

Terms of reference (ToRs) for the procurement of services below the EU threshold

Contract for Digital Transformation Implementation Plan for TVET Colleges for Digital Skills for Jobs and Income (DS4JI) Project number: 18.2132.1-001.00

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0. List of abbreviations

BMZ	German Federal Ministry for Economic Cooperation and Development
DS4JI	Digital Skills for Jobs and Income
GDPR	General Data Protection Regulation
ToRs	Terms of reference
TVET	Technical and Vocational Educational and Training
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, **18.2132.1-001.00**, Duration: 2020 – 2024), **commissioned to GIZ by 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 service providers 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 with regard to 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.

In his 2021 budget speech, the minister of Higher Education and Training acknowledges the importance of the TVET sector:

- targeted goal for the TVET sector is to work towards producing TVET graduates who are work-ready;
- to ensure an enabling environment for quality teaching by having a competent teaching workforce which entrenches an enterprising culture among students;
- universities are developing TVET College educational and training qualifications;
- developing an online teaching and learning platform for TVET Colleges;
- inviting industry to forward people to serve on the councils and academic boards of our TVET colleges as part of strengthening partnerships towards producing work ready college graduates;
- revised subject curricula for our TVET colleges;
- eliminated the TVET college certification backlog.

The Department of Communications and Digital Technology, DCDT (DS4JI's Political Partner), further supports the importance of the TVET sector in their Digital and Future Skills Implementation Plan:

- Enhance the relevance of the TVET subsystem to the needs of the digital economy and society
- Support the TVET system on its digital transformation pathway
- Strengthen higher education capabilities in STEM disciplines
- 5 TVET Teaching Chairs established in 4IR niches

1.1 Objective of Output One

The table 1 below shows the targets for the output area for the DS4JI project which focusses on the support to the TVET sector:

Table 1 DS4JI Output 1

Output 1: Dual vocational training courses at selected TVET colleges are better adapted to the needs of companies in an increasingly digitalised economy.	
<p>Output Indicator 1.1: Two cross-occupational methods for teaching digital skills (e.g., e-learning, blended learning) have been integrated at TVET Colleges</p>	<p>Output Indicator 1.2: 1,000 trainees, of whom 60% are women, in three selected (dual) training courses at TVET colleges demonstrate in a test that they have improved their digital skills that are relevant for employment.</p>

The above output will be achieved with the implementation of the following interventions:

- **DIGITAL TRANSFORMATION AWARENESS:** Strengthening the capacities of DHET, TVET Colleges and other stakeholders
- **LECTURER DEVELOPMENT:** Basic and further training of teachers and trainers.
- **CURRICULUM SUPPORT:** Establishing and/or continuing the development of training processes, including e-learning and blended learning, and piloting in selected TVET colleges.

1.2 Objectives of the assignment

The main objective of this assignment will focus on the **Digital Transformation Implementation Plan for TVET Colleges**.

Driving digital transformation at TVET Colleges will require buy-in and support from the management teams and leadership. Although every TVET College will have a different area of focus for digital transformation some of the primary goals include:

- **ENHANCED STUDENT EXPERIENCES:** This focuses on improving student metrics such as retention and graduation rates, course success rates and market readiness that prove overall success.

- **IMPROVED COMPETITIVENESS:** This goal focuses on differentiating an institution from the competition by using digital transformation.
- **CULTURE OF DATA-DRIVEN DECISION MAKING:** This includes adopting a digital mindset across all areas of the TVET College for students, faculty, leadership, and other staff members.
- **OPTIMIZE RESOURCES:** This covers everything from improving communication between administrators to reducing costs through efficiencies.

Research into the current state of digital readiness of TVET colleges has been conducted and the results will be made available to the successful service provider(s) for use during the implementation phase of the project. This research has shown that although policy and strategies are defined within the TVET colleges, there is seldom a concrete implementation plan in place to guide the college to being a digitally transformed entity.

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

Political partner of the project is the **Department of Communications and Digital Technology (DCDT)**.

2. Tasks to be performed by contractors

The contractor will contribute to the achievement of the objectives in chapter 1 by proposing strategic interventions that will ensure that the implementation of Digital Transformation strategies and policies already in place across **at least** 15 selected TVET colleges and within DHET.

