REQUEST FOR PROPOSALS: DEVELOPMENT OF FINANCIAL LITERACY LESSONS

Background

The International Youth Foundation (IYF) invests in the extraordinary potential of young people. Founded in 1990, IYF builds and maintains a worldwide community of businesses, governments and civil society organizations committed to empowering youth to be healthy, productive and engaged citizens. IYF programs are catalysts of change that help young people obtain a quality education, gain employability skills, make healthy choices and improve their communities. To learn more about IYF please visit www.iyfnet.org.

In 2004, IYF partnered with the GE Foundation to develop Passport to Success® (PTS)—a unique skills training program that is helping educational institutions, businesses and governments bridge the soft skills gap between current work opportunities and today’s young men and women. PTS is an 80-module curriculum that uses situational and participatory instructional methodologies to equip youth with personal competencies and workplace readiness skills including: self-confidence, responsibility and respect. The curriculum has been translated into 20 languages and has been used to train more than 113k young people in more than 40 countries across the globe. See Annex I for more detail about the PTS program.

The PTS curriculum currently has three lessons related to financial literacy. Acknowledging that financial literacy is a critical part of a well-rounded, work-ready individual, IYF would like to make this component more robust by enhancing the existing offering — including the development of new content, re-packaging of existing content or re-development of the existing financial literacy lessons—for the PTS curriculum. This more robust offering will provide youth with the skills to better understand, and participate in, the financial system and make prudent decisions involving wages and savings. All new or enhanced content will be created in English and then piloted in Mozambique (in Portuguese) and Tanzania (in Swahili) in order to be scaled globally.

Scope of Work

IYF seeks to contract an individual consultant or firm to guide the development of enhanced financial literacy material for IYF’s Passport to Success® life skills curriculum. The financial literacy component of PTS will equip young men and women (ages 15-29) with skills to make informed and effective financial decisions. As a result of the training, youth will:

- Understand the importance of managing personal and/or business finances and know how to set financial goals
- Possess the skills to effectively manage current finances
- Possess the skills to effectively manage future finances
• Be familiar with the financial products available to them and know how to access these products

The young people that IYF serves may be employed/seeking employment in the formal or informal sector, be continuing their education or be starting/growing their own businesses. Many of the youth are unbanked and have low levels of financial literacy.

The consultancy will be executed in two phases:

I. **Phase I:** Conduct a scoping study to determine youth financial literacy needs and to identify and make recommendations about the specific financial literacy skills that should be included in the PTS curriculum.

II. **Phase II:** Based on findings from Phase I, and in close consultation with IYF, co-create new content or strengthen existing lessons to enhance the financial literacy aspect of the PTS curriculum. Under this phase the consultant will develop and IYF will pilot financial literacy content and trainer support materials.

The consultant will be responsible for the following activities:

**Phase I**

1. **Scoping study of youth financial literacy needs**
   The consultant will conduct a scoping study—based on financial education best practices and a thorough review of the PTS curriculum—to determine (1) the financial literacy needs of young men and women ages 15-29 and (2) core financial literacy skills and related content that should be included in the PTS curriculum (detailed in Phase II below). The study should consider the needs of different types of youth accounting for the differences that arise as a result of geographical location (i.e. urban/peri-urban vs. rural), gender, livelihood path (i.e. employment vs. self-employment), education level and other relevant factors. The scoping study should be conducted using existing financial literacy research, frameworks, standards, best practices and materials and validated through key informant interviews with IYF staff and IYF's implementing partners. The consultant should provide guidance on which of the proposed financial literacy skills would be appropriate for each category of youth.

**Phase II**

1. **Co-design new content requirements or enhance existing content for the PTS curriculum with IYF**
   Using results from the scoping study (described in Phase I), the consultant and IYF will determine the appropriate new content and/or enhancements/re-packaging of existing content to fill identified gaps in the PTS curriculum. IYF will work closely with the consultant to ensure that the new content integrates gender and leverages and further develops the soft skills taught in earlier PTS lessons.

2. **Develop new or enhance existing content for the PTS Curriculum**
The consultant will develop the agreed upon financial literacy content for the PTS curriculum. Any new content or enhancement of existing content must be designed and formatted in the PTS style and thus abide by the following criteria:

- **Lesson structure:** Any new lessons should be structured using the PTS format which requires the following sections: (1) Generating Interest; (2) Information to Share; (3) Group Activity/Practice; and (4) Personal Application. (See sample lessons in Annex I).
- **Lesson duration:** Each lesson should be 60 minutes in duration.
- **Pedagogy:** By nature, PTS lessons are highly interactive, participant-centered and cater to multiple learning styles. Any new content must use situational and participatory instructional methodology.
- **Globally relevant:** PTS lessons are designed to be implemented as broadly as possible and thus the curriculum is universal by nature and is not adapted to country contexts. Facilitators are trained to make slight adaptations in individual country contexts to maintain relevance to trainees (i.e. adjusting scenarios so that they are relatable). All new content will also be designed to be universal, and may include recommendations for contextual modifications such as bringing in expert trainers.
  - **Note:** If necessary, the consultant may develop some content that is specific to young entrepreneurs. These lessons would not be used in a training program for youth pursuing formal employment.

The consultant will have full access to the PTS curriculum and supporting materials during the consultancy. Regular communication between the consultant and IYF’s PTS Unit is expected throughout the consultancy so that all new materials fully embody the essence of PTS (i.e. lesson structure and facilitation methodology). IYF will review and approve all new or re-designed content before the pilot stage (described in point 4 below).

