

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

Consultancy Services Facilitation & Support of Communities of Practice (COPs) and Toolkit Development in TVET in Africa	Project number/ cost centre: 22.2060.6-001.00
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0. List of abbreviations

AU African Union

AUC African Union Commission

AUDA-NEPAD African Union Development Agency

AVB General Terms and Conditions of Contract for supplying services and work.

CoP Community of Practice

SIFA Skills Initiative for Africa

FC Financial Cooperation

TC Technical Component

ToRs Terms of reference

1. Context

1.1. Continental sector background

With 1.4 billion people, 65% of whom are under 35 years of age, Africa is the only continent whose working-age population will grow rapidly beyond 2035. Africa's young population (15-35 years) is estimated to reach 664 million people by 2030, of whom approximately 50% are female. As a result, 334 million young women will seek employment. However, due to a lack of labour market orientation or lack of vocational qualifications, many people, especially girls and women, lack the prerequisites for decent employment. Income potential cannot be exploited, and overall economic growth remains limited.

In many African countries, the TVET landscape is highly fragmented and poorly coordinated. It consists of public and private vocational training institutions of the formal education systems as well as traditional apprenticeship training in informal economic structures and other non-formal qualification offers. The private sector is not sufficiently involved in the design and implementation of formal vocational education and training measures, which leads to a low relevance of the training measures. Inadequately trained teachers, theory-heavy and outdated curricula, and the lack of availability of teaching and learning materials are the main factors for the low quality of vocational education and training. Disadvantaged population groups (e.g., women, people with disabilities, refugees, people affected by poverty) often have no access to vocational qualifications. They are restricted in their human right to education and are affected by inequality. Traditional apprenticeships and other forms of non-formal training, which account for most of the vocational training in many African countries, tend not to meet the requirements of new digital and technological developments. Environmental standards are also often not considered. The lack of reliable training standards means that comparability and quality assurance by means of degree certificates are often not possible. This, in turn, damages the reputation of vocational education and training. It is seen as secondary to academic education. In addition, in some Member States, the effective implementation of inclusive vocational education and training is hampered by corruption and state inefficiency. As a result, there is a shortage of adequately trained specialists. While these challenges need to be addressed mainly at national level, a reform agenda of the national training system can also be initiated, or at least promoted, through continental interventions.

The African Union (AU) has strategies and programmes in place to address these challenges. At the continental level, responsibility for strategic orientation on vocational education and training lies with the African Union Commission (AUC). The vocational education and training strategy for youth employment was adopted by AUC in 2007 and endorsed by the heads of state and government of the AU member states in 2014. The Action Plan for the African Decade of Technical, Vocational and Entrepreneurial Education and Youth Employment (2019-2028) detail the strategy for the development of vocational education and training in Africa. The African Union Agency for Development (AUDA-NEPAD) has the mandate to steer and coordinate the implementation of continental strategies and related priority initiatives. Contrary to these extensive strategies and plans, continental action and national implementation remain inadequate overall. detail the strategy for the development of vocational education and training in Africa. The African Union Agency for Development (AUDA-

NEPAD) has the mandate to steer and coordinate the implementation of continental strategies and related priority initiatives. Contrary to these extensive strategies and plans, continental action and national implementation remain inadequate overall.

Currently, AUC and AUDA-NEPAD have insufficient capacity to coordinate the further design and implementation of continental vocational education and training solutions, toolkits and models which will assist them in fully exercising their mandates in the field of vocational education and training. Continental technical solutions, services and advice for Member States needs to be strengthened. There is also a need for a review of practical, national examples of vocational education and training and regional exchange formats for mutual learning, on inclusive, gender-sensitive vocational education and training offers for girls and women.

1.2 Skills Initiative for Africa

To address the above needs, the German Ministry of Economic Cooperation and Development has been supporting the AUC and AUDA-NEPAD in the field of TVET through the Skills Initiative for Africa (SIFA) Programme since 2018. SIFA contributes to improving the services and technical solutions provided by the AU for the implementation of demand driven and inclusive TVET in the AU Member States. The initiative is supported by the German Government through GIZ and KfW.

