents along with their proposals:

- Company registration (Incorporation Certificate)
- Valid and up-to-date Trade License
- Valid and up-to-date Income Tax (TIN)
- Valid and up-to-date VAT Registration Certificate
- Audited financial statement (03 years in the immediate of last 04 years) showing the average annual turnover
- Bank solvency certificate - Company brochure.

Service experience record (including nature, total cost, total input in terms of man month, employer, location of service etc.)

10. Team Composition:

While the Consulting Firms are encouraged to use the expertise available in Bangladesh to the extent possible, if international expertise is necessary to carry out the assignment, the firm can appoint relevant key professionals. The Consulting Firm is free to propose a staffing plan and the skill mix necessary to meet the objectives and scope of the services. The proposed staff should have strong competency in youth-related project management. A key expert list is provided below though the firms are allowed to propose different with justification.

11. Qualification, Experiences and Major Responsibilities of Key Experts:

I. Team Leader (Youth Expert):

Qualifications and Experience:

- Master of Social Science/ Business administration/ Media and Journalism/ Marketing/ International Relations/ Anthropology/ Political Science or related subjects from reputed University.
- Minimum fifteen (15) years of experience in research, advocacy and communication.
- Seven (7) years of experience of leading a team for designing and delivering communication strategy and national campaigns.
- Proven experience in organizational leadership.
- Experience in managing press relations including handling press conferences, media visits, press releases, media coverage.
- Ability to synthesize and organize complex information into clear, public-oriented documents.
- Strong interpersonal, communication, and diplomatic skills.

Major responsibilities shall include but not necessarily be limited to the following:

- Contribute to the development of a communication need based assessment and communication strategy.
- Foster relationships with key stakeholders and partners to enhance project success.



- Provide expertise in policy advocacy to ensure the project aligns with local and international policy objectives.
- Offer leadership and guidance to the EARN project team.
- Ensure the project is informed by research and up-to-date information.
- Enhance the project's visibility and impact through effective communication strategies.
- Strengthen the capacity of project team members and relevant stakeholders.
- Ensure the effective monitoring and evaluation of project activities.
- Maintain comprehensive records and provide regular updates on project progress.

II. Policy Advocacy Expert

Qualifications and Experience:

- PhD degree in Economics or other related fields
- Fifteen (15) years of experience in developing national strategies for youth development and ten (10) years of experience in policy advocacy and socio-economic development of the nation.
- Proven Experience in institutional capacity development and project management
- Ability to engage with enterprises, skills training providers, employers from both public and private institutions, and the overall labor market.
- Proven ability to foster and develop relationships with various organizations and stakeholders in the private and government sectors.
- Ability to navigate a complex and dynamic job market to work within established and emerging governance structures and understanding of policy environments.
- Excellent interpersonal skills necessary to build rapport with job providers to eventually create employment opportunities for the youth.

Major responsibilities shall include but not necessarily be limited to the following:

- Build, manage, and lead a team of experts and specialists with full competency to undertake the tasks of the project.
- Take the lead in identifying different target audiences including NEET youth, local communities, government officials, potential employers, partner organizations.
- Maintain a constructive and collaborative working environment with the Implementing Agencies, other concerned government agencies, and other stakeholders involved in the project.
- Manage strategic relationships with the EARN PMU and related ministries, agencies and organizations represented in these institutions. Respond to all requests and queries from these agencies with prompt responsiveness, accuracy and transparency. Attend meetings of these institutions if called upon and be prepared for constructive interaction.
- Establish and develop clear and concise key messages that highlight project goals, benefits, and impacts.
- Establish a mechanism to collect regular feedback from beneficiaries and stakeholders.



- Lead the collection of success stories and testimonials from NEET youth who have benefited from the project. And highlight how the project has changed their lives and improved their employability or self-employment prospects.
- Undertake strategies to identify key performance indicators and based on the key performance indicators determine the impacts of communication efforts on project outcomes.
- Ensure performance of team personnel including data analysis expert, skills development specialist and gender specialist, and adherence to work plans and schedules, project finances and accounting, procurement procedures for hiring of project Consulting Firm and advisors.
- Lead the FGD, SWOT analysis, central stakeholder panel discussion program, and central workshop for service providers and officials etc.

