

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



Consultancy Services to gather, and capture experiences and lessons learnt from SIFA grantees, as part of a Knowledge Management Strategy

**Project number:
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
KfW	KfW Development Bank
APAYE	African Plan of Action for Youth Empowerment
CESA	Continental Education Strategy for Africa
CEFR	Common European Framework of Reference for Languages

1. Context

Background

The growing extent of youth unemployment poses a fundamental challenge for the whole of Africa. In total, around 60 per cent of the unemployed are under the age of 25 and young women are especially affected. Addressing the challenge requires bold leadership and innovative approaches that attempt to drive a change agenda aimed at improving employment and employability prospects for young people on the Continent. However, doing this demands deliberate collaboration between and across stakeholders involved in the supply and demand sides of the employment cycle, as well as planned strategies to gather information and knowledge about interventions, to learn from experiences in the field.

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 Vocational Education and Training (2019 - 2028) and 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.

Currently, AUC and AUDA-NEPAD have insufficient capacities 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.

Skills Initiative for Africa

The Skills Initiative for Africa (SIFA) is an initiative of the African Union Commission (AUC) and the African Union Development Agency (AUDA-NEPAD) supported by the German Government and the European Union.

The initiative consists of two components, a Finance Facility (SIFA-FC), and a Technical Component (SIFA-TC). The AUDA-NEPAD Finance Facility provides funding to innovative employment-oriented skills development projects, following a competitive application process. The Technical Component provides a continental platform for knowledge exchange and private sector engagement in skills development. SIFA-FC's pilot countries are Ghana, Nigeria, Cameroon, Tunisia, South Africa, Kenya, Ethiopia, Togo. SIFA-TC aims at reaching all AU member countries.

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, people with disabilities.

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 purpose of this consultancy is to curate knowledge from the SIFA grantees by reflecting on lessons learnt from the project work and field practice, captured as "case-studies" or "stories" for each grantee organisation. These curated stories will be captured and stored as part of a repository on the ASPYEE knowledge portal <https://https://aspyee.org/>. The intention for sharing the curated stories on the ASPYEE portal is to ensure that the knowledge gathered is shared with a broader stakeholder group across the continent.

The purpose of the consultancy further aims to influence positive change by informing policy, promoting innovation, enhancing collaboration, addressing challenges, and empowering practitioners. To achieve this the consultancy will work towards synthesising important principles/concepts, analysing trends and patterns that can be generalised for application in other contexts. The assignment therefore has an important aspect relating to the creation of knowledge from experience to further application by others to drive improved quality and adaptation in the African TVET sector.

The generalised principles and new knowledge will be captured as 2 Learning Briefs/ or Policy Briefs and will also where appropriate, feed into toolkits that will be developed by another consultancy. To influence future practice and policy, it is important that these documents capture actionable insights that can be shared with others. Within the mandate of the AU and AUDA- NEPAD, a learning /policy brief is a powerful advocacy tool to influence decision makers and/or practitioners. These documents will aim to capture and disseminate insights gained, promote continuous improvement, and facilitates the transfer of knowledge from one context to another.

Learning events to reflect on the lessons and experiences will be organised by the SIFA team, under the mandate of the AU and AUDA-NEPAD. These events will aim to strengthen the processes of knowledge sharing, peer exchange and influences transformation of TVET in Africa. The consultancy may be required to participate in these events. The aim would be to "listen" into the experiences of others and add information if needed to the learning/policy briefs; and to support the knowledge sharing process.

In addition to learning events SIFA will organise Communities of Practice (CoPs), composed of grantee organisations. The CoPs will facilitate knowledge sharing, collaboration, professional development, networking, and organisational learning. It will provide a supportive environment for CoP members to collectively enhance their skills, solve problems, and drive innovation in specific content areas. The focus areas of the CoPs are-curriculum development, governance and private sector engagement. This consultancy will be expected to meet with

the consulting team working with the communities of practice to reflect on information and knowledge that might be pertinent to the learning/policy briefs.

