Program Consortium: World Vision Germany, World Vision Georgia Foundation (WVGF) and Danish Refugee Council (DRC)

**Elaboration of contextualized training module on Motivational Interviewing for competence transfer to identified Household Empowerment Consultants within the Graduation Approach (GA) Knowledge Hub in Georgia**

Terms of Reference

2026

Contents

[Acknowledgments 3](#_Toc220502077)

[Glossary 3](#_Toc220502078)

[Introduction and Background 4](#_Toc220502079)

[Who we are 4](#_Toc220502080)

[Project Overview 4](#_Toc220502081)

[Knowledge Hub 6](#_Toc220502082)

[Consultancy Purpose 6](#_Toc220502083)

[Deliverables 9](#_Toc220502084)

[Required Expertise and Qualifications 9](#_Toc220502085)

[Application package to be submitted by applying individual/organization. 10](#_Toc220502086)

# Acknowledgments

The present Terms of Reference, with the aim of **developing a contextualized module for competence transfer to identified household empowerment consultants within the project** in support of the rollout of the Graduation Approach roll in the country, have been developed by the Danish Refugee Council (DRC) in close cooperation with the World Vision Georgia Foundation (WVGF).

The ToR described herein consists of our own work, undertaken to secure funding, implement the activities, describe, and advance learning. All the materials elaborated through the process remains the property of the project partners described in this document and cannot be used for private or third part purposes.

# Glossary

WVGF World Vision Georgia Foundation

DRC Danish Refugee Council

GA Graduation Approach

IDP Internally Displaced Person

NEET Not in Education, Employment or Training

GoG Government of Georgia

LEPL Legal Entity under Public Law

SIDA Swedish International Development Agency

SSA Social Service Agency

GBV Gender Based Violence

KII Key Informant Interview

HH Household

HEC Household Empowerment Consultant

# Introduction and Background

## Who we are

World Vision Georgia Foundation is a relief, development, and advocacy organization that has been working with the most vulnerable children, their families, and communities since 2000. The primary objective of WVGF is to tackle the root causes of vulnerability and injustice and by doing so, help the most vulnerable to live life in fullness. Throughout its 25 years of operation in Georgia, World Vision has been working to strengthen the child welfare system and create a healthy and active society for children that is inclusive, tolerant, and provides equal opportunities for all. In its work towards the overarching mission of the organization, WVGF recognizes a holistic approach whereby the improvement of a child’s well-being is inextricably linked to the overall ability of the child’s family and the community to provide welfare for the child. With active grassroots engagement, WVGF builds local capacity and creates an active civil society in the regions of Georgia to achieve sustainability of its developmental efforts.

DRC (Danish Refugee Council), founded in Denmark in 1956, is Denmark’s largest and the world’s leading non-profit, independent, rights-based refugee organization. Organization’s vision is to assist refugees, internally displaced people, and their host communities to a dignified life. DRC protects lives and human rights and empowers beneficiaries throughout conflict displacement by providing shelter, food, and hope in terms of work, education, and integration towards a sustainable future. Since 1998, programmes in the South Caucasus are designed through a “protection lens”, ensuring that all activities integrate protection principles. As such, organization will continue to work on expanding its knowledge and ensure durable solutions are provided to IDPs, returnees and host communities, and as well as make IDPs, returnees, host communities and persons in a refugee-like situation aware of and actively claim their rights, through legal assistance and awareness raising.

## Project Overview

In line with its strategic aspirations, from January 1st, 2023, WVGF together with the implementing partner DRC in Georgia and pin partnership with LEPL Social Service Agency, has launched the project “Supporting Poverty Alleviation in Georgia through Graduation Approach”, with the financial support of SIDA.

The overall goal of the project is to contribute to reducing poverty and increase the resilience of ultra-poor households in 5 regions in Georgia, namely Kakheti, Imereti, Samtskhe-Javakheti, Adjara and Samegrelo Zemo Svaneti, and the incorporation of Graduation Approach (GA) principles and measures into national and subnational poverty reduction programs/schemes in support of the poverty reduction efforts of the GoG. The project will be implemented in locations with high IDP concentration, as well in urban and rural settings with non-IDPs across a range of vulnerable groups following a Human Rights Based approach. In this regard, the project will have two main directions - Direct Support to the most vulnerable and Capacity Building/Technical Assistance of duty-bearers - building up one Knowledge Hub and integrating the approach already well-tested in other contexts into the Georgian social service system.

