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**Rural Educators & NEET Programme for Digital Skills for Jobs and Project number/  
Income (DS4JI) cost centre:  
18.2132.1-001.00**

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## 0. List of abbreviations

AVB	General Terms and Conditions of Contract (AVB) for supplying services and work
BMZ	German Federal Ministry for Economic Cooperation and Development
DHET	Department of Higher Education and Training
DS4JI	Digital Skills for Jobs and Income
GDPR	General Data Protection Regulation
ToRs	Terms of Reference
ToT	Training of Trainers
TVET	Technical and Vocational Educational and Training
SD4GE II	Skills Development for a Green Economy II Programme
STEM	Science, Technology, Engineering and Mathematics
4IR	Fourth Industrial Revolution
DCDT	Department of Communications and Digital Technology

## 1. Context

The broad-based improvement of quality of vocational training in South Africa is a key area of the German Federal Ministry for Economic Cooperation and Development (BMZ). The Digital Skills for Jobs and Income Project (DS4JI, PN 18.2132.1-001.00, Term: 04/2020 – 03/2024), commissioned to GIZ by **the German Federal Ministry for Economic Cooperation and Development (BMZ)** has four main objectives which aim to increase the employment prospects of young people in various sectors through a combination of the following:

- access to qualitatively improved and demand-oriented training through integration of digital competences and methods into the training courses of the formal TVET system, at selected TVET colleges with a focus on young people, especially girls and women (Output 1),
- demand-oriented further training through financial and technical support of the respective contractors which will lead to an expansion of further training and networking measures and thus enable a larger number of young people to improve their employment prospects regarding dependent or self-employed employment (Output 2),
- improved recruitment policies of companies through the introduction and implementation of new, gender-sensitive approaches to identifying applicants with the digital skills demanded by the company (Output 3),
- increased networking and cooperation of initiatives and actors and the exchange of learning experiences in the transformative process of digitization of the South African economy (Output 4).

At a higher level, improved employment prospects contribute to greater participation in political and economic life and thus also contribute to stabilization and a reduced potential for conflict, thus increasing social cohesion and reducing economic and social inequality. The project is funded by Federal Ministry for Economic Cooperation and Development (BMZ) and the #eSkills4Girls initiative.

ICT is widespread across all nations and the education sector. The introduction of ICT in education has been identified with various applications, with choices of application ranging from the combination of context of use, the possible technologies to select, and the instructional moment in which it could be used. This is a global phenomenon. The general use of ICT is expressed through national policies and categorised into the social rationale (preparation of students for their place in society) vocational rationale (giving students appropriate skills for future jobs) and pedagogical rationale (enhancement of teaching and learning and using computers).

For decades rural schools in South Africa have struggled with challenges that stem from their marginalised context such as the lack of classrooms, poor access to services such as water, electricity, and landline telephones. Lately, digital developments present new challenges for schools located in rural areas in South Africa. To enable these schools to face these the challenges, existing rural–urban digital inequalities must be addressed. Schools located in rural areas in South Africa are disadvantaged regarding the internet connectivity at place. In terms of internet usage, demographic variables play a crucial role in rural–urban differences.

One such variable is in levels of schooling experienced by rural populations. Since the level of education can have an impact on digital inequalities, the integration of ICT equipment and

digital literacy training in rural schools is an important topic as rural areas are often slower in adopting digital literacy developments.

### 1.1. The objective of output 2

The table below shows the targets for the output area for the DS4JI project which focusses on upskilling unemployed youth.

<b>Output 2: Young people seeking employment, especially women, have improved their employability within the scope of labour-market-oriented further training or networking activities</b>	
<b>Output Indicator 2.1:</b> 2000 young people (60% women) in training initiatives by private and civil society organizations improved their employment-related digital skills	<b>Output Indicator 2.2:</b> 250 young women (14- 35 years) have improved their employability through a newly established mentoring system with female managers and role models

The above outputs will be achieved with the implementation of the following interventions for youth Not in Employment, Education and Training (NEET):

- Digital Literacy
- Critical Digital Skills
- Mentorship Programmes

### 1.2. Objectives of the assignment

The main objective of this assignment will focus on the **Unemployed Educators and NEET in Rural areas** by providing both basic digital literacy as well as basic e-teaching/didactical training to at least 140 unemployed educators and 400 NEET **youth (at least 50% women of the total cohort)** from preferably rural areas throughout South Africa.

