

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

Terms of Reference for Critical Digital Skills for TVET Graduates for cost centre: Digital Skills for Jobs and Income (DS4JI)	Project number/ 18.2132.1-001.00
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0. List of abbreviations

BMZ	German Federal Ministry for Economic Cooperation and Development
DHET	Department of Higher Education and Training
DS4JI	Digital Skills for Jobs and Income
GDPR	General Data Protection Regulation
ToRs	Terms of Reference
ToT	Training of Trainers
TVET	Technical and Vocational Educational and Training
STEM	Science, Technology, Engineering and Mathematics
4IR	Fourth Industrial Revolution
DCDT	Department of Communications and Digital Technology

1. Context

The broad-based improvement of quality of vocational training in South Africa is a key area of the German Federal Ministry for Economic Cooperation and Development (BMZ). The Digital Skills for Jobs and Income Project (DS4JI, PN 18.2132.1-001.00, Term: 04/2020 – 03/2024), commissioned to GIZ by the German Federal Ministry for Economic Cooperation and Development (BMZ) aims to increase the employment prospects of young people, especially women, within the scope of labour-market-oriented further training and networking activities.

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

As the second-largest economy in sub-Saharan Africa and the only African member of the G20, the Republic of South Africa is one of the most politically and economically influential states in sub-Saharan Africa. However, stagnating economic growth has undermined this position. Especially the increasingly high unemployment undermines social cohesion and reinforces the already high inequalities in the country.

Young people and especially young women are particularly affected by the poor labour market situation: In the third quarter of 2021, 46% of 15-34-year-olds were not in education, employment or training (NEET).

At the same time, companies in South Africa complained about a shortage of well-qualified skilled workers. The labour market is experiencing stronger demand for future skills each year, with skills markets specifically focused on digital and other 21st century skills. Organisations in South Africa face the challenges of developing and maintaining multi-talented, multi-skilled workforces that meet the criteria of digital workplace demands, virtualised teams and the rapidly evolving world of work.

The COVID-19 pandemic has further exacerbated an already worrisome situation since early 2020. Many South Africans are disengaged from the labour market and have given up looking for work. For young people, and especially at-risk youth, the COVID-19 crisis threatens educational and employment prospects, living standards, and mental health.

Against this background, the public and private sector need to come together to overcome the challenges of youth unemployment, lack of digital skills in the workforce and the mismatch between skills training and labour market demand.

In a recent survey, the top vendor certifications required by the labour market include the following:

- Microsoft (Azure Data Scientists and Developers)
- Google (Cloud Developers)
- Amazon Web Services (AWS Cloud Practitioners)
- Cisco (Certified Network Professionals)
- IBM (Cloud Specialists)
- Oracle (Certified Associates)
- SAP
- SAGE

- Salesforce

GIZ is looking for vendor recognized preferred training providers to implement programmes that address the shortage of these in-demand skills. The provider must be able to provide certification in one OR all of the following, which will be the focus of this intervention:

- IBM (e.g. Cloud Specialists)
- Oracle (e.g. Certified Associates)
- SAP
- SAGE
- Salesforce

1.1. Objectives of the assignment

The measure will prioritize the digital skills relevant to the market. The training provider should propose an innovative training programme which combines elements of market relevant digital skills, soft skills training, mentorship and work-place based learning opportunities which will serve as an opportunity for learning experiences, elaborating best practices and potential upscaling. The training provider should provide evidence of in demand skills in the labour market and the potential of absorption of the beneficiaries.

The measure aims at improving the employability of young South Africans, especially young women, in an increasingly digitalized South African economy by delivering demand-oriented, vendor recognized digital skills training and, ideally, by providing work-place integrated learning opportunities for unemployed graduates.

The target group for this intervention is exclusively 70 NEET TVET graduates.

To achieve this the intervention has the following sub-objectives:

- Provide training on vendor recognized, in-demand skills (IBM, Oracle, SAP, SAGE and/or SALES Force)
- Improve future soft skills such as problem solving, critical thinking and time management.
- Improve work readiness through effective communication, conflict resolution and teamwork.
- Improve job seeking skills.
- Support participating youth through mentoring or coaching.

