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

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Agriculture Natural Resource Management Training Learning Module Development and Coaching	**Project number/ cost centre:** **19.2311.9-001.00**

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0. List of abbreviations

AVB	General Terms and Conditions of Contract (AVB) for supplying services and work 2022
B.A.	Bachelor of Arts
CV	Curriculum Vitae
CLM	Program for Climate Sensitive Innovations for Land Management
DA	Development Agent
GIZ	Deutsche Gesellschaft fuer International Zusammenarbeit
MoA	Ministry of Agriculture
NRM	Natural Resource Management
ToRs	Terms of reference
SLM	Sustainable Land Management
CBLM	Community Based Land Management

1. Context

The Ethiopian Ministry of Agriculture (MoA) oversees one of the largest agricultural extension services worldwide. Through its Development Agents (DAs), farmers all over the country receive regular extension and advisory service on agricultural development. In order to ensure the quality of the extension and advisory service, it is essential that the DAs receive continuous trainings. So far, these trainings were delivered in an analog format, which is resource intensive, slow and the quality of the trainings often decreases over time. To counteract these disadvantages and to improve the quality of the extension and advisory trainings for the DAs the focus is on the realization and implementation of a digital learning concept (by providing digital learning modules and solutions). In order to be able to implement this, there is a lack of resources / companies on the Ethiopian market. Within this agreement, young professionals will be trained in digital learning solutions ("training-on-the-job"), develop learning modules according to certain principles and topics (SLM / NRM) and make them available to the ministry and the DAs to create the basis for successful digitalization. To be able to sustainably secure the newly gained work capacity after the project for the ministry and also for the private sector, a start-up with corresponding structures should be established within this project, in which the young professionals can be successfully transferred, so that they continue the business on digital learning module development and working with different companies.

2. Tasks to be performed by the contractor

The contractor will be responsible for the Natural Resource Management (NRM) course development and collaborating with various to transform the courses into digital learning modules together with developers. Furthermore, the contractor shall also provide guidance and coaching to (young professional) individual developers and teams which are involved in the development of digital learning solutions.

The contractor will be responsible to ensure a smooth onboarding of other companies and partners involving in the process of digital content creation/ learning module development and to make it understandable. The contractor should familiarise with authoring tools (e.g., H5P, ADAPT, etc.) for digital learning module development, as it will assist the consultant in providing effective guidance and support.

→ The contractor will be expected to support the app testing and providing feedback together with the involved GIZ CLM staffs and partners.

→ Main role of creating blended exercises and generating real case scenarios to be incorporated into the learning modules. These exercises and scenarios should adhere to the experiential didactical approach/concept, enabling learners to engage actively and apply their knowledge effectively.

General Objective: The general objective is to ensure the successful development of the Natural Resource Management (NRM) course, facilitate collaboration with external firms for the conversion of courses into digital format, provide guidance and coaching to (young professional) individual developers and teams involved in digital learning material creation, and ensure a comprehensive understanding and integration of other companies and partners in

the process of digital content creation. The consultant should also possess familiarity with authoring tools for digital content development to effectively support and guide the creation of high-quality digital learning materials while ensuring the understanding of NRM content among the young professionals.

Work package 1: Quality assurance

The contractor should make sure the digital trainings developed by different partners (stakeholders) should meet the objective of the course. Furthermore, it is feedbacks and comments are expected after reviewing the materials to make sure the partners understood the concept.

Workshop 2: Module development and restructure

The contract will developing blended exercises and generating real case scenarios to be integrated into the learning modules. These exercises and scenarios should align with the experiential didactical approach/concept, allowing learners to actively participate and apply their knowledge. The below list of modules will be reshaped and developed part B of the as the above mentioned:

- Biological Soil and Water Conservation
- Gully Rehabilitation
- Physical Soil and Water Conservation

Additionally, development of new content for the Communication Styles and Skills for DAs. The contractor expected to incorporate the feedback and get approval on different phase of the development of the content from the GIZ CLM team.

The contractor will involve and support on the development of the Community Based Land Management (CBLM) course.

Workshop 3: Technical mentorship

Support the partners / developers (stakeholders) to understand the content well as well as to understand the Ethiopian agriculture system and culture in the rural areas though providing guidance.

Workshop 4: Product Progress Tracking & Reporting

The contractor should develop a detailed plan to ensure the efficient handover of the development (customized) training modules to the digital version developers. Following reports will be submitted by the consultant:

- **Mid-term Report:** This report shall be handed up on request by the GIZ CLM team. The short should also clearly indicate the intervention logic and propose and relevant modifications going forward.
- **Final Reports:** This report will elaborate all activities undertaken during the assignment execution. These reports shall: cover the entire process, provide a full account of all

aspects of the services' implementation for the period covered, include the results achieved, and include any relevant reports, publications and updates related to the services offered.