The SIFA programme comprises a Financial Cooperation (FC) component (KfW-FC; <https://skillsafrica.org/>) supporting eight selected AU Member States with pilot project financing and a Technical Cooperation (GIZ-TC) component in support of AUC/AUDA-NEPAD continental-level assistance to all AU Member States.

The FC supports AUDA-NEPAD in managing the financing facility through which funds are provided for piloting the implementation of demand-driven TVET in 8 AU member states. The eight member states who are recipient grantees of FC funding are: Cameroon, Ethiopia, Ghana, Kenya, Nigeria, South Africa, Togo, and Tunisia. The FC funding is disseminated through three funding windows all of which are initiated through an open tender process.

The current, second phase of the TC component (SIFA II), is directly based on the experience of the Skills Initiative for Africa phase 1 (SIFA I) and its contribution to promoting the implementation of demand-oriented vocational education and training in the AU Member States. The SIFA II TC project's objective is: The services and technical solutions provided by the AU for the implementation of demand-driven, inclusive vocational education and training in the AU Member States have improved. SIFA II TC pursues the strategy of promoting AUC in the development of a continental demand-oriented and inclusive vocational education and training strategy and thus the supranational harmonisation of vocational education and training systems on the African continent. At the same time, the strategy focuses on strengthening the AUDA-NEPAD development agency's service mandate and related service offer, to promote the implementation of the continental strategy at regional and, above all, national level. In turn, demand-oriented vocational education and training systems in the AU Member States increase the relevance and quality of vocational education and training. The strategic focus on inclusive vocational education and training also aims to improve access to vocational training for disadvantaged groups, especially girls and young women, refugees, and people with disabilities.

1.3. Objective of Consultancy

Under the auspices of the AUDA-NEPAD, GIZ and KfW, the SIFA FC and TC components have a unique opportunity to support the successful implementation of the FC grant funded projects, while implementing a robust knowledge management process to generate lighthouse models and approaches that can be replicated and even scaled both within and across AU Member States. The models, approaches and tools developed through this consultancy will be informed by rich, “real” and contextual experiences of the grantees. It is important to note that the SIFA FC grantees can be considered a microcosm reflecting the opportunities and challenges of similar stakeholders across the skills and employment landscape on the continent.

This consultancy seeks to address two main aspects that have been combined into one assignment because these are interconnected and influence each other. Therefore, the two aspects should be managed in an integrated way. They are the support and facilitation of Communities of Practice (CoPs) and the design and development of Toolkits.

The SIFA FC grantees have encountered implementation challenges in their projects. Based on initial internal assessments and discussions, three areas were identified as common across several grantees and as being significant areas where support for improved project implementation is required. These areas are:

- Curriculum Development area of demand led short course development,
- Private Sector Engagement including demand led curriculum development and workplace-based learning opportunities.
- Governance area on multi stakeholder engagement and management structures and the monitoring and evaluation of project outcomes.

In the context of this consultancy a CoP refers to a group of people drawn from SIFA grantee organisations who share a common interest or have implementation challenges related to the focus area. The CoP will serve to bring members together to learn from each other, share knowledge, to benefit from external subject-matter expert input and collaborate on solving problems. This will be discussed in more detail in A below.

Furthermore, the CoP’s will serve as a “learning laboratory” for the development, testing and refinement of the three Toolkits. The CoP platform is therefore instrumental to inform the design, development, and piloting of the toolkits. This will be discussed in more detail in B below.

Personnel requirements

To achieve the objectives of this assignment the consultancy will be required to have CoP facilitators, Subject-matter Experts and Knowledge Development Specialists to draft the Toolkits. These three expert sets will need to collaborate and work as an integrated team as the work packages are connected and have co-dependencies to achieve the objectives of this assignment. These will be described in detail in (4) Personnel Concept below.