III. Data Analysis Expert

Qualifications and Experience:

- Masters in Statistics or other related fields
- Ten years of experience in qualitative and quantitative data analysis
- Proven experience in policy, institutional, regulatory market
- Similar proven experience in sectoral analysis in a wide-ranging economic and business areas
- Excellent knowledge on growth, growth strategies, jobs, trade, investment, private and financial sector development, economic governance, green growth, revenue policy and administration, business taxation, private participation in urban and industrial infrastructure and technology
- Proven experience in developing knowledge products (e.g. policy briefs/papers, position papers, economic and sectoral analytical reports, indicators, index, flagship publications on specific development/economic/market issues, thematic assessments, policy and strategy reviews)
- Excellent skills in Evaluation, monitoring, and learning
- Proven knowledge on survey planning, designing, and sampling questionnaire, data processing, data control and analysis
- Ability to clearly and effectively disseminate evidence

Major responsibilities shall include but not necessarily be limited to the following:

- Take lead in analyzing focus group discussions, conduct SWOT analysis, digital integration, and assist in developing database management.
- Facilitate digital review system.
- Ensure findings from the FGDs, SWOT analysis, and feedback received from the stakeholders' panel discussion are incorporated in the development of the awareness strategy

IV. Gender Specialist

Qualifications and Experience:

- Master's degree in social science or relevant fields
- At least five years of experience in youth skills development especially of women and disadvantaged populations of Bangladesh
- Proven global understanding of gender studies and overall education and training practices, principally in developing countries in Asia is required. Experience in Bangladesh will add advantages.
- Proven ability to operate effectively in complex bureaucratic environment, where strategic planning, and problem-solving ability required to optimize resources drive progress and success.
- Detailed organizational skills and in-depth management abilities and discipline are expected.
- Leadership qualities that foster teamwork and collective problem-solving.

Major responsibilities shall include but not necessarily be limited to the following:

- Facilitate organizing a central stakeholder panel discussion involving Government Officials, Civil Society Organizations (CSOs), NGOs, and Media
- Facilitate Private Sector Expert in soliciting feedback, reviews, and suggestions from stakeholders on the project.
- Take the lead in presenting the outcomes of the FGDs, especially the ones that were women focused.
- Assist private sector expert and team lead so that the FGDs' outcomes from the stakeholders are vetted on time without any delay.
- Ensure the compilation of a comprehensive report on the stakeholder panel discussion outcomes.
- Facilitate team lead in organizing a central workshop aimed at disseminating project information to selected Service Providers (SPs), NGOs, and Government Officials
- Facilitate in presenting the project's objectives, scope, and job roles to ensure that all relevant parties have a clear understanding of their responsibilities especially when it comes to female youth and disadvantaged populations' skills development.
- Assist collaboration and coordination among project stakeholders that leads to female youth skills development.
- Present comprehensive training materials to assist Service Providers and officials in their roles especially which require to apply gender lens.

V. Social Media Specialist

Qualifications and Experience:

- Master's degree (or higher) in Business or Sciences/ media and communication/ Economics/ Graphics design.
- Five (5) years of experience in designing and managing social media channels and campaigns.
- Experience working with and developing new, web, social media strategies.
- Understanding graphic design principles.

- Ability to measure the success of campaigns.

Major responsibilities shall include but not necessarily be limited to the following:

- Together with the other experts and team members, develop social media content and other technological deliverables.
- Provide support to team in finding solutions, conduct research to keep updated of the latest advances in different social media tools.
- Analyzing data to determine whether social media campaigns have achieved their objectives.