The importance of Digital Transformation at a strategic level is critical to ensure its adoption across the TVET Colleges. The baseline research, mentioned above, that was recently undertaken in the colleges shows that the importance of digital transformation is clearly understood.

The **Digital Transformation Framework** that will be used must provide scaffolding to guide the organisation through this period of intense change and is one that is adaptable to an organisation yet can be phased into logical, cohesive steps that will show tangible progress.

The willingness of the colleges to become digitally transformed entities is also clearly evident. There is, however, a clear lack of an implementation plan in place to guide the college management. The proposed development of the management and leadership will require the following outputs:

- **Digital Transformation Strategy Implementation Plan** : A clear and coherent **implementation plan** using a **Recognised Digital Transformation Framework** to guide the college management towards becoming a digitally transformed entity and thereby improve student and stakeholder experience/engagement, the identification and implementation of new policies, new subjects, and learning resources
- **Digital Literacy and Innovation:** Leadership's understanding of digital trends, educator development and coaching through new approaches to teaching, learning and assessment, and new learning environments, fostering an innovative and

collaborative culture. new ways of connecting students to each other and to the institution

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

Deliverables	Potential Interventions/Activities
Digital Transformation Strategy Implementation Plan	<ul style="list-style-type: none"> • Guide TVET college leadership team in developing a comprehensive Digital Transformation Strategy Implementation Plan which will enhance the relevance of the college to the digital economy. This intervention could be in the form of a workshop where the contractor guides the development process. • Selected DHET staff members should also be included where possible to ensure alignment between DHET and the colleges.
Digital Literacy and Innovation	<ul style="list-style-type: none"> • Guide TVET college Leadership Team, Senior Lecturers and selected DHET staff members to an improved understanding of digital transformation through the delivery of training. Examples of topics include (but not limited to): <ul style="list-style-type: none"> - Leadership - Change Management (traditional models to digitally enabled models) - Business Models (Traditional vs Digital – focused on education delivery) - Problem Solving - Project Management - Risk Management (Related to Digital Transformation) - Virtual Engagement / Virtual and Remote Work - Transformative Learning - Hybrid Learning - Digital Pedagogy - Tools for remote learning / LMS - Value of Data - Information Security - Productivity and Automation tools (Robotics and 4IR) - Cloud Computing and Support

The intervention will be implemented and targeted at a **minimum** of 15 public TVET colleges and include up to fifteen (15) members of the management team and senior lecturers at EACH college. The Head Office of the college will be required to identify the relevant audience from the various campuses and ensure participation in the interventions to be implemented. The service provider will then implement the identified interventions and ensure quality delivery.

DHET Staff must also be included in the target group of beneficiaries. A separate session for Senior staff from the TVET branch of the DHET will be required to ensure alignment of the over-arching implementation plan for DHET and those that will be developed with the colleges.

The above deliverables may be combined into one intervention of up to 10 days.

The service provider will submit monthly progress reports in line with GIZ reporting requirements and timelines. The reported data will be anonymised upon submission to GIZ and prioritise the colleges in terms of readiness for intervention. The service provider will also

manage data in accordance with the EU-General Data Protection Regulation (EU-GDPR) and the Protection of Personal Information Act (POPIA) of South Africa

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.

Milestone	Deadline
Approved Inception Report	09/2022
Service Provider Contract and Signed SLA	09/2022
Detailed Project Implementation Plan	09/2022
Interventions to start	10/2022
Monthly Progress Monitoring Reports	10/2022 – 06/2023
Draft Close Out Report	06/2023
Submission of Results	06/2023
Presentation and approval of close-out training report	07/2023
Publication of various results/best practices	08/2023

2.1 Eligibility Criteria for bidders

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

- Minimum number of employees in the previous financial year must be **five (5)**.
- Technical eligibility assessment will be assessed on the following:

At least five **(5) reference projects** in the field of **Digital Transformation** and at least two **(2) reference projects** implemented **Nationally in Southern Africa** in the last 3 years.

3. Concept

In the concept, the bidder is required to show how the work packages and their objectives defined in Chapter **Error! Reference source not found.** are to be achieved. In addition, the bidder must also describe the steering structure of the project, the gender strategy, personnel management plan and the processes to achieve the objectives of the assignment. 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).