A. Facilitate three Communities of Practice

The SIFA Team will support the establishment of three CoPs each focused on one the three areas referenced above. The purpose of this consultancy is to support the ongoing development of the three CoPs to both support grantee capacity strengthening to address implementation challenges and the development of the toolkits.

The summary below reflects the purpose and value the CoPs should provide in the context of this assignment and can serve as a measure of the success of this approach.

- Knowledge sharing and learning: CoPs will provide a platform for grantees with similar implementation challenges to exchange ideas, experiences, and good practices. Members can learn from each other's successes and failures, gain new insights, and acquire practical knowledge that may not be readily available elsewhere.
- Collaboration and problem-solving: CoPs will foster collaboration among members, enabling them to work together on shared challenges. By leveraging the collective expertise of the community, individuals can find innovative solutions, address common issues, and overcome implementation obstacles more effectively. Grantees need a “safe” space to honestly reflect on their challenges and use the CoP space to support their critical reflection to better understand the challenges and find practical and implementable solutions.
- Networking and relationship-building: By interacting with peers and experts, grantees can establish valuable connections, build relationships, and expand their network.
- Organisational learning and improvement: An important challenge for the CoP facilitation is the encouragement and support to facilitate the transfer of knowledge, ideas and tools gained from the CoP into the institutional structures and processes of the different grantee organisations.
- Knowledge building and generation: An important output of the three CoPs is three content-focussed Toolkits that can be applied not only by the grantees but can be shared across the continent for consumption and application by other stakeholders in the ecosystem. The subject-matter experts in the three content areas will therefore be part of the CoPs learning journey, they will listen to experiences and challenges of the grantees, share possible tools and solutions, make inputs and presentations, and refine the toolkits based on the testing and feedback provided by the grantees.

B. Design and development of three Toolkits

The short- and medium-term approach applied in this assignment seeks to ensure that the current grantees can be supported whilst at the same time producing technical solutions that can be used by TVET stakeholders over the long-term to strengthen effective implementation. Since the technical solutions will be developed in collaboration with the grantees it is assumed

that this will increase the quality, relevance and acceptance of the offerings provided by the AU and will increase the use of these.

In the context of this assignment the toolkits are a collection of resources, materials, or tools that are gathered and developed to assist individuals or organisations in accomplishing a specific task or achieve a particular goal. Toolkits are designed to provide guidance, support, and practical information to users, offering a comprehensive set of resources in a convenient and organised format.

In this instance the toolkits are developed around three content areas and are aimed at supporting TVET and skills development practitioners, managers, and other stakeholders to apply innovative good practice solutions.

In the context of this assignment the toolkits should offer the following aspects:

- **Guidance and Instructions:** step-by-step instructions, guidelines, or frameworks to help users understand and implement specific processes or actions. There should be clear and practical advice on how to approach a task or solve a problem.
- **Templates and Forms:** templates, forms, or sample documents that users can customise and adapt to their specific needs, this is particularly important because the toolkits should, in the long-term, be available to users from across the continent and for different contexts.
- **Checklists and Worksheets:** checklists or worksheets that help users organise their activities, or track progress.
- **Examples and Case Studies:** can include examples and case studies from other grantees or other stakeholders across the continent that illustrate successful implementation or showcase good practice. These examples provide practical insights and inspire users to adapt and apply similar approaches in their own context.
- **Reference Materials:** can include reference materials, such as research papers, articles, or recommended readings, to provide users with additional background information or in-depth knowledge on a particular subject.
- **Resources and External Links:** should provide links to external resources, websites, or online tools that complement the content and provide further information or support. These resources extend the toolkit's value and offer users access to additional relevant materials.
- **Visuals and Infographics:** Toolkits may include visual aids, diagrams, or infographics to enhance understanding and make complex concepts more accessible. These visuals can simplify information and facilitate comprehension.