The measure aims at improving the employability of young South Africans living in rural areas, especially young women, in an increasingly digitalized South African economy by delivering basic and intermediate digital literacy training and basic digital, as well as didactical capacities for e-teaching for the educators.

The objectives to be achieved by the interventions must address:

- NEET
  - Use of government e-services
  - Basic and professional digital skills
  - Creating an online identity
  - Preparing for the 4<sup>th</sup> Industrial Revolution (4IR)
  - Access to life-long learning
  - Women Empowerment
  - Understanding basic cyber security
  - Increasing productivity and efficiency
  - Overall improvement of employability with work ready skills
- Educators:
  - Transition from face-to-face to a blended learning environment
  - Student/teacher wellbeing courses
  - Removing barriers to accessing quality education
  - Improving digital literacy and in education and the contemporary workplace
  - Sustainable knowledge transfer
  - Gain 21st century key capacities for educators
  - Learn how to teach with technology & effective integration of technology in teaching and learning
  - Recognized certification for digital skills proficiency, ideally with CPD points
  - Develop classroom technology integration
  - Promotion of women empowerment in content delivery and digital inclusion

The interventions proposed will be expected to start in October 2022 and be completed by December 2023.

**Political partner** of the project is the **Department of Communications and Digital Technology (DCDT)** as the Lead Department for the National Strategy on Digital and Future Skills.

## **2. Tasks to be performed by the contractor**

The main objective of this assignment is to provide basic and intermediate digital literacy to at least 400 rural NEET youth as well as basic e-teaching/didactical training to at least 140 unemployed young rural educators across South Africa. This cohort should be made up of at least 60% young women. Each participant must also be issued a suitable device to complete the training which will also be used as an incentive to complete the training as they will be allowed to keep this device only once they have completed all the modules.

For each district/area/province/cohort, 1 master trainer must be selected who will act as a focal point and support the roll-out of the training for the rest of the educators to be trained. The further trainings and onboarding of the 30 master trainers will be face-to-face, while the roll-out will be implemented using digital learning (supported by the master trainers). These ideally would be from the 540 cohort.

The training is expected to be online, however, due to the low level of familiarity with online training in rural areas, the first few days of the training is expected to be conducted face-to-face to ensure participants are comfortable with the content and format to be used.

- Enable educators to make use of digital media applications and technologies as they are currently available to them for providing remote teaching & learning opportunities to their students in the future.
- Ensure the competency of participating educators to adapt and/or enhance coursework and modules for use in a digital/blended learning environment.
- Development and/or implementation of a training programme to provide at least 140 unemployed rural educators with basic and intermediate digital literacy training and basic training for e-teaching and didactical competencies
  - Identification and selection of the master trainers, unemployed educators and NEET youth in rural areas across South Africa that will be participants in the programme, including a clear strategy on how this will be done
  - Onboarding of master trainers  
Further Training and capacity development of the master trainers to enable them to support the roll out of the training for the educators and NEET participants. The contractor is responsible for the roll-out. The onboarding includes technical training so that the master trainers are familiar with the approach, content and platform of the contractor. It also includes additional training on communication, monitoring, evaluation and finally assessment and certification of at least 140 educators.
  - The trainers will act as translators if necessary and provide support for participants who are not conversant enough in English.
  - Providing Basic and Intermediate Digital Literacy Training for at least 540 Unemployed Educators and NEET youth in rural areas across South Africa.  
Digital Training (including assessment and certification) in this area should include (but is not limited to) the following modules and learning outcomes:
    - Computing/computer/laptop hardware:
    - Word processing
    - Presentations
    - Spreadsheets
    - Databases
    - IT and data security
    - Email and Internet
    - Navigate the internet
    - Applications
    - Digital Technologies
    - Productivity Management
    - Social Media in the Workplace
    - Impacts of digital technology on health and the environment
- Basic e-teaching/didactical competencies  
Training (including assessment and SACE accredited certification) in this area should include (but is not limited to) the following modules:
  - Introduction to e-teaching and enabling e-learning
  - Introduction to IT infrastructure at schools, including online learning platforms
  - Introduction to problem solving skills

- Project-based learning
- Student engagement
- Teaching and assessment in an online environment
- Technology planning
- Data analysis
- e-Content development
- Collaboration in a digital classroom
- Creative

thinking

- Reporting and sustainability concept  
Monitoring and evaluating the whole project and drafting a final report including a concept and recommendations for the potential further roll-out of the above-described trainings for other rural areas in South Africa.
- To create possibilities and a frame for recognition of the training.
- Training measures should be designed in a way that a later countrywide scaling-up and the institutional entrenchment is possible. The training measures should consist of a variety of delivery modes including online/blended-learning training measures.
- Where possible, the training costs will be subsidised through external partnerships with industry and/or potential employers.
- The trainings designed and provided by the project should comply with the relevant training and qualification standards that are recognised by industry and potential employers.

