



TENDER OPPORTUNITY DIGITAL TRAINING PARTNER

Programme: O2 Think Big

Programme Delivery Location: London, Shoreditch and across the UK

Contracted by and reporting to: National Youth Agency, lead delivery partner on behalf of Telefonica Foundation and Telefonica UK (O2)

Background

This tender sets out the requirements of National Youth Agency, on behalf of the Telefonica Foundation and Telefonica UK (O2) to appoint a digital skills delivery partner to support the development and delivery of the O2 Think Big youth programme in the UK. This is a 1 year (annually renewable) contract, commencing in Jan/Feb 2015. This document sets out the background to the Think Big programme and outlines the key capabilities required from a new digital education and skills partner.

About Think Big

The O2 Think Big programme encourages young people aged 13-25 to think like entrepreneurs, using digital technology to solve social problems. We encourage young people to take initiative, be self-reliant and learn the skills they need to stand out in today's economy.

O2 Think Big works by putting cash grants of £300 directly in the hands of young people and supporting them to use the money in a way which delivers a positive impact in their local area. From homework clubs to community radio stations, anti-violence campaigns to recycling initiatives, O2 Think Big gives young people money and trust to take action on the issues that matter to them.

We don't stop there. We help young people to Think Bigger by offering further funding of up to £2500 to grow their ideas and take their projects to the next level. We provide leadership training and mentoring support to help young people practice their entrepreneurial skills and make an even bigger social impact.

Telefonica, as one of the world's leading digital businesses, believes that it can, and should, play a part in addressing key issues in the society in which it operates. By promoting a spirit of entrepreneurialism and social purpose amongst young people, Telefonica is helping to create a generation of young people with the skills, confidence and personal resilience to succeed. In the UK, and across Europe, there is a growing digital skills gap, so Think Big is working with young people to stimulate interest and engage young people in digital technology, not only to enable young people to safely and confidently navigate the digital world, but to develop digital innovators and creators of the future.

Since 2010, O2 Think Big has supported over [6000 young people's big ideas](#) and worked with thousands more, sparking their creativity and inspiring them to use digital technology to solve problems in their communities. Think Big provides young people with the opportunity to set up projects to make a difference to their own lives and to drive positive social change in communities across the UK.

Programme delivery

Telefonica UK (O2) works with a lead youth organisation, National Youth Agency, to manage and deliver the Think Big programme. NYA has a core team of youth professionals and work closely with the Think Big project leaders and employee volunteers within Telefonica UK. We also work with a network of 80 regional and locally based youth partner organisations, working directly with a diverse range of young people, including those at risk of exclusion. Think Big also reaches young people in schools and has its own Think Big Hub, a fully kitted



out digital space in Hoxton Square, London, that offers space for training, events, meetings and as an enterprise space for young people involved in the Think Big programme. Our opportunities in programme range from running exciting ideation sessions to inspire young people to get involved in social action, opening up the possibilities of technology through training and support, through to funding their big ideas and supporting them on their journey.

We work with a wide range of young people across the UK who differ greatly in their life experiences and circumstances. We work with savvy digital natives who are creating game-changing digital products and services, alongside those that have no real experience or knowledge.

What we need:

We are looking for an organisation that understands the opportunities offered by digital technology, takes an innovative and engaging approach to working with young people, is enthusiastic and committed to achieving great results. Positioned in the digital education and skills sector, the organisation will bring the full force of its digital knowledge, skills and creativity to help us on our digital journey.

Experience of designing and delivering learning programmes both face to face and online is key. Ideally the organisation will have an understanding and passion for fostering entrepreneurial spirit and support the development of employability skills, alongside an awareness of best practice in working with and engaging young people in learning. A strong track record in working with a diverse range of young people from all backgrounds, to engage and inspire them is also key.

Below is our mission and the steps we need to take to get there. We need you to tell us what you can bring that will help us to achieve this quickly, creatively and with the very best of digital technologies and innovative approaches to delivery.

Our mission:

To enable young people to understand the possibilities of technology and to use it for social good.