The project is implemented in urban and rural areas of the following regions:

* Samegrelo Zemo Svaneti region: Zugdidi, Senaki and Poti municipalities
* Imereti region: Kutaisi, Tskaltubo, Zestaponi and Khoni municipalities
* Kakheti region: Telavi and Kvareli municipalities
* Samtskhe-Javakheti region: Akhaltsikhe and Adigeni municipalities
* Adjara region: Batumi municipality

The project aims to tackle the challenges of the Government of Georgia in its poverty alleviation efforts by introducing a sustainable multifaceted, and holistic approach named Graduation Approach (GA) to propel people onto the path out of poverty, going beyond just financial aid, tackling not only their economy but also their social exclusion, building on participation and inclusion. Graduation Approach is a leading evidence-based approach of DRC and World Vision work worldwide that contributes to organizational commitment to reduce child vulnerability among the poorest communities. By helping to transform households through inclusive and scalable interventions, Graduation empowers families with the most vulnerable ones to equitably shape their future and that of their children. The approach has a strong gender-transformative power due to its focus on gender-transformative interventions.

The Graduation Approach has been refined through rigorous application and evaluation, leading to a set of standards, which promote consistency, effectiveness, and scalability, while allowing it to be adapted to different contexts. Four pillar approach, with accompanying minimum standards, strikes this balance by identifying flexible intervention areas, alongside essential standards to ensure quality and rigor within the programme. These four pillars are: social protection, livelihoods promotion, financial inclusion, and social empowerment. The GA identifies individuals living in extreme poverty and provides them with basic resources, assets to kick start livelihood and/or income-generating activity, financial education, technical training, life-skills coaching, and social support in addition to facilitating their access to social services on multiple levels so that they can “graduate” from the program with sustainable sources of income, be food secure and integrated into community schemes as well as having the sustainable social protection net.

**The program, implemented as a pilot initiative, operates under two major outcomes:**

**Outcome I aims to ensure** that through the roll-out of the **Graduation Approach (GA)** model, 780 ultra-poor households **improve** their economic situation, food security, and resilience. This is being achieved through the provision of essential livelihoods, technical capacity building, and financial management skills. To date, the program **has supported** the development of positive mindsets and increased access to social and financial services.

**Outcome II** focuses on strengthening the capacity and enhancing the capabilities of national and municipal government agencies. This is being achieved through the establishment of a **Graduation Approach (GA) Knowledge Hub**, which serves as a competence dissemination mechanism to address poverty more comprehensively, effectively, and sustainably in Georgia.

The mechanism facilitates the effective transfer of GA models, tools, and best practices to relevant stakeholders responsible for poverty alleviation. Consequently, Outcome II aims to firmly embed the GA model within Georgia’s institutional framework. This strengthens the capacity of duty-bearers to fulfill their obligations toward realizing human rights, ensuring accountability, transparency, participation, and non-discrimination.

## Knowledge Hub

In pursue of Outcome 2, while applying newly imported tools, practices, and systems as pilot under Outcome 1, the project relies on the establishment of one Knowledge Hub as one multi-dimensional and multi-layer integrated platform. The Knowledge Hub stands for the overall structure of coordination to facilitate the provision of Technical Assistance under Outcome 2.

The Knowledge Hub primarily consists of one Knowledge Hub Management Unit and further declines into other sub-platforms of coordination such as the Core Reference Group (CRG) and Sub-Reference Groups (SRGs) as outlined below, as for their responsibilities and duties.

At the operational level, the Knowledge Hub will also include the disseminators for implementation: 40 Master Trainers and 39 Household Empowerment Consultants. The Knowledge Hub will be closely linked to the Project Steering Committee in terms of accountability.

# Consultancy Purpose

**Development of a Contextualized Motivational Interviewing (MI) Training Package for Competence Enhancement of Household Empowerment Consultants**

**Objective:** The objective of this consultancy is to strengthen the professional capacities of Household Empowerment Consultants (HECs) by equipping them with practical, context-appropriate Motivational Interviewing (MI) competencies. The assignment aims to enhance HECs’ existing communication and coaching toolkit, enabling them to more effectively support households in addressing challenges, strengthening motivation, and navigating complex behavioral change processes throughout their graduation trajectory.