As a measure of sustainability, preference will be given for interventions that will be developed for and owned by GIZ/DCDT/DHET partnership. Train-the-trainer interventions which allow the beneficiaries unrestricted use of the materials and knowledge will also be given preference. This is applicable to ALL suggested interventions.

The contractor will be responsible for the design, implementation and reporting on interventions and activities aligned to the above outputs.

The contractor will then implement the identified interventions and ensure quality delivery.

The contractor will submit quarterly progress reports in line with GIZ reporting requirements and timelines. The report data will be anonymised upon submission to GIZ.

In addition to the reporting that is provided to DS4JI, the project has appointed an external service provider to conduct a tracer study on all participants to confirm the success of the provided trainings and the achievement of the Output indicators. Ensuring the participation of all participants in the tracer study conducted by the external service provider, who qualifies as data controller of the participants' data, will be a prerequisite for the successful completion of the trainings provided. Therefore, the service provider will be required to transmit participants data with the external service provider responsible for conducting the tracer study. However the data to be transmitted should be ideally limited to the publicly available contact details of the companies.

The contractor must manage data in accordance with the EU-General Data Protection Regulation (EU-GDPR) and POPIA of South Africa. To ensure that data protection principles are implemented while developing and using IT systems. When using apps or websites, ensure the use of privacy-friendly pre-sets that your users find as soon as they visit or register using their data. This is intended to protect users who are less tech-savvy and are therefore less likely to adjust the data privacy settings according to their wishes. If data processing in the

online context (e.g. by means of cookies, tracking, etc.) goes beyond what is necessary for the provision of the service requested by the data subject, the data subject's consent is required.

The tasks to be performed (by the contractor) also include processing linkages to the other outputs and implementing other relevant sections of the module proposal, e.g. the methodological approach for the corresponding outputs or dealing with the risks described therein. In particular, the tasks also cover cooperation with relevant actors.

As shown in the following table, specific milestones are to be reached at specific points during the contract term. Milestones can be subject to change.

<b>Milestone</b>	<b>Deadline</b>
Contractor Contract and Signed SLA	Start of contract
Approved Inception Report	One month after start of contract
Detailed Project Implementation Plan and concepts for MOOC and short course	One month after start of contract
Interventions to start	One month after start of contract
Master trainers are trained and onboarded as facilitators of the roll-out process	One month after start of contract
At least 540 young Educators and NEET Youth are trained and certified in basic and intermediate digital literacy using online training courses, facilitated by the master trainers – at least 50% young women	Eight months after start of contract
At least 140 young Educators are trained and certified in basic e-teaching/didactical competencies using online training courses, facilitated by the master trainers	Eight months after start of contract
Quarterly Progress Monitoring Reports	Quarterly
Draft Close Out Report	Two months after end of training
Submission of Results	Two months after end of training
Presentation and approval of close-out training report. The report consists of a comprehensive assessment and evaluation of the project (including a sustainability concept and recommendations for a future phase of this training.	Three months after end of training
Publication of various results/best practices	Three months after end of training
All participants completed survey/participated in the tracer study conducted by an external service provider	Six months after end of training



Period of assignment: Fifteen months from 15.10.2022 until 31.12.2023.

## 2.1. Eligibility Criteria for bidders

Below are the eligibility criteria that will be used to select the contractor.

- Proof of Training Provider Accreditation (e.g. SETA, SAQA, Industry associations)
- Minimum years that Service Provider has been in operation as an accredited provider of the required services is **five (5)**
- Technical eligibility assessment will be assessed on the following:

At least five **(5) reference projects** in the field of continuing professional development/digital capacity building for educators (preferably for basic education Sector) and at least two **(2) reference projects** implemented **Nationally in Southern Africa** in the last 3 years.

## 3. Concept

In the bid, the bidder is required to show how the objectives defined in Chapter 2 are to be achieved, if applicable under consideration of further specific method-related requirements (technical-methodological concept). In addition, the bidder must describe the project management system for service provision.