2. Tasks to be performed by the contractor.

The contractor is responsible for providing the following services:

A. Gather information and curate (write-up) grantee experiences:

- Conduct an extensive review of relevant documentation, including project reports, progress updates, and evaluations from and about the SIFA grantees.
- Develop a methodology and framework for capturing, analysing, and curating the learning experiences of the SIFA grantees.
- Engage with SIFA grantees through interviews, surveys, and workshops to gather their insights, challenges faced, and lessons learned.
- Prepare comprehensive case studies/stories highlighting successful projects, innovative approaches, lessons learnt and impactful outcomes.

B. Develop an analytical framework to reflect the cross-cutting themes and emerging patterns.

Please note considerations around inclusion-gender, vulnerable youth in fragile contexts should also be reflected regardless of the emerging themes.

- Analyse the collected data and information to identify patterns, trends, and key findings.
- Identify common challenges and bottlenecks faced by the SIFA grantees and provide recommendations for addressing them.
- Produce a final report that presents the findings, recommendations, and best practices, along with actionable steps for future implementation.
- **Draft at least two (2) Learning and/ or Policy Briefs related to the identified cross-cutting themes.**
- Utilising the process and information emanating from (B) above, draft 2 learning/policy briefs.
- Conduct additional desktop research to supplement the data and information gathered from the SIFA grantee mini-case studies.
- The format and structure of the learning/policy briefs will be agreed with the SIFA team, however examples of previous ones developed are available to ASPYEE.

C. Layout and Design

- Use data visualisation where appropriate within infographics and other deliverables.
- Conduct image research.
 - Photos can be drawn from the GIZ and AUDA-NEPAD database or, considering the image language previously defined in the SIFA Design System, also from free image databases. If necessary, images and graphics are to be edited further (image detail, resolution, dimensions, colour profile).
 - If photos for illustrations are not available from the afore mentioned sources but are required, the images shall be purchased from external databases and corresponding licence fees shall be charged, considering all required rights of use.

- In addition to the layout and design of the mini-case-studies and two Policy/Learning Briefs this assignment will include the layout and design of 3 toolkits developed through another consultancy working with the grantees.
- Please note: Style Guides (writing English for GIZ, writing French for GIZ, writing English/French gender-sensitively) will be provided.

2.1. Deliverables

- A. Inception Report: A detailed report outlining the methodology, work plan, and data collection tools.
- B. Template to gather and curate the mini case-studies.
- C. Draft a maximum of 50 mini case-studies documenting grantee experiences and lessons learnt.
- D. Analytical framework report: A document that presents an analysis of information gathered, reflecting on findings, recommendations, and best practices, along with recommended actionable steps for future implementation for AU and AUDA-NEPAD.
- E. Recommendations on the focus areas of the Policy and/or Learning Briefs
- F. Draft the Two Policy and/or Learning Briefs
- G. Layout and design of three (3) Toolkits- on curriculum development, governance, and private sector engagement.
- H. Engage with the Consultancy Company managing the CoPs and other Experts, as organised by the SIFA Team.
- I. Where required present the lessons, findings, recommendations to internal stakeholders.

Important Considerations regarding knowledge products:

The mini case-studies, learning/policy briefs are regarded as knowledge products and reflect the deliverables of this assignment. Please note the following important quality considerations for the design and development of the deliverables.

- The knowledge products must be accessible and user-friendly. This principle is reflected in the kind of language used, visuals and graphics that make documents easy to read and where appropriate easy to use.
- The knowledge production process should reflect a “bottom-up” approach, where evidence and lessons from the field provide a basis on which to build.
- The learning/policy briefs should be aligned to important frameworks and strategies of the AU, these include the TVET Continental Strategy, Agenda 2063 African Plan of Action for Youth Empowerment (APAYE), Continental Education Strategy for Africa (CESA).
- Identify 3-5 cross cutting themes that are coming up across all case-studies to influence the decision on the Policy/Learning Brief focus areas.
- Mini case-studies are expected to be about 1500 words.
- Policy/Learning Briefs should be a between 4 and 8 pages.