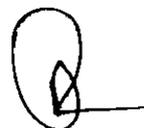
VI. Media Coordinator

Qualifications and Experience:

- Master's degree (or higher) in Business administration/Media and Journalism/Communication or other related fields.
- Strong writing and interpersonal skills
- Develop, maintain and manage relations with external audiences, media as well as non-media to convey required message.
- Experience in preparing press release, op-ed, feature stories, and media kits
- Experience in organizing press conferences, media visits and pitching stories to media
- Coordinate focused PR tasks and events with varied departments as guided by supervisors.
- Develop and distribute media monitoring reports and conduct trend analysis.
- Coordinate suitably with various departments.
- Develop, update and maintain all media lists.
- Develop, update and maintain all press kits as well as media materials as needed.
- Perform as key contact for media as well as non-media inquiries.
- Archiving media interviews, press clips and media outreach.
- Maintain and update project checklists and timelines along with support development of business documents like charts and tables, power point presentations and so on.
- Provide secondary as well as tertiary assistance to various team members as needed.
- Support to prepare and distribute plans, minutes, agendas and reports etc.
- Involve in media and communications departmental discussions and meetings along with work cross-functionally amid various team members.
- Convey and report to supervisor on constantly and regular basis.

Major responsibilities shall include but not necessarily be limited to the following:

- Support Internal Communications with media writing assignments and update.
- Develop, maintain and manage relations with external audiences, media as well as non-media to convey required message.
- Coordinate focused PR tasks and events with varied departments as guided by supervisors.



- Develop and distribute monitoring reports.
- Supervise media to report on activities.
- Coordinate suitably with various departments.
- Develop, update and maintain all media lists.
- Develop, update and maintain all press kits as well as media materials as needed.
- Perform as key contact for media as well as non-media inquiries.
- Archiving media interviews, press clips and media outreach.
- Maintain and update project checklists and timelines along with support development of business documents like charts and tables, power point presentations and so on.
- Provide secondary as well as tertiary assistance to various team members as needed.
- Support to prepare and distribute plans, minutes, agendas and reports etc.
- Involved in media and communications departmental discussions and meetings along with work cross-functionally amid various team members.
- Convey and report to supervisor on constantly and regular basis.

12. Qualification, Experiences and Major Responsibilities of Non-Key Experts:

I. Project Manager

Qualification and Experiences:

- Bachelor's or Master's degree in a relevant field such as Project Management, Business Administration, or a related discipline.
- Proven experience as a Project Manager, preferably in development projects or a related field.
- Demonstrated success in leading and delivering projects on time and within budget.
- Strong verbal and written communication skills to effectively convey project information to diverse stakeholders.
- Proficiency in project management tools and software for planning, monitoring, and reporting.

Major Responsibilities Shall include but not necessarily limited to the following:

- Develop a detailed project plan outlining tasks, timelines, and resource requirements.
- Collaborate with stakeholders to ensure a shared understanding of project goals.
- Allocate resources efficiently to meet project goals.
- Monitor resource usage and adjust plans as necessary.
- Develop and manage the project budget in collaboration with the finance team.
- Ensure expenditures align with budget constraints.
- Collaborate with internal and external stakeholders to ensure alignment with project objectives.
- Communicate regularly with stakeholders to provide updates on project progress.
- Maintain comprehensive project documentation, including meeting minutes, reports, and correspondence.
- Establish an organized system for document storage and retrieval.

II. Language Editor

Qualifications and Experience:

- Master's degree in English, Journalism, Communications, or a related field.
- Exceptional proficiency in English, including a strong command of grammar, syntax, and style.
- Minimum 3-5 years of professional editing experience.
- Previous experience in editing content for development projects, NGOs, or international organizations is beneficial.
- Experience working collaboratively with copywriters, content creators, and project teams.
- Ability to provide constructive feedback to writers.

Major Responsibilities Shall include but not necessarily limited to the following:

- Review and edit written content to ensure clarity, coherence, and alignment with the project's communication strategy.
- Ensure that all written materials adhere to a specific style guide or branding guidelines.
- Work closely with other teams, such as communications, design, and project management, to align content with broader project goals.
- Ensure that written content is culturally sensitive and appropriate for the target audience.
- Adapt editing approaches based on changes in the project's communication strategy.
- Maintain records of edited content and revisions for documentation and reference.
- Implement quality assurance processes to uphold the highest standards of written content.