### 3.1. Technical-methodological concept

Overall, the technical-methodological concept should comprise not more than 10 pages. In the Technical-Methodological Concept, the bidder is required to show:

- 3.1.1 **Strategy:** The bidder is required to consider the tasks to be performed with reference to the objectives of the services put out to tender (see Chapter 1). Then the bidder must present and justify the strategy with which it intends to provide the services for which it is responsible (see Chapter 2) (max. 5 pages). The bidder is expected to provide a detailed plan and methodology as part of their strategy. The bidder must also demonstrate an understanding of digital proficiency enhancement and the skills ecosystem in South Africa, particularly in rural areas. Extensive knowledge and capability to perform the tasks outlined in chapter 2 in large or medium organisations with examples and references of similar work previously done in rural areas must be demonstrated.
- 3.1.2 **Cooperation:** The tenderer must describe the relevant actors (partners and others) for the service in the tender and their interactions (section 1.2.1 of the assessment grid). The tenderer is required to develop a concept that shows how the cooperation with these actors is to be established and put into practice (section 1.2.2 of the assessment grid). The project's cooperation arrangements referred to in section 1 must be taken into consideration.
- 3.1.3 **Steering structure:** The bidder is required to present and explain its approach to steering the measures with the contractors and other stakeholders and its contribution to the results-based monitoring system. This must include a description of how these cooperative interactions will be established and managed. (max.1 page)
- 3.1.4 **Processes:** The bidder is required to describe the key processes for the services for which it is responsible and create a schedule that describes how the services according

to Chapter 2 are to be provided. In particular, the bidder is required to describe the necessary work steps and, if applicable, take account of the milestones and contributions of other actors in accordance with Chapter 2. (max.2 pages)

- 3.1.5 **Learning, Innovation and Gender sensitivity strategy:** The bidder is required to provide a strategy of how they will ensure skills transfer to GIZ and beneficiaries as well as gender sensitivity during all phases of the project. The majority of target beneficiaries of DS4JI are females, as such sensitivity needs to be ensured when collecting and analysing data. Long-term sustainability and scaling up of the interventions must also be demonstrated. (max.1 page)
- 3.1.6 **Personnel assignment plan:** The bidder is required to draw up a personnel assignment plan with explanatory notes that lists all the experts proposed in the bid. The plan includes information on assignment dates (duration and expert days) of the individual members of the team complete with the allocation of work steps as set out in the schedule. (max.1 page)

#### **4. Personnel concept**

The bidder is required to provide personnel who are suited to filling the positions described, on the basis of their CVs (see Chapter 7), the range of tasks involved and the required qualifications.

The below specified qualifications represent the requirements to reach the maximum number of points in the technical evaluation. Gender equality and inclusion are key values of GIZ and its work. The tenderer's personnel concept should take this into account. Therefore, the personnel concept should be as balanced as possible between women and men and the assignment of people with disabilities is highly encouraged.

Additional or change of tasks may occur in consultation with the project team / counterparts / other consulting experts.

#### **Team leader: Overall responsibility for the advisory package of the contractor (Project Manager)**

##### Tasks of the team leader

- The lead consultant has the overall responsibility for the work packages of the contractor (quality and deadlines) and for personnel management.
- Strategy, implementation, monitoring and evaluation of capacity development measures
- Ensuring results monitoring is conducted
- Coordinating and managing the project and ensuring communication with GIZ, partners and others involved in the project. The lead consultant is responsible for results and reporting in accordance with deadlines.
- Personnel management, in particular identifying the need for short-term assignments within the available budget, as well as planning and steering assignments and supporting short-term assignments.
- Regular reporting in accordance with deadlines
- Consideration of cross-cutting themes (e.g. gender equality)
- Responsibility for controlling the use of funds and financial planning in consultation with GIZ's officer responsible for the commission
- Backstopping functions as required.
- Supporting the GIZ-officer responsible for the commission in updating/adapting the project strategy, in evaluations and in preparing a follow-on phase

- Permanent on-site presence of the Coordinator is NOT required.
- liaison for all project-related matters
- assisting with in-house administrative processes such as enrolment, as well as contract related matters such as invoicing
- monitoring the status of enrolments and completed courses and providing feedback to the client on a regular basis
- Facilitating regular exchange meetings with GIZ on progress as per the agreement
- Coordinating with contractor's operational staff for all other required functions