What we need from our digital partner:

Drive the increased use of digital technology across all parts of the Think Big programme:

- Review the current Think Big delivery model and make recommendations about aspects of the programme which can be digitised (e.g. ideation sessions, training sessions, online courses, online community etc).
- Work with the delivery team to assess progress to date in embedding digital skills learning and digital technology in programme delivery, including existing partnership links with digital organisations, young people's events and online learning, marketing and communications and staff development.
- Explore ways to effectively leverage the skills, talents and capabilities of Telefonica UK, as a digital communications business, including the effective engagement of employees in the delivery of digital skills learning programme.
- Develop a bespoke digital skills training programme to equip young people involved in the Think Big programme with an understanding of the possibilities of technology and to apply this knowledge to their social action project, using technology for social good. This should include a relevant and engaging programme of digital skills events, smaller scale digital activity / ideation sessions and training sessions both face to face and online for young people.
- Develop online learning modules, to enable young people across the UK to access a menu of bitesize digital learning experiences, that assist them in meeting their project goals.
- Curate existing online tools and technology that are accessible to young people across the UK, and a step-by-step guide to using these tools and tech for social good. As part of this, scoping and

signposting/facilitating access to new technologies and platforms that can provide solutions and opportunities for young people who are creating digital solutions, be that building apps and websites or engaging people, reaching audiences through online campaigning and marketing.

- Help young people to 'hack' existing social action projects and consider ways that digital technology could help to improve scale or reach or impact of these projects.
- Review the programmes platforms, data capture and all operational systems in programme and guide on digital alternatives that could increase effectiveness and efficiencies.
- Review the digital communications and marketing approaches and guide on alternative approaches to increasing engagement, reach and visibility to target markets.
- Provide regular briefings to the team on relevant changes and developments in the field of digital technology to steer development and inform future strategies.
- Ensure that the required focus on digital skills development is set in the context of a wider programme of learning competencies within the Think Big programme, which also include Self-Confidence, Project Management, Communication and Creativity and Innovation (see Appendix 1, below).
- Design and deliver a series of professional development opportunities to support the core programme delivery team to upskill and be fully confident within the digital landscape. This will equip the team to help young people to identify where a digital solution would add value, increase efficiency and effectiveness and provide a suitable solution to their community work and social good project challenges.

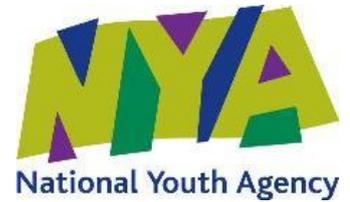
Eligibility

Applicants should:

- Be registered charities, charitable foundations, social enterprises or CICs with experience of digital education and skills and a commitment to use technology to drive transformational social change and impact in communities across the UK
- Demonstrate a credible track record in delivering social impact programmes with a strong focus on digital skills, for the benefit of young people aged 16-25
- Demonstrate experience of working safely and effectively with young people at risk of exclusion
- Demonstrate capability, knowledge and networks to deliver activity across the UK
- Demonstrate a commitment to the objectives and values of the O2 Think Big programme

Submission

- Please submit a response to this tender, on no more than 6 x A4 pages.
- The funding envelope for this submission is £75K-100K
- If you decide to apply as part of a consortium, please indicate a lead bidder, who will take receipt of funds and be responsible and accountable for KPIs and associated deliverables on behalf of the consortium partner/s.
- The submission should include:
 - Your background and credentials to deliver the programme, including examples of other digital skills programmes or initiatives you are responsible for delivering
 - Your ideas about the opportunities to digitize the Think Big youth programme, driving innovation and creating a pipeline of digital social action projects
 - Your proposals to engage Telefonica UK employees as part of your delivery model
 - Your proposed approach to enabling young people to develop digital skills to lead social change, including young people at risk of exclusion
 - An outline of your approach to digital skills training to include:
 - Face to face support for young people



- Online support for young people
- Workforce development
- Partnerships
- Your approach to safeguarding (including online safety) of young people
- Staffing model and biographies of delivery team
- Proposed budget
- References x 2

Timetable

Tender issued:	19 November 2014
Deadline for responses:	1 December 2014
Shortlisting:	5 December 2014
Pitching:	10 December 2014, Think Big Hub, London
Decision:	19 December 2014
Kick off meeting:	14 January 2015, Think Big Hub, London

Please ensure that you hold **10 December 2014** in your diary in the event that you are invited to pitch.