This consultancy assignment seeks to address the need to focus on a content-related approach by identifying curriculum development, private sector engagement and governance technical areas/topics that grantees are struggling with, identifying short term interventions to upskill TVET actors to increase their capabilities and capacities to address these and develop

a toolkit/technical solution for future TVET projects in these thematic areas. **In addition to focusing on the specific topics identified gender, inclusion and digitilisation, as cross cutting themes, must be embedded in all solutions developed.**

2. Tasks to be performed by the contractor

The contractor is responsible for providing the following services:

Toolkits research, development, and piloting (3 in total):

- Undertake selected interviews with SIFA FC and TC team members, grantees, and Country Coordinators to identify the challenges that they are facing in the content areas. Then finalise scope, focus areas and objectives for each content area.
- Undertake initial desktop research into the technical solutions, including guidelines and tools, that are currently available for TVETs within the agreed scope with a particular focus on an African context.
- Assess existing technical solutions against agreed scope and grantee needs; and advise on validity and usability of these. Identify gaps and supplement or design technical solutions with additional content and packaging including instructions on how to apply them.
- Prepare first draft toolkits, for each of the 3 content areas based on the research findings, the needs of the grantees and other potential users across the continent.
- Present toolkits as required in the CoP meetings. Grantees will pilot the tools and provide feedback for further refinement.
- Finalise the content of the toolkits/technical solutions for application in different contexts and for use by TVET Stakeholders across all Member States. The final translation (into French) design, layout and packaging of the toolkits will be done through a separate consultancy and does not form part of this consultancy. However, the Subject-matter Experts need to provide input and guidance to the designers during the development process.
- Make recommendations about how the toolkits/technical solutions can be embedded or aligned to national systems and processes as well as their use in support of policy dialogue.
- Present final toolkits during key TVET Stakeholder engagement sessions.

Community of Practice (CoP) management and facilitation

- Planning and organising CoP events, such as meetings, webinars, and workshops.
- Setting clear objectives and goals for the community and aligning activities with these objectives.
 - Facilitate the subject matter experts input and presentations.
 - Identify specific activities or initiatives that the CoPs will undertake to achieve their objectives.
- Establish guidelines for organising CoP meetings, including:
 - Frequency and duration of meetings.
 - Agenda-setting processes and facilitation techniques.
 - Documentation and dissemination of meeting outcomes.
- Moderating online discussions and fostering a positive and inclusive community culture.
- Monitoring and evaluating community engagement, identifying areas for improvement, and implementing adjustments to enhance the community's effectiveness.

- Define indicators and metrics to assess the progress and effectiveness of the CoPs.
- Identify mechanisms for regular monitoring and evaluation, including feedback loops (to SIFA TC and SIFA FC) and continuous improvement processes.
- Providing support and guidance to community members, answering questions, and connecting individuals with relevant resources or expertise.
- Please note: Overall, the contractor acts as a catalyst, enabling community members to connect, collaborate, and learn from each other, ultimately fostering a vibrant and thriving community.

Community of Practices (CoPs)-Expert input and toolkit development

- Participating in at least 18-24 (6-8 per content focus area) online CoP meetings that will be arranged and facilitated by SIFA.
- Provide technical inputs and tools available during the CoPs sessions.
- Guide CoP participants on how to use and apply the tools and upskill them on their use. The number of participants per CoP is estimated at 10-15.
- Listen to and engage grantees on the applicability, effectiveness, value, and usability of the tools proposed. The purpose of the CoPs' is to pilot the tools and, through an iterative process based on the feedback from the grantees, review the tools, refine the products, and develop final toolkits.
- Participate in and share the toolkits with the broader TVET stakeholder community during CoPs and other events arranged by SIFA and or AUC/AUDA-NEPAD.

Project Monitoring, Learning & Evaluation

- Quarterly reports will be required on the implementation status of the project (5 to 7 pages). The reports must include progress to date, documented findings and lessons learnt from the CoPs, progress on the development of the toolkits as well as costing utilisation.
- Attend briefing and debriefing sessions, to be arranged by SIFA, before and after each CoP to identify the crucial issues, tools and topics that will be covered and to assimilate updates needed from the session.
- Regular general briefings (at least quarterly) with SIFA.