Certain milestones, as laid out in the table below, are to be achieved during the contract term:

Milestones/process steps/partial services	Deadline
Inception Meeting/Kick-Off Presentation of workplan, methodology and timeframes.	Within 1 week of signature of contract
Template to gather and curate case-studies grantee stories	Within 3 weeks of the kick-off meeting
Draft 50 mini case-studies	Concluded by September 2025.
Analytical framework report	After the submission of the 2 nd batch of mini case-studies.
Recommendations of focus areas for 2 Policy and/or Learning Briefs	2 weeks after analytical framework report
Conduct required research on the agreed focus areas for 2 Policy and/or Learning Briefs	
Draft 2 Policy /Learning Briefs	Concluded in June 2025
Reporting	Quarterly, commencing with first report due on 1 November 2023
Final drafts	1 August 2025

Period of assignment: from 06.11.2023 until 30.09.2025

3. Eligibility Criteria

The bidder should fulfil following minimum eligibility criteria:

3.1 Commercial register entry: Please attach a copy of your current commercial register entry / company register entry as a separate file. The copy must not be older than six months.

3.2 The average annual turnover for the last three financial years was at least ZAR 605,000 (EUR 29.925,00). To be included in the self-declaration of eligibility.

3.3 Average number of employees for the past three calendar years: At least 3 part- or full-time employees; or if working in a consortium declaration from consortium members on their availability is required and the consortium can total 4 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 ZAR 606,510 (EUR 30,000) 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

Strategy (1.1): The tenderer is required to consider the tasks to be performed with reference to the objectives of the services put out to tender (see Chapter 1 Context) (1.1.1). Following this, the tenderer presents and justifies the explicit strategy with which it intends to provide the services for which it is responsible (see Chapter 2 Tasks to be performed) (1.1.2).

The tenderer is required to present the actors relevant for the services for which it is responsible and describe the **cooperation (1.2)** with them.

The tenderer is required to present and explain its approach to **steering** the measures with the project partners (1.3.1) and its contribution to the **results-based monitoring system** (1.3.2).

The tenderer is required to describe the key **processes** for the services for which it is responsible and create an **operational plan** or schedule (1.4.1) that describes how the services according to Chapter 2 (Tasks to be performed by the contractor) are to be provided. In particular, the tenderer 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) (1.4.2).

Project management of the contractor (1.6)

The tenderer is required to explain its approach for coordination with the GIZ project. In particular, the project management requirements specified in Chapter 2 (Tasks to be performed by the contractor) must be explained in detail. (1.6.1)

The tenderer is required to draw up a **personnel assignment plan** with explanatory notes that lists all the experts proposed in the tender; the plan includes information on assignment dates (duration and expert months) and locations of the individual members of the team complete with the allocation of work steps as set out in the schedule. (1.6.2)

The tenderer is required to describe its backstopping concept. (1.6.3) 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 GIZ 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
- Securing the administrative conclusion of the project
- 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
- 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, based on their CVs (see Chapter 7), the range of tasks involved and the required qualifications.

The below specified qualifications represent the requirements to reach the maximum number of points in the technical 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, partners and others involved in the project.
- Personnel management, planning and steering workplan according to agreed milestones, timeframes, and quality standards.
- Regular reporting in accordance with deadlines.
- Providing technical guidance to the contracting team, as and where needed.
- Participate in the knowledge sharing and similar events as required. Where the team leader might be required to present information and engage with stakeholders.
- Undertake technical aspects of the assignment (as outlined for the technical experts below)-including data gathering, research, drafting documents, and presentations.
- NB. The team leader may also fulfil one of the technical roles of Expert 1 or a role in the Expert pool.

Qualifications of the team leader

- Education/training (2.1.1): University degree in Education and/or training, Social, Political Sciences, Development, or related fields.
- Language (2.1.2): Excellent verbal and written language skills in English (CEFR Level C2) and French (CEFR Level C1) is an added advantage.
- General professional experience (2.1.3): 5 years of professional experience in the development sector in general, with a focus on generating and curating knowledge.
- Specific professional experience (2.1.4): 10 years in the field of educational research; design of communication and knowledge management documents.

- 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.