Questions

If you have any questions regarding this tender document, please contact amandaf@nya.org.uk. It may take up to 3 working days to respond to questions.

DICTIONARY OF THINK BIG CORE COMPETENCIES



CORE COMPETENCIES

1. SELF-CONFIDENCE		Confidence that oneself is able to perform a task correctly or act appropriately to perform a job or solve a problem. Includes showing confidence in their own abilities, decisions and views.				
		Absent (0)	Low (1-2)	Medium (3-4)	High (5)	Very High (6)
Self-assurance	Needs constant guidance or avoids dealing with situations.	Often consults his tutor and / or mentor, even with routine tasks within his scope or having the necessary knowledge.	Performs standard tasks with confidence.	Does not doubt to confidently perform new tasks and looks to verify afterwards with his tutor and / or mentor. Can argue the reasons for his actions.	Takes decisions and carries out actions that others avoid, giving convincing explanations. He links with others easily and confidently, transmitting confidence in all actions. He is open to change and focuses on the positive aspects of it.	
Resilience	Abandons the task after encountering difficulties or situations of disappointment.	Struggles to overcome difficulties or situations of disappointment.	Overcomes difficulties or situations of disappointment in an acceptable time.	Quickly overcomes difficulties or situations of disappointment, recovering his level of performance.	Quickly overcomes difficulties or situations of disappointment, not affecting his performance level.	

2. PROJECT MANAGEMENT		Ability to organize tasks implied in a project efficiently and independently, setting the right priorities and using personal and managing the time of others in the most efficient way possible.				
		Absent (0)	Low (1-2)	Medium (3-4)	High (5)	Very High (6)
Time management and prioritization	Does not plan activities. Does not set priorities when performing his duties and follows a random order.	Plans only short-term and often has trouble fulfilling it. Can only manage his time, but struggles to manage the time of others. Usually does not set priorities, and when he does it, he does it on the fly and / or without using clear criteria.	Plans short and medium term, but sometimes does not fulfill the planning. Prioritizes his tasks depending on the urgency or importance, but shows difficulties to combine both criteria.	Plans short and medium term, and fulfills his planning. Prioritizes tasks according to importance and urgency.	Plans short, medium and long term, meeting the planning. Anticipates delays and makes necessary adjustments to reach the planning. Prioritizes his tasks based on the importance and efficiently manages urgency.	
Accountability for results	Does not assume responsibility for the results of his team.	Often does not assume responsibility for the results of his team, or does it poorly, either by excess or by defect.	Assumes responsibility for the results of his team.	At all times assumes responsibility for the results of his team and shares the success with its members.	At all times assumes responsibility for the results of his team, share the success with its members and motivates the team to improve the results and to share responsibility.	
Leadership	Is very dependent, asks rather than being asked by others. Struggles to take charge of a project. He does everything himself and does not delegate.	Takes charge of a team and / or project only if necessary. Assigns tasks regardless of the knowledge and skills necessary for their implementation, or delegates responsibilities he should perform.	His opinions and decisions have positive impact on people. Usually assigns tasks considering the knowledge and skills necessary for their realization.	Assumes a leading role among his peers and can lead a group with very good acceptance by them. Assigns tasks taking into account the knowledge and skills necessary for their realization.	His peers recognize him as a reference and consult him permanently. Clearly conveys the tasks, successfully organizing a team and assigning tasks taking into account the knowledge and capabilities of each member.	
Teamwork	Has difficulty relating to people and joining groups.	Has difficulties to work with others to formulate and deliver ideas/projects.	Successfully relates and integrates within his peer group. Collaborates whenever asked in order to formulate and deliver ideas/projects.	Successfully relates and integrates in any type of group and situation. Works with others to formulate and deliver ideas/projects.	Integrates into any kind of group or situation in all circumstances. Always works with others to formulate and deliver ideas/projects.	