Certain initial milestones, as laid out in the table below, are to be achieved during the contract term. The final milestones, as agreed, are to be included in the Inception Report:

Milestones/process steps/partial services	Deadline/place/person responsible
Inception Meeting/Kick-Off	Within 1 week of signature of contract; Online; Team leader, Expert Team
Inception Report: Development of conceptual framework and final milestones (outline to be presented and shared)	Within 15 days of signature of contract; Team leader and Expert Team
Initial interviews, desk-top research, and draft toolkit development	Within 3 months of signature of contract; Subject-matter Experts and Knowledge design Expert
Participation in CoPs to provide inputs and receive feedback from grantees on piloting of tools	Commencing February 2024 and though out the assignment as arranged by SIFA. Subject-matter Experts

CoP meeting schedule, planning and facilitation	Commencing December 2023 and though out the assignment as arranged by SIFA. CoP Facilitators.
Reporting	Quarterly commencing with first report due on 1 December 2023; Team leader
Final toolkits	1 August 2025; Subject-matter Expert and Knowledge design Expert

Period of assignment: from 15 November 2023 until 30 September 2025.

3. Eligibility Criteria

The bidder should fulfil following minimum eligibility criteria:

3.1 Commercial register entry

3.2 Average annual turnover for the last three financial years of at least R700,000

3.3 Average number of employees and managers for the past three calendar years: At least 3-5 part or full-time employee; or if working in a consortium declaration from consortium members on their availability is required and the consortium can total 3-5 people.

3.4 The bidder must also provide at least one example of a project (to develop toolkits or other resources to guide or support a particular stakeholder group or to have facilitated a regular Community of Practice (CoP) made-up of diverse stakeholder groups with a minimum commission value of R 100,000 in the past 3 years through a brief description of the project, the dates and who the services were provided for.

4. Concept

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

Note: The numbers in parentheses correspond to the lines of the technical assessment grid.

Technical-methodological concept

4.1. Strategy (section 1.1 of the assessment grid)

The strategy is the core element of the technical-methodological concept.

The tenderer is required to interpret the targets that it is responsible for and provide a critical appraisal of the task (section 1.1.1 of the assessment grid). Subsequently, the tenderer must describe and justify the strategy it intends to use to achieve the milestones, targets, and results

that it is responsible for (see section 2) by means of the work packages described in section 2 (section 1.1.2 of the assessment grid). The tenderer should avoid repeating information from the description of the implementation approach (see section 3.6).

4.2. Cooperation (section 1.2 of the assessment grid)

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.

4.3. Steering structure (section 1.3 of the assessment grid)

The tenderer is required to describe and explain its approach and its method for steering the measures with the partners involved in delivering the services set out in the tender (section 1.3.1 of the assessment grid).

4.4. Processes (section 1.4 of the assessment grid)

The tenderer is required to present the processes in the sector that are relevant to the services in the tender, if necessary, based on existing documents (see annexes) (section 1.4.1 of the assessment grid). Here, the tenderer must include a critical appraisal of the contribution made by the services in the tender to the processes in the sector and identify particularly promising starting points for generating possible leverage (section 1.4.2. of the assessment grid).

4.5. Learning and innovation (section 1.5 of the assessment grid)

Not applicable.

4.6. The contractor's project management activities (section 1.6 of the assessment grid)

In its tender, the tenderer is required to describe its approach and procedure for coordination with and within the project (section 1.6.1 of the assessment grid).

The tenderer is required to draw up and explain an operational plan, which also includes a plan for the assignment of all the experts included in its tender, for implementing the strategy described in section 3.1. The operational plan must include the assignment times (periods and expert days) and assignment locations of the individual experts and describe the necessary work stages. It must also take into consideration and, if necessary, add to the milestones (deliverables) in section 2 (section 1.6.2 of the assessment grid).

The tenderer is required to describe its backstopping concept. A brief CV with relevant details must be provided for the position of backstopper. (Section 1.6.3 of the assessment grid).