In addition, the bidder must also describe:

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 **Error! Reference source not found.**) (max. 5 pages). The bidder is expected to provide an analytical approach and data collection methodology as part of their strategy. The bidder must also demonstrate an understanding of digital readiness and proficiency assessments and the skills eco-system in South Africa, particularly the TVET sector. Extensive Knowledge and capability to perform digital readiness and proficiency assessments in large or medium organisations with examples and references of similar work previously done.
- 3.1.2 **Cooperation and Steering:** The bidder is required to present and explain its approach to steering the measures with the service providers 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)
- 3.1.3 **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 **Error! Reference source not found.** 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 **Error! Reference source not found.** (max.2 pages)
- 3.1.4 **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 the data collection phase. The majority of target beneficiaries of DS4JI are females, as such sensitivity needs to be ensured when collecting and analysing data. (max.1 page)
- 3.1.5 **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. The bidder must also provide a similar assignment plan for data capturers. (max.1 page)

3.2 Personnel concept

3.2.1 Description of tasks of the Experts

The bidder is required to provide personnel who are suited to providing the services described, based on their CVs (see Chapter 7), the range of tasks involved and the required qualifications. The qualifications listed below correspond to the requirements for achieving the maximum number of points in the technical evaluation. Gender equality is one of the key values of GIZ and its work. It is a prerequisite for sustainable development at both national and international level. The tenderer's personnel concept should take this into account. Therefore, the personnel concept should be as balanced as possible between women and men.

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

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.
- 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.

Qualifications of the team leader

- Qualifications (2.1.1): Honour's Degree in Skills Development, Education Management, Development Studies, Economics, International Relations or Equivalent,
- Language (2.1.2): Good business language skills in English
- General professional experience (2.1.3):
 - 15 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 (2.1.4):
 - 10 years' experience in the higher education sector, in consulting programmes in the TVET/skills development sector in South Africa in a management position
 - 5 years' experience in developing and/or implementing Digital Transformation Strategies and Implementation Plans OR 5 reference projects in the field of Digital Readiness and Proficiency Assessment and 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).

Experts (x2)

Tasks of experts

- Assist team lead with work packages
- Analyse and develop systematic models/ instrument
- Develop guideline for cooperative system, internship for students and teachers

- Design and elaboration of new curricula for integration in the lecturer education and teacher training as well as college curricula
- Contribute relevant technical advice (e.g. with respect to technical feasibility, relevance of content etc.)
- Facilitating training sessions as per requirements
- 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): Degree in Skills Development, Education Management, Development Studies, Economics, International Relations or Equivalent
- Language (2.2.2): Excellent communication skills both verbal and written in English and possibly a national language
- General professional experience (2.2.3): 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):
 - 5 years' experience in the higher education sector and in consulting programmes in the TVET/skills development sector in South Africa in a management position
 - 5 years' experience in performing Digital transformation training OR 5 reference projects in the field of Digital Transformation Training and at least two (2) reference projects implemented Nationally in Southern Africa in the last 3 years.
- Leadership/management experience (2.2.5): 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): 3-5 years' experience in the South African skills ecosystem

Soft skills of team members

In addition to their specialist expertise and knowledge, the following competencies 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

4. Costing requirements

Fixed Lump Sum Price

Costs for provision of services for all work packages need to be calculated into a fixed lump sum price that covers the cost of the **Digital Transformation Implementation Plan for TVET College's** programme per TVET college. The consultant will liaise with the Head Office of the selected colleges and the interventions will include the individuals identified from each subsidiary campus.

The consultant should note that a round of negotiations may be implemented before final award of the contract to ensure optimal impact.

5. Inputs of GIZ or other actors

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

- DHET will introduce the exercise to the TVET colleges and encourage participation and compliance.
- Information about the project and existing monitoring concepts and practices
- Meeting logistics Regular consultations and clarification of questions as needed

6. 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 to be drawn up in English.

The technical-methodological concept 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 **Error! Reference source not found.** Chapter 3 of the ToRs must be submitted and 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 must 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 on the aforementioned costing requirements.

7. 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.

5. Other Requirements

- Please submit your proposal (technical and price proposal) in separate files/folder to ZA_Quotation@giz.de no later than **22nd August 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.

- 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.**