Key expert 1-design, layout

Tasks of key expert 1

- Layout and design of documents to communicate content.
- Apply SIFA design requirements.
- Engage with content developers to conceptualise the design plan.

Qualifications of key expert 1

- Education/training (2.2.1): University qualification in Communication, Graphic Design
- Language (2.2.2): Good business language skills in English (CEFR C2), French (CEFR C1) is an added advantage.
- General professional experience (2.2.3): 10 years of professional experience in the graphic design, marketing, PR and/ or strategic communication
- Specific professional experience (2.2.4):5 years in in designing material for both public and private sectors; in designing knowledge and communication products – for example infographics, newsletters, brochures, and posters.
- Leadership/management experience (2.2.5): not relevant
- Regional experience (2.2.6): 5 years of experience in projects in Africa

Short-term expert pool with minimum 1, maximum 2 members for regional- knowledge gathering, research and documenting

Tasks of the short-term expert pool

- Gather data and information from grantees through interviews (online and/or face-to-face)
- Conduct research, review existing documents and information.
- Draft documents such as Case-studies/Grantee stories, reports, and learning briefs according to agreed formats and templates.
- Conduct desk-top research.
- Draft policy/learning briefs.
- Deliver documents of consistency high quality, using user-friendly and accessible language and conceptualisation.
- Provide technical input as required to improve the quality deliverables.
- Participate in the knowledge sharing and similar events as required.
- Attend to feedback provided to draft documents from key stakeholders including SIFA and AUDA-NEPAD and AUC.
- Provide advice on innovative ways to design documents appropriate to the user groups.
- Draft social media campaign consisting of 10 social media posts.

Qualifications of the short-term expert pool

- Education/training (2.6.1): University degree in Education and/or training, Social, Political Sciences, Communications, or related fields
- Language (2.6.2): At least one person in the pool should have English (CEFR Level C2); and another should have French (CEFR Level C2).
- General professional experience (2.6.3): 5 years of professional experience in the field of skills development and/or the development sector in general
- Specific professional experience (2.6.4): 10 years in the field of educational research; in conceptualizing and drafting documents.
- Regional experience (2.6.5): 5 years of experience in projects in Africa.

Soft skills of team members

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

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

The tenderer must provide a clear overview of all proposed short-term experts and their individual qualifications.

6. Costing requirements

Assignment of personnel and travel expenses

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.

Commented [PIG1]: If you have local travel guidelines you should refer to those local guidelines and rates pls

Commented [ZK2R1]: Please advise Rachel what link we should use for local rates?

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.

Specification of inputs

Fee days	Number of experts	Number of days per expert	Total	Comments
Designation of Teamleader	1	20	20	5 expert days in the country of service delivery (South Africa) 15 expert days remote
Designation of key expert 1	1	50	50	assignment in the home country and country of assignment (South Africa)
STE-Pool Regional	2	95	190	10 expert days in the country of assignment (South Africa) 180 expert days remote
Travel expenses	Quantity	Price in ZAR	Total in ZAR	Comments
Fixed travel budget	1	570,000.00	570,000.00	For all travel and travel related costs there is a budget of ZAR 570,000.00 which will be reimbursed against evidence. The costs are reimbursed in accordance with the country table in the GIZ travel expenses guidelines – per diem and accommodation as a lump sum, and all other travel and travel related costs against evidence. All travels must be agreed in advance by the officer responsible for the project. Travel expenses must be kept as low as possible.
Other costs	Number	Price	Total	Comments
Flexible remuneration	1	190,000	0	A budget of ZAR 190,000 is foreseen for flexible remuneration. Please

				<p>incorporate this budget into the price schedule.</p> <p>Use of the flexible remuneration item requires prior written approval from GIZ.</p>
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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 meeting in Pretoria/Midrand
- Translation of documents and toolkits from English to French
- Logistics 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 4) 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.

9. Other Requirements

- Please submit your proposal (technical and price proposal) in separate files/folder to ZA_Quotation@giz.de no later than **11th October 2023** all documents must be in PDF.
- Submission to any other email address may invalidate your bid.
- 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.**

Bids sent via Dropbox and WeTransfer will not be accepted