3. COMMUNICATION		Ability to structure and convey messages and to convince others of one's ideas, in any context and in order to achieve a particular goal.				
		Absent (0)	Low (1-2)	Medium (3-4)	High (5)	Very High (6)
Persuasiveness	Cannot convince others to support his ideas.	Has difficulty to convince others of his ideas.	Conveys his ideas and goals clearly, creating impression with the audience.	Makes good presentations, making an impact on others and convincing them of the benefits of what is proposed.	Establishes an empathic relationship with others, making others not only understand his ideas, but making them become involved in them.	

4. CREATIVITY AND INNOVATION		Ability to propose resources, ideas and novel methods and to translate them into actions.				
		Absent (0)	Low (1-2)	Medium (3-4)	High (5)	Very High (6)
Ability to think "outside the box"	Does not generate new ideas. Has a passive attitude and accepts what is given. Afraid to break traditional patterns.	Does not generate new ideas or needs much guidance to do so. Rather tends to use solutions which served to resolve a situation before without assessing whether they can be applied successfully to the current situation.	Proposes creative ideas when requested and when traditional ideas are not applicable to his situation.	Proposes and finds new ways of doing things. Is able to think differently, unconventionally, or from a new perspective to generate new ideas and actions for their implementation.	Proactively proposes and finds new and effective ways of doing things. Thinks differently, unconventionally, or from a new perspective to generate new ideas, making their value visible and measurable. Finds innovative solutions to ill-defined problems.	

5. DIGITAL LITERACY		Extent to which a person shows disposition toward technology (systems, software, applications ...) and digital media (video, audio, social media, etc.) and is able to use them effectively in the context of his project.				
		Absent (0)	Low (1-2)	Medium (3-4)	High (5)	Very High (6)
Exploring	Does usually not use the web as a source of information or only visits contents he is familiar with.	Browses the web, but without understanding its underlying mechanics. Searches for information online, but struggles to critically evaluate the information found.	Uses the web as a source of information and understands the underlying mechanics. Sometimes critically evaluates the information found and takes basic security measures.	Uses the web as a source of information and understands the underlying mechanics. Usually critically evaluates information found online and takes security measures to protect systems, identities and contents.	Always critically evaluates information found online. Understands the mechanics of the online ecosystem and always takes the necessary measures to keep systems, identities and contents safe.	
Building	Does not usually create digital content or does not know how to do it.	Sometimes creates basic digital content by re-mixing existing content. Uses basic web technologies such as hyperlinks.	Creates digital content (video, photo, audio, etc.) by composing new material and adequately remixing existing content, making use of Internet services. Does not have knowledge of web development and/or mobile application creation.	Regularly creates digital content (video, photo, audio, etc.) by composing new material and adequately remixing existing content, making use of Internet services, and advanced tools. Uses basic knowledge of web development in order to improve the design and accessibility of his web presence, and/or to create mobile applications.	Regularly creates high quality digital content (video, photo, audio, etc.) in order to enrich the web presence of his project, making use of Internet services and advanced tools. Effectively uses web development in order to build an appealing web presence with high standards of design and accessibility, and/or to create attractive mobile applications.	
Collaborating	Does not usually use the web as a tool for collaboration.	Sometimes uses the web as a tool to collaborate and share with his contacts at the personal level.	Shares and collaborates online with his contacts with professional goals.	Uses actively technology in order to collaborate online with his contacts and others with professional goals. Frequently participates in web communities. Has basic knowledge of privacy requirements and open web practices.	Effectively uses the web to share and collaborate with his contacts and others with professional goals. Is actively involved in web communities in order to promote his project. Is always up to date in privacy requirements and open web practices.	