Main deliverables of the assignment:

1. Adjusted and transformed module contents for the following three main courses and develop part B (exercises, scenarios, cases, and ideas, which should support the experiential learning approach) of the modules for the three courses
   - Biological Soil and Water Conservation
   - Gully Rehabilitation
   - Physical Soil and Water Conservation
2. Support and develop the CBLM course
3. Support, onboard, and exchange with young professionals, developers, companies, and partners for better development of digital materials/exercises and real case scenarios. A documentation of the exchange rounds is required.
4. Analysis and evaluation of materials on the topic of "Communication Styles and skills for Development Agents". Provide a report about the results and develop an extension and communication course
5. Ensuring the flow of information between GIZ and the involved partners
6. Ensuring compliance with reporting requirements

The deliverables include the adjustment, transformation, and development of module contents for the specified courses listed on the point above, as well as the support and collaboration with young professionals, companies, and partners for the remaining courses.

Certain milestones, as laid out in the table below, are to be achieved by certain dates during the contract term, and at locations:

Milestone	**Deadline/place/person responsible**	**Days per expert**
Preparation (general)**:** Initial Assessment of the assignment and implementation strategy in form of an inception plan.	1 day after commencement of services	1 day
Implementation (Learning Modules): Providing and customization of the 3 training courses with high-quality to fit the learning modules into the digital platform (review and reshape the	T0 + 4 weeks after commencement of service, through the expert pool	30 days

learning modules and develop experiential exercises)		
Testing (Learning Modules)**:** Ensure the successful implementation of the learning modules through constant advisory and coaching	T0 + 5 to 7 weeks after commencement of service	20 days
Closing (Learning Modules)**:** Submit Final report detailing achieved milestones, challenges	T0 + 8 to 9 weeks after commencement of service	5 days

The selected consultant will carry out this assignment in a period starting from contract signing to end. However, the contractor will work with each partner engaged to the assignment.

Period of assignment: From contract signing (projected August 07, 2023) until 31.12.2023 (56 expert days per expert)

3. Concept (1)

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.

For a complete bidding dossier, the following documents have to be submitted by the bidder:

Technical-methodological concept (1)

Strategy (1.1): The contractor is required to consider the tasks to be performed with reference to the objectives of the services put out to tender. Following this, the contractor presents and justifies the explicit strategy with which it intends to provide the services for which it is responsible.

The contractor is required to present the actors relevant for the services for which it is responsible and describe the **cooperation** with them.

The contractor is required to present and explain its approach to **steering** the measures with the project partners and its contribution to the results-based monitoring system.

The contractor 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 (Tasks to be performed by the contractor) are to be provided. In particular, the contractor is required to describe the necessary work steps and, if applicable, take account of the milestones and contributions of other actors (partner contributions) in accordance with Chapter 2 (Tasks to be performed).

The contractor is required to describe its contribution to knowledge management for the partner and GIZ and to promote scaling-up effects under **learning and innovation**.

Details about backstopping (1.6.3)

The contractor is required to describe its backstopping concept. The following services are part of the standard backstopping package, which (like ancillary personnel costs) must be factored into the fee schedules of the staff listed in the tender in accordance with Section 3.3.1 of the GIZ AVB:

- Service-delivery control
- Managing adaptations to changing conditions
- Ensuring the flow of information between the contractor and GIZ
- Assuming personnel responsibility for the contractor's experts
- Process-oriented steering for implementation of the commission
- Securing the administrative conclusion of the project

Further requirements (1.7)

The development of the digital learning modules follows several principles, methods and approaches like Experiential Learning, Adult Learning, Human Cantered Design, Gamification, Storytelling, etc. Accordingly, these principles should find mentioning in the submitted strategy as well as during delivery of the advisory services.

⇨ ***Number of pages for the technical proposal: 3 max. (DIN A4).***

The below specified qualifications represent the requirements to reach the maximum number of points in the technical assessment.

4. Qualifications

Experts in several fields (Section 2.7 of the assessment grid). The firm should provide 3 highly qualified experts who can perform and meet the below requirements.

<u>Tasks of experts</u>

- highly performance of advisory services on the natural resource management topic and overall, on the agriculture sector
- Customization and development of the 3 listed courses on section 2 under delivery list
- Provide technical expertise, input and guidance in the field and sector of NRM and SLM
- Mentorship, coaching and onboarding partners and others involved in the project
- Coordinating and ensuring communication with GIZ, partners and others involved in the project
- Regular reporting in accordance with deadlines.