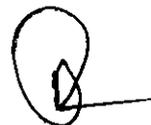
III. Video Editor

Qualifications and Experience:

- Bachelor's or master's degree in film, Media, Communications, or a related field.
- Proficiency in video editing software such as Adobe Premiere Pro, Final Cut Pro, or similar tools.
- Strong creative and artistic skills in video storytelling, sequencing, and visual aesthetics.
- A strong portfolio showcasing previous video editing projects, demonstrating a range of styles and techniques.
- 3-5 years of professional video editing experience. Previous experience in editing videos for development projects, NGOs, or international organizations is advantageous.

Major Responsibilities Shall include but not necessarily limited to the following:

- Review and edit video content to ensure alignment with the project's communication strategy and objectives.
- Maintain consistency in visual style, branding, and messaging template which will be implemented across all video materials.
- Work closely with other members of the creative team, including graphic designers, animators, and writers, to align video content with broader project goals.



- Integrate branding elements seamlessly into video content, ensuring a cohesive visual identity.
- Provide creative input and ideas to enhance the visual impact of video content.

IV. Cinematographer

Qualifications and Experience:

- Bachelor's or Master's degree in Cinematography, Film, or a related field.
- Proficiency in operating professional cinematography equipment, including cameras, lighting, and sound equipment.
- Familiarity with industry-standard cinematography software and tools.
- Minimum 5-7 years of professional experience in cinematography and Previous experience in cinematography for development projects, NGOs, or international organizations is advantageous.
- A comprehensive portfolio showcasing a range of cinematography projects, including different styles and genres.

Major Responsibilities Shall include but not necessarily limited to the following:

- Collaborate closely with strategy planners and communication experts to align cinematography with the broader communication strategy.
- Integrate branding elements seamlessly into cinematography, ensuring a cohesive visual identity.
- Ensure that cinematography adheres to the overall communication strategy and messaging guidelines.
- Maintain records of cinematography plans, shot lists, and versions for documentation and reference.
- Gain a deep understanding of the project's communication strategy and messaging goals.

V. Assistant Researcher

Qualifications and Experience:

- Bachelor's or Master's degree in a relevant field such as social sciences, international relations, development studies, or a related discipline.
- Strong analytical skills with the ability to interpret data and draw meaningful conclusions. Experience in data analysis using statistical software is a plus.
- Excellent written and verbal communication skills. Ability to convey complex information in a clear and accessible manner.
- Ability to adapt to changing research needs and project requirements. Flexibility in addressing unexpected challenges.
- Strong interpersonal skills for effective collaboration with diverse stakeholders. Empathy and cultural sensitivity in interacting with NEET and CG.

Major Responsibilities Shall include but not necessarily limited to the following:

- Assist in the development of research plans and methodologies as per project requirements.

- Collaborate with senior researchers to design effective studies aligned with project objectives.
- Conduct literature reviews and gather relevant data from various sources and utilize qualitative and quantitative research methods to collect information.
- Support fieldwork activities, including surveys, interviews, and focus group discussions. Ensure proper documentation and organization of data collected during fieldwork.
- Assist in data analysis using appropriate tools and techniques. Work closely with the research team to interpret findings and draw meaningful conclusions.
- Contribute to the writing of research reports and publications. Ensure clear and concise communication of research findings.
- Stay updated on relevant research methodologies and tools.
- Participate in training sessions and capacity-building activities.

VI. IT Specialist

Qualifications and Experience:

- Bachelor's degree (or higher) in Information Technology or other related fields.
- 05 (Five) years of experience in using web technologies, with at least 03 (Three) years' experience in developing web for different GoB projects.
- Must have advanced internet skills and computer knowledge to effectively carry out tasks and responsibilities.
- Knowledge in instructional design, techniques, and learning theories to be able to assess and determine the most appropriate instructional strategy for the courses and the participants.