The following services are part of the standard backstopping package and must be factored into the fees for the staff listed in the tender as ancillary staff costs in accordance with GIZ's General Terms and Conditions:

- Service-delivery control
- Managing adaptations to changing conditions

- Ensuring the flow of information between the tenderer and GIZ
- Assuming personnel responsibility for the contractor's experts
- Process-oriented steering for implementation of the commission
- Monitoring performance, in accordance with the model for performance proposed in the submission
- Ensuring the provision of project administration services and securing the administrative conclusion of the project
- Ensuring compliance with reporting requirements
- Sharing the lessons learned by the contractor and leveraging the value of lessons learned on site.

5. Personnel concept

The tenderer is required to provide personnel who are suited to filling the positions described, on the basis of their CVs (see Chapter 8), 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 assessment.

Team leader

Tasks of the team leader

- Overall responsibility for the advisory packages of the contractor (quality and deadlines)
- Coordinating and ensuring communication with SIFA FC and TC, partners and others involved in the project-this will include feedback pertaining to the assignment such as - on challenges, on overall progress, opportunities to improve methodology and implementation.
- Regular reporting in accordance with deadlines and project plan.
- Manage relationships within the consulting team.
- Ensure collaboration between the CoP Facilitators, between CoP Facilitators and Subject-matter Experts, between Subject-matter Experts and Knowledge Management Design Expert.
- Ensure that consulting team roles and responsibilities are clear and make necessary adjustments to these to achieve the consultancy objectives.
- Ensure consistency of approaches, methodology, where appropriate.
- Please note: It is possible for the Team Leader to also fulfil one of the Technical Expert Roles- Subject-Matter Expert, Community of Practice Facilitator, or Knowledge Design Expert.

Qualifications of the team leader

- Education/training (2.1.1): University degree in Education and/or training, Social, Political Sciences, or related fields; and a post-graduate qualification in management or project management.
- Language (2.1.2): Good business language skills in English (CEFR Level C2) and French (CEFR Level C1) is an added advantage.
- General professional experience (2.1.3): 10 years of professional experience in the field of TVET/skills development and work-based learning

- Specific professional experience (2.1.4): 5 years in the field of educational research; in-depth knowledge of vocational education approaches, concepts, and trends in Africa
- Leadership/management experience (2.1.5): 5 years of management/leadership experience as project team leader with disciplinary responsibility on similar assignments.
- Regional experience (2.1.6): 5 years of experience in projects in Africa at a national, regional, or continental level working with institutional development in the TVET sector.
- Development Cooperation (2.1.7) experience: 5 years of experience in Development Cooperation

Key expert 1- Knowledge Management Design Expert

Tasks of key expert

- Design and draft the language, structure, and formats of the toolkits.
- Work with the Subject-matter Experts to take the research, and technical information and convert to user-friendly and value-adding toolkits. Please note quality requirements in Section 1.3.
- Draft documents such as case-studies, tools, resources that form part of the toolkit package.
- Deliver documents of consistency high quality, using user-friendly and accessible language and conceptualisation.
- Provide technical input (on design, usability of tools and resources and clarity of instructions) as required to improve the quality deliverables.
- Participate in the knowledge sharing and similar events as required.

Qualifications of key expert 1

- Education/training (2.2.1): University degree in Education and/or training, Social, Political Sciences, Development studies, or related fields
- Language (2.2.2): Excellent verbal and written language skills in English (CEFR Level C2) and French (CEFR Level C1) is an added advantage.
- General professional experience (2.2.3): 10 years of professional experience in the field of Communication and the design and development of knowledge products-such as tools, resources, guidelines and toolkits.
- Specific professional experience (2.2.4): 5 years in the field of educational or related research; in conceptualizing and drafting documents.
- Regional experience (2.2.6): 5 years of experience in projects in Africa

Short-term expert pool 1 – Subject -Matter Experts with minimum 2, maximum 3 experts

Tasks of key experts

- Interview and gather information about the grantee challenges and needs.
- Conduct research and scope content and focus areas of the toolkits.
- Compile initial/draft toolkits based on grantee needs and in collaboration with the knowledge design expert.