Below is a recommendation of listed experts and their tasks, qualifications, that might be relevant for the implementation of the project. The proposal should highlight whether these experts are needed and if so, why and with how many experts.

A statement on the availability and CVs of this expert pool is attached as annex.

Expert 1

Qualifications of experts

- **Education/training** (2.2.1): Postgraduate university degree in agriculture / natural resource management / land management
- **Language** (2.2.2): C1 proficiency level English, Amharic, Afaan Oromo, Sidama and/or Tigraga[1]
- **General professional experience** (2.2.3): 10 years of professional experience in land management, general agriculture sector, rural development, watershed management
- **Specific professional experience** (2.2.4): Proven track record of NRM-related training material development; certified experience in adult learning methodologies and their application; proven practical experience in blended learning approaches). Good understanding of digital learning development, gamification, and experience design. Coaching and Leadership Development (2 verifiable examples
- **Regional experience** (2.2.6): proven track record of field missions in different regions of Ethiopia on the topic
- **Development Cooperation (DC) experience** (2.2.7): 7 years of experience in development projects
- **Other** (2.2.8): Basics in IT and Knowledge Management experience as well as Open-Source Technologies and knowing authoring tools and their functionality, knowing experiential learning approach

Expert 2

Qualifications of experts

- **Education/training** (2.3.1): Postgraduate university degree in agriculture / natural resource management / land management
- **Language** (2.3.2): C1 proficiency level English, Amharic, Afaan Oromo, Sidama and/or Tigraga[2]
- **General professional experience** (2.3.3): 10 years of professional experience in land management, general agriculture sector, rural development, watershed management
- **Specific professional experience** (2.3.4): Proven track record of NRM-related training material development; certified experience in adult learning methodologies and their application; proven practical experience in blended learning approaches). Good understanding of digital learning development,

[1] See proficiency level descriptions according to the Common European Framework of Reference for Languages (CEFR) in Annex (F) or the following link: https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale

[2] See proficiency level descriptions according to the Common European Framework of Reference for Languages (CEFR) in Annex (F) or the following link: https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale

gamification, and experience design. Coaching and Leadership Development (2 verifiable examples
- **Regional experience** (2.3.6): proven track record of field missions in different regions of Ethiopia on the topic
- **Development Cooperation (DC) experience** (2.3.7): 7 years of experience in development projects
- **Other** (2.3.8): Basics in IT and Knowledge Management experience as well as Open-Source Technologies and knowing authoring tools and their functionality, knowing experiential learning approach

Expert 3

Qualifications of experts

- **Education/training** (2.4.1): Postgraduate university degree in agriculture / land management / rural development / irrigation management
- **Language** (2.4.2): C1 proficiency level English, Amharic, Afaan Oromo, Sidama and/or Tigraga[3]
- **General professional experience** (2.4.3): 10 years of professional experience in general agriculture sector, rural development, watershed management, participatory land use planning
- **Specific professional experience** (2.4.4): Proven track record of NRM-related training material development; certified experience in adult learning methodologies and their application; proven practical experience in blended learning approaches). Good understanding of digital learning development, gamification, and experience design. Coaching and Leadership Development (2 verifiable examples
- **Regional experience** (2.4.6): proven track record of field missions in different regions of Ethiopia on the topic
- **Development Cooperation (DC) experience** (2.4.7): 7 years of experience in development projects
- **Other** (2.4.8): Basics in IT and Knowledge Management experience as well as Open-Source Technologies and knowing authoring tools and their functionality, knowing experiential learning approach

5. Costing requirements

Assignment of personnel

The expert days are to be calculated and stated per expert by the tenderer.

[3] See proficiency level descriptions according to the Common European Framework of Reference for Languages (CEFR) in Annex (F) or the following link: https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale

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 the above chapters 2 and list the expenses separately by daily allowance, accommodation expenses, and other travel expenses.

It should be taken into account that field visits to several regions of Ethiopia should be foreseen for the learning module development in order to guide and advise the partners engaged. GIZ CLM programme will provide vehicle during a field work.

Travel to region of Ethiopia will be expected to occur within the context of the assignment. The experts expected 10 days of field work for each expert (total 30 days) to conduct interview and for testing purposes.

6. Inputs of GIZ or other actors

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

- Linking and supporting the organization of field visits
- Providing working space for advisory services and meetings at the Rahem Building

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 CVs of the personnel proposed in accordance with Chapter **Error! Reference source not found.** 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.

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. Annexes

(A) Common European Framework of Reference for Languages (CEFR)

Proficient User
C2: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1: Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Independent User
B2: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Basic User
A2: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

(B) Common European Framework of Reference for Languages (CEFR)

GIZ General Terms and Conditions