Major responsibilities shall include but not necessarily be limited to the following:

- Together with the other experts and team members, develop web content and other technological deliverables.
- Provide technological support to team in finding solutions.
- Conduct research to keep updated on the latest advances in information technology and assess the feasibility of incorporating them into program plans and specifications.

VII. DTP - Desktop publishing

Qualifications and Experience:

- Bachelor's degree (or higher) in Information Technology or other related fields.
- 05 (Five) years of experience in using web technologies, with at least 03 (Three) years' experience in developing web for different GoB projects.
- Must have advanced internet skills and computer knowledge to effectively carry out tasks and responsibilities.
- Knowledge in instructional design, techniques, and learning theories to be able to assess and determine the most appropriate instructional strategy for the courses and the participants.

Major responsibilities shall include but not necessarily be limited to the following:

- Together with the other experts and team members, develop web content and other technological deliverables.
- Provide technological support to team in finding solutions.
- Conduct research to keep updated on the latest advances in information technology and assess the feasibility of incorporating them into program plans and specifications.

VIII. Copywriter

Qualifications and Experience:

- Master's degree (or higher) in English Literature, Bengali Literature, Education, or other related fields.
- Five (5) years of experience in creative idea generation, campaign development and designing and 3 years in lead position of Copywriter.
- Must have ability of speaking, reading, writing, listening and fluency in English language.

Major responsibilities shall include but not necessarily be limited to the following:

- Assist teal leader in developing and supervising a systematic and auditable technical documentation system for the entire documentation of the project including all collected data, meetings minutes, project planning and monitoring documentation, financial reports, and other project relevant documentation.

IX. Social Media Manager:

Qualifications and Experience:

- Bachelor's degree in Communications, Marketing, Public Relations, or a related field.
- Proven experience (3+ years) in social media management, community building, and online engagement.
- Experience in managing social media for projects related to international relations, diplomacy, or nonprofit work is preferred.

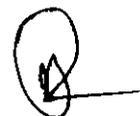
Major responsibilities shall include but not necessarily be limited to the following:

- Develop and implement a comprehensive social media strategy aligned with the project's goals and objectives.
- Comfortable using Microsoft PowerPoint, Google Slides, Canva or other relevant platforms.
- Plan to execute social media campaigns to promote project activities, milestones, and key messages.

X. Art Director

Qualifications and Experience:

- Master's degree (or higher) in Fine Art or other related fields.
- Ten (10) years of experience in the event management sector or in art direction and 5 years in lead position of art direction.
- Proven experience in creative idea generation, campaign development and designing.
- Excellent English writing and facilitation skills; and
- Ability to work in a collaborative and team environment.



Major responsibilities shall include but not necessarily be limited to the following:

- Work on a brief with a copywriter, generating ideas to present to the client.
- Work on designs to produce an effective theme for the assignment.
- Commission other specialists to work on projects.
- Lead in the preparation of deliverables and reports.
- Editing the results for presentation to the client.
- Promote a constructive and productive environment within the project team.

XI. Accounts Executive:

Qualifications and Experience:

- Bachelor's or Master's degree in Accounting, Finance or a related field.
- Demonstrated certifications or training in financial management and accounting practices.
- Minimum Experience: 5-7 years of relevant experience in accounting and financial management.
- Industry Experience: Previous experience in project-based organizations, NGOs, or development projects is advantageous.
- Proficient in accounting software and financial management tools.
- Strong knowledge of international accounting standards and donor reporting requirements.
- Advanced Microsoft Excel skills.
- Experience in coordinating external audits and implementing internal controls. Proven track record in addressing audit recommendations.

Major responsibilities shall include but not necessarily be limited to the following:

- Develop and monitor project budgets in collaboration with relevant departments. Provide financial insights to support strategic decision-making.
- Monitor and manage project cash flow. Forecast cash needs and coordinate fund disbursements.
- Prepare accurate and timely financial reports for internal and external stakeholders. Ensure compliance with donor reporting requirements.