3. **Develop supplemental trainer materials**

   Building on the existing PTS Trainer’s Guide and training of trainers (TOT) workshop the consultant will develop supplemental materials to guide PTS trainers in the delivery of this new and/or enhanced financial literacy content. IYF expects that many of the certified PTS Trainers have low levels of financial literacy themselves and will thus require guidance and training before being able to effectively communicate these skills to target beneficiaries. The PTS training model includes an intensive four-day TOT to familiarize PTS Trainers with the curriculum and to train them in the PTS facilitation methodology. After the TOT, the PTS Trainers receive at least four hours of on-the-job coaching from trained PTS Coaches and/or PTS Master Trainers to further support the acquisition of participatory instructional skills. Additionally, the PTS Trainers have access to a Trainer’s Guide that they can reference throughout the training process. To ensure effective delivery of any new or enhanced PTS financial literacy content, the consultant will develop two trainer support materials:

- **Trainer’s Guide:** The consultant will develop supplemental materials specific to the facilitation of the financial literacy lessons to complement the existing PTS Trainer’s Guide. Any supplemental material created must follow the same format as the general PTS Trainer’s Guide.
• **TOT Module:** The consultant will design supplemental financial literacy content for the TOT. The content will build on the instructional strategies present in the current TOT workshop and will be embedded in the existing TOT agenda. The consultant will develop all necessary materials for this content to be seamlessly embedded in the existing PTS Training of Trainers and Coaches Manual and accompanying PowerPoint slides (as appropriate).

IYF will review and approve all trainer support materials before the pilot stage (described in point 4 below).

4. **Pilot the new Financial Literacy Unit and Trainer Support Materials**
IYF will pilot the financial literacy content and supplemental training materials in Mozambique and Tanzania. The training materials will be piloted with teachers and staff at technical vocational training institutes and entrepreneurship training organizations selected to implement the PTS curriculum. The financial literacy content will be piloted with the youth at these organizations. These are economically disadvantaged youth, many of which are unbanked with low levels of financial literacy, between the ages of 15-29 who live in urban and peri-urban areas of Mozambique and Tanzania. In close coordination with IYF, the consultant will design the tools to assess the effectiveness of the financial literacy materials during the pilot.

*Note: All materials must be developed in English. IYF will translate the materials into Portuguese and Swahili for the pilot. IYF will also be responsible for the graphic design of the materials in all languages.*

5. **Refinement and Finalization of the Financial Literacy Materials**
Based on results from the pilot, the consultant will refine and finalize the financial literacy content and supplemental training materials. IYF will review and approve the final product.

*Note: All materials developed under this scope of work will be the sole intellectual property of IYF.*

**Deliverables and Timeline**

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<tr>
<th>No.</th>
<th>Task/Deliverable</th>
<th>Estimated Timeline</th>
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<tbody>
<tr>
<td>Phase I – Scoping Study of youth financial literacy needs</td>
<td></td>
<td></td>
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<tr>
<td>1.</td>
<td>Scoping study of youth financial literacy needs completed by consultant</td>
<td>1 October 2016</td>
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<tr>
<td>Phase II – Co-creation of new or enhanced financial literacy content</td>
<td></td>
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<tr>
<td>2.</td>
<td>Co-design of new or enhanced financial literacy content for PTS completed by consultant and IYF</td>
<td>1 November 2016</td>
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<td>3.</td>
<td>Financial literacy content developed by consultant, reviewed and approved by IYF</td>
<td>30 January 2017</td>
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### Timeline for Deliverables

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<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Date</th>
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<tr>
<td>4.</td>
<td>Financial literacy Trainer’s Guide supplement developed by consultant, reviewed and approved by IYF</td>
<td>28 February 2017</td>
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<tr>
<td>5.</td>
<td>Financial literacy module for the TOT developed by consultant, reviewed and approved by IYF</td>
<td>28 February 2017</td>
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<td>6.</td>
<td>Pilot program assessment tools developed by consultant in close coordination with IYF</td>
<td>15 March 2017</td>
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<td>7.</td>
<td>Translation and graphic design for all materials completed by IYF</td>
<td>15 March 2017</td>
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<td>8.</td>
<td>Pilot program concluded by IYF</td>
<td>28 April 2017</td>
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<td>9.</td>
<td>Refined financial literacy materials (based on pilot program) shared by consultant with IYF for final review</td>
<td>31 May 2017</td>
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<td>10.</td>
<td>Financial literacy content, Trainer’s Guide and TOT module finalized and submitted by consultant and approved by IYF</td>
<td>15 June 2017</td>
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**Note:** Timeline for Phase II subject to change based on Phase I findings.

### Qualifications and Experience

The consultant must possess the following qualifications:

- 5+ years of experience designing financial education materials
- Experience developing financial education materials for youth in sub-Saharan Africa
- Well versed in participant-centered, experiential facilitation methodologies
- Experience facilitating TOT workshops and direct youth training

### Submission of Proposals

Proposals for this assignment should include the following:

- Understanding of the assignment and how it would be executed. Please mention the financial literacy standards/framework/research that would be used to guide the consultant’s recommendations during the scoping study (phase I) (10 pages maximum)
- Estimated timeline for the assignment
- Financial proposal for the assignment including a detailed breakdown of costs
- Detailed qualifications including CVs of key team members
- Bio data sheet (for individuals)
- Three references
- Examples of previously developed financial education materials
IYF reserves the right to contract consultants for one or both phases, depending upon the nature of the proposals submitted.

Please submit your proposal in English to Alexandra Bracken at a.bracken@iyfnet.org by 7 August 2016.