#### Qualifications of the team leader

- Education/training (2.1.1): Degree in Skills Development, Education Management, Development Studies, Economics, International Relations, ICT Project Management or Equivalent
- Language (2.1.2): Good business language skills in English
- General professional experience (2.1.3):
  - 12 years of professional experience in working with the education sector (companies, industry associations, higher and vocational education institutions) in the field of skills development.
- Specific professional experience (2.1.4):
  - 10 years' experience in the higher education sector and in consulting programmes in the digital skills development sector in South Africa in a management position
  - 5 years' experience in the design, development, and implementation of Digital Skills Enhancement Programmes **OR** 5 reference projects in the field of Digital Skills Enhancement with at least two (2) reference projects implemented Nationally in Southern Africa in the last 3 years.
- Leadership/management experience (2.1.5): 6 years of management/leadership experience as project team leader or manager in a company or higher education institution
- Regional experience (2.1.6): 5 years of experience in projects in South Africa (3 years showing the implementation of projects nationally).

#### **Expert 1**

##### Tasks of expert 1 (x3)

- Assist team lead with work packages
- Organise and conduct the training and onboarding of the master trainers
- Support the monitoring and evaluation of the project
- Provide technical support and advice for the master trainers to roll-out the training (e.g. with respect to technical feasibility, relevance of content etc.)
- Facilitating training sessions as per requirements
- Support the assessment and certification of the 30 master trainers
- To ensure transfer of skills is conducted using practical role plays that support the theory
- To ensure participation by ALL attendees and ensure that they can transfer skills acquired to their respective working environments

##### Qualifications of experts

- Education/training (2.2.1): All experts must have a degree in Skills Development, TVET, E-learning, Media Development, Train-the-Trainer, Education Management, Development Studies, Economics, International Relations or Equivalent

- Language (2.2.2): All experts must possess excellent communication skills both verbal and written in English and possibly a national language
- General professional experience (2.2.3):
  - In total minimum 10 years of professional experience in working with the education sector (companies, industry associations, higher education institutions) in the field of skills development
- Specific professional experience (2.2.4):
  - At least one expert must have 5 years' experience in the higher education sector and in consulting programmes in the digital skills development sector in South Africa in a management position
  - At least one expert must have 5 years' experience in the design, development, and implementation of Digital Skills Enhancement Programmes **OR** 5 reference projects in the field of Digital Skills Enhancement with at least two (2) reference projects implemented Nationally in Southern Africa in the last 3 years.
- Leadership/management experience (2.2.5): At least one expert must have 3-5 years of management/leadership experience as project team leader or manager in a company or higher education institution
- Regional experience (2.2.6): All experts must have 3-5 years' experience in the South African skills eco-system

#### Soft skills of team members

In addition to their specialist qualifications, the following qualifications are required of team members:

- Team skills
- Initiative
- Communication skills
- Sociocultural competence
- Efficient, partner- and client-focused working methods
- Interdisciplinary thinking
- Gender sensitivity
- Highly effective in working with multi-sector teams
- Ability to function effectively under pressure and tight timelines
- Self-motivated and able to work independently
- Excellent oral and written communication
- Creative thinking and emotional intelligence
- Cultural sensitivity

## **5. Costing requirements**

### **Assignment of personnel**

Team leader: On-site assignment

Expert 1 (x3): On-site assignment

**90** expert days for all experts combined.

## **Travel**

The bidder is required to calculate the travel by the specified experts and the experts it has proposed based on the places of performance stipulated in Chapter 2 and list the expenses separately by daily allowance, accommodation expenses, flight costs and other travel expenses.

## **Workshops, training**

The budget for implementing the trainings must be provided

## **Other costs**

The budget for other costs must be provided for:

- Equipment
- Ongoing office costs
- Motor vehicle operating costs
- Other costs

## **Flexible remuneration item**

There is a budget of ZAR **36 319** as a flexible remuneration item, which is already set in the price schedule.

The contractor can use this budget to exceed the contractually agreed quantities up to the amount of the flexible remuneration item, taking into account the contractually agreed individual rates and bases for invoicing. The use of the flexible remuneration item must be approved in writing by GIZ before the costs in question are incurred.