XII. Client Service Manager

Qualifications and Experience:

- Bachelor's degree (or higher) in Business Study or Social Sciences.
- Ten (10) years of experience in overall management and 5 years in lead position of Client Service Manager.
- Proven experience in customer service-oriented tasks.
- Previous experience in client services, account management, or a related field is essential.
- Strong verbal and written communication skills are crucial.
- The ability to work collaboratively with cross-functional teams is often required.



- The ability to articulate ideas clearly, negotiate effectively, and build rapport with clients is essential.

Major responsibilities shall include but not necessarily be limited to the following:

- Assist Team Leader in all his tasks and duties.
- Plan and lead the day-to-day activities of the project.
- Manage meetings with PMU and other government agencies including development of the agenda and follow-ups.
- Problem-solve potential issues; manage resources effectively.
- Review and manage expenditures and financial statements.

XIII. Creative Director

Qualifications and Experience:

- Master's degree (or higher) in English Literature, Social Sciences, Education or other related fields.
- Creative professional with an experience of 10 years in the advertising industry.
- 5 years' professional experience of supervising and directing the communication and advertising projects for government organizations, multinational organizations and business conglomerates, national business leaders and INGOs.
- Proven experience of developing and directing tv and press communication materials, promotional branding, event and campaign concept development and branding, publications, digital promotion and all the rest.
- He/she must have good analytical skills.
- Experience in designing major projects of similar scope is an advantage.
- Global institutional experience, principally in developing countries in Asia. Experience in Bangladesh is a plus.

Major responsibilities shall include but not necessarily be limited to the following:

- Develop design for the international Grand Inauguration & Mass Youth Awareness event.
- Plan and lead the design team for the day-to-day activities of the project.
- Develop and supervise a systematic and auditable technical documentation system for the entire documentation of the project including all collected data, meetings minutes, project planning and monitoring documentation, financial reports, and other project relevant documentation.

XIV. Event Manager

Qualifications and Experience:

- Bachelor's degree (or higher) in Business Studies or other related fields.
- Ten (10) years of experience in overall management and 5 years in working on Event Management, facilitating stakeholder discussions, and documentation of projects of any nature.
- Must have experience in managing international Grand Inauguration & Mass Youth Awareness event.

- Should have knowledge of online and Onsite Grand Inauguration & Mass Youth Awareness event registration process.
- Detailed organizational skills and in-depth management abilities and discipline are expected.
- Proven ability to work in cooperation with various components.
- Clear and effective knowledge of international guest management.

Major responsibilities shall include but not necessarily be limited to the following:

- Plan event from start to finish according to requirements, target audience and objectives.
- Come up with suggestions to enhance the event's success.
- Prepare budgets and ensure adherence.
- Coordinate all operations.
- Lead promotional activities for the event.
- Supervise all staff (event coordinators, caterers etc.)
- Ensure event is completed smoothly and step up to resolve any problems that might occur.
- Analyze the event's success and prepare reports.

XV. Assistant Event Manager:

Qualifications and Experience:

- Bachelor's degree (or higher) in Business Study or Social Sciences.
- Five (5) years of experience in overall management and 5 years in lead position of Client Service Manager.
- Proven experience in customer service-oriented tasks.
- Previous experience in client services, account management, or a related field is essential.
- Strong verbal and written communication skills are crucial.
- The ability to work collaboratively with cross-functional teams is often required.

Major responsibilities shall include but not necessarily be limited to the following:

- Assist Team Leader in all his tasks and duties.
 - Plan and lead the day-to-day activities of the project

XVI. Support Staff:

Qualifications and Experience:

- Minimum Secondary School Certification
- Basic Computer literacy
- Knowledge on handling printer and scanner
- Well-spoken and well mannered
- Primary knowledge on expenditure recording

Major responsibilities shall include but not necessarily be limited to the following:

- Ability to prioritize new tasks as they come.