**Scope of Work:** The service provider shall be responsible for the following tasks:

* **Develop a Contextualized Modular MI Training Package:** Design and develop a comprehensive, modular MI training package aimed at competence transfer to project HECs. The training package shall be tailored to the socio-economic realities, vulnerabilities, and behavioral change challenges of target households in Georgia.
* **Emphasis on Practical and Applied Learning:** The training shall go beyond theoretical explanations of MI concepts and prioritize practical, field-ready tools, exercises, and techniques for direct application during household visits, coaching sessions, and follow-up interactions.
* **Practical Application for Household Trajectory:** Application of MI Across the Household Graduation Trajectory: The training materials shall focus on the strategic application of MI techniques to elicit and strengthen “Change Talk,” address resistance and ambivalence, and foster intrinsic motivation among households. The package shall equip HECs with concrete tools to support household-level decision-making, prioritization, and empowerment across different stages of the graduation pathway.
* **Integration with the Graduation Approach and Social Empowerment Framework:** The MI training package shall be fully aligned with and complementary to existing Social Empowerment and Graduation Approach modules, providing a structured yet flexible framework for integration into ongoing case management, coaching, and empowerment processes, and reinforcing the positive mindsets and behaviors required for sustainable graduation outcomes.

**Motivational Interviewing (MI) Training Topics**

Training sessions under the Motivational Interviewing (MI) modular package should include a clear reference to the following core components. These topics shall set professional standards for Household Empowerment Consultants, enabling them to apply the MI spirit and techniques in a practical and applicable manner:

1. The Spirit of MI:

Building a collaborative partnership, evoking the household's own ideas for change, and respecting their autonomy.

1. The Four Processes:

Engaging (building rapport), Focusing (identifying goals), Evoking (eliciting motivation), and Planning (committing to change).

1. Core Communication Skills (OARS):

* Open-ended Questions: To explore household needs deeply.
* Affirmations: To build confidence and self-esteem in recipients.
* Reflective Listening: To demonstrate empathy and manage emotions.
* Summarizing: To consolidate progress and prepare for next steps**.**

1. Recognizing and Responding to "Change Talk":

Identifying cues from the household that indicate a desire or ability to change and reinforcing those cues effectively.

1. Rolling with Resistance/Discord:

Practical techniques to decrease defensiveness and handle conflict or "stuck" situations without confrontation.

1. Developing Discrepancy:

Helping households see the gap between their current situation and their future values/goals (e.g., identity, professional interests).

1. Brief Action Planning:

Assisting households in making concrete, time-bound, and realistic decisions (Time Management/Problem Solving).

1. Integrating MI into Household Visits:

Practical application of MI during various stages of the Graduation Approach trajectory.

**Integration of MI Techniques for Recipient Skill Development**

The MI training modules and related practical exercises should be designed to empower Household Empowerment Consultants (HECs) to foster the following skills among recipients. The service provider shall demonstrate how Motivational Interviewing strategies (such as identifying Ambivalence and eliciting Change Talk) can be applied to improve:

* Self-Perception & Values: Supporting recipients in understanding and accepting their Identity, building Self-esteem, and clarifying Personal Values to guide behavior and professional interests.
* Emotional Intelligence: Using MI empathy and reflections to help recipients with Identifying Emotions, Anger Management, Stress Management, and developing Empathy toward others.
* Communication & Interaction: Applying MI's collaborative spirit to enhance Advocacy, Negotiation skills, Assertiveness, and Conflict Management in both personal and professional settings.
* Social & Collective Skills: Fostering Teamwork, Networking, and Tolerance by exploring shared goals and diverse perspectives through a non-confrontational MI approach.
* Cognitive & Executive Functioning: Facilitating better Decision-making, Problem-solving, and Time Management by helping recipients resolve internal barriers and commit to action.
* Responsibility & Parenting: Utilizing MI to encourage Moral Reasoning and the adoption of Positive Parenting skills through intrinsic motivation rather than external pressure.
* Information & Critical Thinking: Supporting households in developing Research Skills, Critical Evaluation, and Media Literacy to make informed choices in a modern environment.