- Refine, redesign, design sections of the toolkit based on engagement and feedback from the grantees on the piloting and testing of tools, in collaboration with the knowledge design expert.
- Provide expert input to and training of grantees during exchanges events and CoPs as described in Section 2
- Compile final toolkit, fully all aspects covered in Section 1.3.
- Provide expert input on utilisation of the toolkit to TVET stakeholders.

Qualifications of Short-term expert pool

- Education/training (2.6.1): University degree in Education and/or training, Social, Political Sciences, International Relations, or related fields
- Language (2.6.2): Good business language skills in English (CEFR Level C2) and at least one expert with French (CEFR Level C2)
- General professional experience (2.6.3): all experts with 10 years of professional experience in the field of TVET/skills development.
- Specific professional experience (2.6.4):
 - One expert with 5 years professional experience in governance in TVETs including at a strategic, policy and process level; working with leadership and management; and working with multi-party collaboration development related initiatives.
 - One expert with 5 years of professional experience in the field of private sector engagement with TVETs and/or education in general with a particular focus on developing engagement strategies, processes, and policies.
 - One expert with 5 years of experience in the field of TVET or technical skills curriculum development and relevant methodologies such as DACUM and/or others in an African context
- Regional experience (2.6.5): all experts with 5 years of experience in projects in Africa at a national, regional, or continental level working with institutional development in the TVET sector.

Short-term Expert Pool 2- Community of Practice Facilitator with minimum 2, maximum 3 members

Tasks of key experts

- Facilitate CoP Meetings to create conditions for trust building and nurture a learning spirit.
- Support the SIFA team and agree on CoP meeting schedule, timeframes, and other logistical arrangements.
- Work in close collaboration with the other CoP Facilitators. Please note that CoP facilitators might sometimes work across the different CoPs.
- Develop and implement strategies to grow and sustain the community, managing attendance and promoting active participation.
- Create opportunities for members to share their knowledge, expertise, and best practices, and facilitating the transfer of knowledge within the community.

- Design and deliver learning activities, to support resolution of implementation challenges, and encourage grantees to pilot the tools, and resources shared by the Subject-matter Experts.
- Assist and provide guidance to the Subject-matter Expert on the needs of the CoP and therefor the inputs required.
- Manage the content and information sharing in the CoP meeting - identify challenges/red-flags that need to be shared with SIFA TC and the SIFA FC.
- Provide written (using agreed formats) and verbal reports to SIFA and the overall consulting team where appropriate.
- Work in collaboration with the Subject-Matter Experts and Knowledge Design Expert

Qualifications of Short term expert pool

- Education/training (2.7.1): University degree in Education and/or training, Social, Political Sciences, Development Studies, or related fields
- Language (2.7.2): Good business language skills in English (CEFR Level C2) and at least one expert with French (CEFR Level C2)
- General professional experience (2.7.3): all experts with 5 years of professional experience in the field of TVET/skills development and/or the development sector in general
- Specific professional experience (2.7.4): all experts with 5 years of experience in facilitating groups, building collaboration, managing diverse groups.
- Regional experience (2.7.5): all experts with 5 years of experience in projects in Africa at a national, regional, or continental level working on development interventions.

Soft skills of team members

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

- Team skills
- Initiative
- Communication skills
- Presentation skills
- Socio-cultural skills
- Efficient, partner- and client-focused working methods
- Interdisciplinary thinking

6. Costing requirements

Assignment of personnel and travel expenses

Team Leader: Assignment in country of assignment for 5 expert days
Assignment in home country for 30 expert days

Expert 1 Assignment in country of assignment for 0 expert days
Assignment in Home country for 55 expert days

Short-term expert pool 1 Subject-matter Expert- Regional

Assignment in country of assignment for 9 expert days
Assignment in Home country for 120 expert days

Short-term expert pool 2-CoP Facilitators- Regional

Assignment in country of assignment for 9 expert days
Assignment in Home country for 102 expert days

In the table below is a summary of the estimated allocation of workdays for the different categories of experts. These must be adhered to when preparing the price schedule.