- Handling paperwork
- Document keeping/recording.
- Office Stationery Management
- Timely Reporting ability
- Scanning and copying documents
- Handling front desk calls
- Basic office expenditure recording

13. Professional Staffing Input Required:

The service providers/agency team will consist of both Key Experts and Non-Key Experts and will be engaged for the duration of services. The team is expected to comprise people who hold the roles described in the table below:

Table:3 Expected Person-Months (PM)

| SN | NAME OF THE ROLE | NUMBER OF MONTHS | NUMBER OF DAYS/MONTHS | TOTAL DAYS |
|------------------------|----------------------------|------------------|-----------------------|------------|
| KEY-EXPERTS | | | | |
| I. | Team Leader (Youth Expert) | 9 | 8 | 72 |
| II. | Policy Advocacy Expert | 4 | 12 | 48 |
| III. | Data Analysis Expert | 4 | 15 | 60 |
| IV. | Gender Specialist | 6 | 10 | 60 |
| V. | Social Media Specialist | 7 | 12 | 84 |
| VI. | Media Coordinator | 6 | 4 | 24 |
| NON-KEY-EXPERTS | | | | |
| I. | Project Manager | 9 | 16 | 144 |
| II. | Language Editor | 9 | 8 | 72 |
| III. | Video Editor | 3 | 8 | 24 |
| IV. | Cinematographer | 2 | 6 | 12 |
| V. | Assistant Researcher | 9 | 16 | 144 |
| VI. | IT Specialist | 9 | 8 | 72 |
| VII. | DTP- Desktop Publishing | 5 | 16 | 80 |
| VIII. | Copywriter | 5 | 8 | 40 |
| IX. | Social Media Manager | 9 | 8 | 72 |
| X. | Art Director | 5 | 16 | 80 |
| XI. | Accounts Executive | 9 | 8 | 72 |
| XII. | Client Service Manager | 9 | 6 | 54 |
| XIII. | Creative Director | 6 | 6 | 36 |
| XIV. | Event Manager | 5 | 6 | 30 |
| XV. | Assistant Event Manager | 7 | 12 | 84 |
| XVI. | Support Staff | 9 | 22 | 198 |

14. Deliverables:

The following table describes the deliverables of this assignment, which are the outputs of the activities specified under the Scope of Services.

Table 4: Deliverables with tentative timeline

| SI | Deliverables | Tentative Submission Deadline |
|-----------|---|--------------------------------------|
| 1. | Inception Report and Workshop | June, 2024 |
| 2. | Communication Need Based Assessment Report | End September 2024 |
| 3. | Final Strategy Paper Submission | December, 2024 |
| 4. | Training of Trainers for SP and PMU officials | January, 2025 |
| 5. | Assignment Completion Report | March, 2025 |

15. Duration:

The entire consultancy work including submission of reports, documentation, deliverables etc. shall be completed within 10 (Ten) months from the contract effective date.

16. Payment Schedule:

The contract for the firm will be output based:

Table 5: Payment Schedule

| SL | Outputs | Mode of Payments |
|-----------|---|-------------------------|
| A. | Inception Report | 30% of Contract Amount |
| B. | Communication Need Based Assessment Report | 25% of Contract Amount |
| C. | Final Strategy Paper | 25 % of Contract Amount |
| D. | Training of Trainers for SP and PMU officials | 10 % of Contract Amount |
| E. | Completion Report | 10 % of Contract Amount |

17. To be Provided by the Client:

The EARN Project will provide meeting space whenever necessary, all the relevant documents and institutional support to the consultant in carrying out the assignment. Provide approval of deliverables within an agreed time frame.

18. To be Provided by the Consulting Firm:

During the assignment, the Consulting firm shall provide all the facilities for their staff and other logistical requirements like computers, printers, and facilities for the production and binding of reports, etc. on their own to fulfill their obligations. These will also include support staff and office facilities, office equipment and supplies, required equipment and materials for the assignment, and communications as required. The Consultant will be responsible for bearing the logistics, and associated expenses (e.g., venue, food, transportation) related to the training, workshops, seminars, events, FGDs, etc. The Consulting firm will set out the requirements in the technical proposal and provide the financial cost estimates for these in their financial proposal.