**Contextualization, Replicability, and Gender Mainstreaming**

The developed MI training modules shall build upon and capitalize on existing tools, materials, and processes that have been tested in Georgia or in comparable development and humanitarian contexts. The service provider is encouraged to maintain close consultation with DRC to ensure the replicability and proper contextualization of pre-existing materials.

All training materials and tools shall mainstream gender considerations and actively promote gender equality and social inclusion. The service provider shall ensure that MI techniques, role-plays, case studies, and examples explicitly address gender-specific barriers, power dynamics, and vulnerabilities, and that gender-inclusive language is consistently used across all deliverables.

## Deliverables

All tools and materials will be endorsed, firstly by the **Sub-Reference Groups (SRGs)** established in the project, and finally by the **Project Steering Committee** to ensure relevance and feasibility for replication.

The **Motivational Interviewing (MI)** training package will include, but is not limited to:

1. **Reference Manual & Handouts:** A comprehensive set of materials per aforementioned topic, specifically designed for **Household Empowerment Consultants (HECs)** to guide their daily interactions with households.
2. **PowerPoint Presentations:** A complete set of visual materials for each training topic, tailored for adult learning.
3. **Practical Toolkit for Fieldwork:** A full set of practical exercises, group work methodologies, or simulation games (role-plays) designed for use during working sessions and home visits with GA recipient households.
4. **Training Delivery:** Execution of a **2-day intensive training** for up to **35 Household Empowerment Consultants**, divided into two separate groups to ensure interactive and high-quality learning.
5. **Finalized Training Package:** Development of the final version of all materials, incorporating feedback from the SRGs and lessons learned from the training sessions.
6. **Language:** All materials and deliverables must be provided in the **Georgian language**.

**Estimated Timeline:**

The total duration of the assignment is **1.5 months**, covering the period from **March 10, 2026, to April 17, 2026**:

* **Module Development & Feedback:** March 10 – March 25, 2026.
* **Training Delivery (2 Groups, 35 participants):** March 25 – April 8, 2026.
* **Final Submission of Materials:** By April 17, 2026.

*(Note: The exact dates and intensity of the sessions are subject to negotiation with the project team).*

## Required Expertise and Qualifications

The assignment is open to an individual consultant who meets the following expertise and qualifications:

* **Expertise in Motivational Interviewing (MI):** Deep theoretical knowledge and extensive practical experience in applying Motivational Interviewing techniques.
* **Module Development:** Substantial experience in developing contextualized training modules, manuals, and practical toolkits focused on **communication skills, behavioral change, and counseling**.
* **Training Delivery:** Proven track record of delivering interactive, hands-on training sessions

## Application package to be submitted by applying individual/organization.

* Company track record of relevant services.
* List of trainings conducted within the last 3 years with the related target audience and mentioned training topics.
* CVs of individual/consultants.
* Recommendation letters (at least one letter) from previous donor/contractor
* Technical proposal with detailed timeline, and estimated budget (with a detailed breakdown of costs per unit, indicating consultants daily rate).
* Budget should be presented without VAT.

The abovementioned documents should be sent in PDF format to: [rfq.geo.tbs@drc.ngo](mailto:rfq.geo.tbs@drc.ngo), no later thanMarch 5, 2026 17:00 pm**.** Please indicate the following assignment title in the subject line of the email: **Elaboration of contextualized training module on Motivational Interviewing for competence transfer to identified Household Empowerment Consultants** otherwise your application will not be considered.

**Proposal Evaluation and Selection**

The evaluation is made on a technical and financial basis.

The proposed technical offers by bidders will be evaluated using the following criteria, and points will be allocated on a scale from 1 – 10 for each of the criteria stipulated below, whereas the weighting is as follows:

|  |  |
| --- | --- |
| **Qualifications (50%)** | * Documented experience working in requested sectors (30%) * Documented experience of developing reports (20%) |
| **Proposed services (50%)** | * Content of the proposal is suitable for and meeting DRC’s requirements (30%) * Demonstrated understanding of DRC’s profile (20%) |
| **Total** | **100%** |

All bidders must obtain an **average score of at least five** for the total technical scoring to proceed to the financial evaluation. The financial offer will then be weighed against the technical offer.

The final decision will be made after the interview (if applicable – the consultant is a physical person), considering applicants’ relevant experience, qualification, and cost efficiency of the offer.