Travel

Travel expenses budget: Up to **EUR 30.000**.

As the number and duration of the business trips is not yet clear, the above-mentioned fixed, unalterable travel-expenses budget for all trips in home country and abroad for all experts including the team leader is specified in the price schedule. The budget contains the following travel expenses:

- Per-diem allowances and accommodation allowances
- Flights and other transport costs
- Ancillary travel costs (visa, vaccinations, etc.)

Per-diem and overnight accommodation allowances are reimbursed as a lump sum up to the maximum amounts permissible under tax law for each country as set out in the country table in the circular from the German Federal Ministry of Finance on travel expense remuneration (downloadable at <https://www.bundesfinanzministerium.de>).

Accommodation costs which exceed this up to a reasonable amount and the cost of flights and other main forms of transport can be reimbursed against evidence

All business travel must be agreed in advance by the officer responsible for the project.

Sustainability aspects for travel

GIZ would like to reduce greenhouse gas emissions (CO₂ emissions) caused by travel. When preparing your tender, please incorporate options for reducing emissions, such as selecting the lowest-emission booking class (economy) and using means of transport, airlines and flight routes with a higher CO₂ efficiency. For short distances, travel by train (second class) or e-mobility should be the preferred option.

If they cannot be avoided, CO₂ emissions caused by air travel should be offset. GIZ specifies a budget for this, through which the carbon offsets can be settled against evidence.

There are many different providers in the market for emissions certificates, and they have different climate impact ambitions. The [Development and Climate Alliance \(German only\)](#) has published a [list of standards \(German only\)](#). GIZ recommends using the standards specified there.

CoPs, Workshops, training (On-site and Virtual)

CoPs, Workshops, and trainings will be organised, and costs thereof covered by the SIFA project.

Specification of inputs

Fee days	Number of experts	Number of days per expert	Total	Comments
Designation of TL	1	35	35	Including backstopping function
Designation of key expert 1	11	55	55	1 expert
STE Pool 1: Regional	2-3	43	129	As per the requirements above
STE Pool 2: Regional	2-3	37	111	As per the requirements above
Transport	Quantity	Price	Total	Comments
CO ₂ compensation for air travel	1	50	50	A budget is earmarked for settling carbon offsets against evidence.
Fixed travel budget	1	30.000	30.000	A budget is earmarked for travel to the following countries: TBA. The travel must be agreed by SIFA management, and all receipts need to be provided according to GIZ regulations. You can find further information on the travel expense budget in the 'Price schedule' document. Please use the 'Explanations' column in the price schedule to break down the individual items. Settlement is possible only until the budget is depleted.

7. Inputs of GIZ or other actors

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

- Workstation on GIZ or AUDA-NEPAD premises when attending meetings in Pretoria/Midrand
- Translation of documents and toolkits from English to French
- Logistics and translation for workshops, events, and CoPs

8. Requirements on the format of the tender

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

The complete tender must not exceed 10 pages (excluding CVs). If one of the maximum page lengths is exceeded, the content appearing after the cut-off point will not be included in the assessment. External content (e.g. links to websites) will also not be considered.

The CVs of the personnel proposed in accordance with Chapter 5 of the ToRs must be submitted using the format specified in the terms and conditions for application. The CVs shall not exceed 4 pages each. They 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.

Please calculate your financial tender based exactly on the parameters specified in Chapter 5 Quantitative requirements. The contractor is not contractually entitled to use up the days, trips, workshops or budgets in full. The number of days, trips and workshops and the budgets will be contractually agreed as maximum limits. The specifications for pricing are defined in the price schedule.

Other Requirements

- Please submit your proposal (technical and price proposal) in separate files/folder to ZA_Quotation@giz.de no later than **12.10.2023** 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.**