## **6. Inputs of GIZ or other actors**

GIZ and/or other actors are expected to make the following available:

- GIZ: Information about the project and existing monitoring concepts and practices
- GIZ: Meeting logistics, regular consultations and clarification of questions as needed
- GIZ: Provide support for the comprehensive monitoring and evaluation

## **7. Requirements on the format of the bid**

The structure of the bid must correspond to the structure of the ToRs. In particular, the detailed structure of the concept (Chapter 3) is to be organised in accordance with the positively weighted criteria in the assessment grid (not with zero). It must be legible (font size 11 or larger) and clearly formulated. The bid is drawn up in English.

The complete bid shall not exceed 10 pages (excluding CVs). The number of pages per chapter are indicative.

The CVs of the personnel proposed in accordance with Chapter 4 of the ToRs must be submitted using the format specified in the terms and conditions for application. The CVs shall

not exceed 4 pages. The CVs must clearly show the position and job the proposed person held in the reference project and for how long. The CVs can also be submitted in English.

The bidder must also provide five (5) examples and references of work of similar scope and size through a brief description of the project, the dates and who the services were provided for.

If one of the maximum page lengths is exceeded, the content appearing after the cut-off point will not be included in the assessment.

Please calculate your price bid based exactly on the aforementioned costing requirements. In the contract the contractor has no claim to fully exhaust the days/travel/workshops/ budgets. The number of days/travel/workshops and the budget amount shall be agreed in the contract as 'up to' amounts. The specifications for pricing are defined in the price schedule.

## **8. Data protection**

Personal data collected by GIZ may be entrusted to the contractor in order to fulfil the contract. The contractor is obliged to protect this data under the standards of the GDPR, in particular the Art. 44-50 GDPR. The contractor shall act as an independent data controller for the personal data that he processes in connection with the contract and shall comply with the applicable obligations under data protection legislation.

In order to comply with data protection regulations, only aggregated and/or anonymized data will be submitted to GIZ.

## **9. Other Requirements**

- Please submit your proposal (technical and price proposal) in separate files/folder to [ZA\\_Quotation@giz.de](mailto:ZA_Quotation@giz.de) no later than **3<sup>rd</sup> October 2022** all documents must be in PDF.
- Please do not mention any price for this measure on your cover letter/Technical proposal.
- Please submit your tax clearance certificate with the bidding documents.
- Please submit your price proposal in ZAR.
- Our General Terms of Conditions (attached) shall not be changed/amended should you be the winner of this tender. These General Terms and Conditions will form part of the contract should you be awarded this contract. By submitting your proposal, we will conclude that you have read and accepted these terms and conditions.
- Participating more than once in same tender is not allowed and it will lead to your proposal as well as that of the company where you appear more than once being disqualified. The responsibility rests with the companies to ensure that their partners/experts are not bidding/participating more than once in same tender.

- **Bidders are not allowed to communicate directly with any other person regarding this bid other than the procurement official/s. Failure to comply with this requirement may lead to your bid being disqualified.**
- Bidders must strictly avoid conflicts with other assignments or their own interests. Bidders found to have a conflict of interest shall be disqualified. Without limitation on the generality of the above, Bidders, and any of their affiliates, shall be considered to have a conflict of interest with one or more parties in this EOI and tender process, if they:
  - a) are or have been associated in the past, with a firm or any of its affiliates which have been engaged by GIZ or the Interim Supply Chain Management Council to provide services for the preparation of the design, specifications, Terms of Reference, cost analysis/estimation, and other documents to be used for the procurement of the services in this selection process;
  - b) were involved in the preparation and/or design of the programme/project related to the services requested under this EOI and tender;
  - c) are serving or have been serving in the past three months in the structures of the Interim Supply Chain Management; or
  - d) are found to be in conflict for any other reason, as may be established by, or at the discretion of GIZ.

#### Scientific data

In the event of any uncertainty in the interpretation of a potential conflict of interest, Bidders must disclose to GIZ, and seek GIZ's confirmation on whether or not such a conflict exists.

- Similarly, the Bidders must disclose in their proposal their knowledge of the following:
  - a) if the owners, part-owners, officers, directors, controlling shareholders, of the bidding entity or key personnel are family members of GIZ staff involved in the procurement functions and/or the Interim SCM Council or any Implementing partner receiving services under this EOI or tender; and
  - b) all other circumstances that could potentially lead to actual or perceived conflict of interest, collusion or unfair competition practices.
- **Failure to disclose such an information may result in the rejection of the proposal or proposals affected by the non-disclosure.**
- **Questions & Answers will be placed on the link provided.**
- **Bids sent via Dropbox and WeTransfer will not be accepted.**