Preference will be given to companies that demonstrate the following:

- Strengthening of public-private partnerships and involvement of private sector companies in closing skills gaps and battling youth unemployment
- Show the demand of these skills in the labour market by partnering with companies willing to absorb these skills once the training is completed.
- Provide work-place based learning opportunities for participating youth.

Research into the current state of digital proficiency of TVET college students has recently been completed and the results will be made available to the successful contractor for use during the planning phase of the project.

The interventions proposed will be expected to start on 15 January 2024 and be completed by latest 15 March 2024.

Political partner of the project is the **Department of Communications and Digital Technologies (DCDT)** with the **Department of Higher Education and Training** as the Lead Department for the implementation of the National Strategy on Digital and Future Skills.

2. Tasks to be performed by the contractor

The purpose of the Programme is to provide critical digital skills to meet the demand for the following skills in the labour market:

- IBM (Cloud Specialists)
- Oracle (Certified Associates)
- SAP
- SAGE
- Salesforce

The programme must also include training elements on future soft skills, work readiness and job seeking competencies. Throughout the training programme, the trainees will be coached or mentored to ensure their well-being and their progress of coping and adapting to the work environment. All trainees will be hosted by the implementation partners, where the trainees will be provided with relevant work experience.

This request is only applicable to training providers with experience in delivering the demand-oriented critical digital skills training mentioned. Partnership agreements or commitments from third parties to offer the workplace component will be welcomed and given preference. Only South African companies are eligible to apply.

The interventions will require the following outputs:

- a. Recruitment of 70 suitable TVET Graduates for the training intervention. These graduates do not necessarily need to be from ICT related TVET qualifications but must have the aptitude and attitude required to successfully complete the modules.
- b. Providing Critical Digital Skills Enhancement Training for 70 TVET Graduates on skills above.
 - b.i. The interventions must include assessment and certification.
 - b.ii. Improve future soft skills such as problem solving, critical thinking and time management.
 - b.iii. Improve work readiness and job seeking skills through effective communication, conflict resolution and teamwork.

c. Sustainability concept

- The trainings designed and provided by the project should comply with the relevant training and qualification standards that are recognised by industry and potential employers.
- Preference will be given to the contractor who can show existing partnerships with industry/employers and design the training offers with regard to this.
- Interventions which allow the beneficiaries unrestricted use of the materials and knowledge will also be given preference.
- The trainings should not compete with the existing trainings, or the trainings provided by existing training providers currently partnered with the DHET and TVET colleges. Wherever possible, these must be complimented, or supplemented by the interventions being designed.
- Training measures should be designed in a way that a later countrywide scaling-up and the institutional entrenchment is possible. The training measures should consist of a variety of delivery modes including online/blended-learning training measures.

d. Monitoring, Evaluation and Reporting

The service provider will be responsible for ensuring following monitoring and evaluation tasks:

- Collection of baseline data based on indicators provided by GIZ and in compliance with POPIA. These indicators entail enrolment data for TVET graduates (demographical data, skills background etc.).
- Forwarding of baseline data to GIZ in anonymised form only.
- Continuous updating of baseline data in the event of learner drop-out and replacements.
- Post-training evaluation of digital skills training provided,
- The contractor will submit monthly progress reports in line with GIZ reporting requirements and timelines. The final report needs to be submitted including a concept and recommendations for the potential further roll-out of the above-described trainings for other TVET graduates in the future.
- The contractor must manage data in accordance with the EU-General Data Protection Regulation (EU-GDPR) and POPIA of South Africa

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

Safeguards and gender considerations with specific reference to services:

The contractor is required to take the following key measures to avoid or reduce possible unintended negative results and to support gender equality in its area of responsibility:

- Gender Equity:

The project supports the improvement of education and training for young people in South Africa by developing and providing learning opportunities to teach digital skills, particularly but not exclusively for girls and young women. The project contributes to the goals of the BMZ's #eSkills4Girls initiative. All relevant indicators are collected and reported in a gender-disaggregated manner. Nevertheless, gender equity is not a main goal of the project, but an important secondary goal.

- **Gender Sensitivity:**

The contractor needs to ensure that all activities are implemented in a gender sensitive way. This includes awareness for gender relations being present in TVET structures and institutions, as well as recognizing privilege and discrimination around gender. Ideally the contractor can present a strategy how to ensure gender sensitivity and gender equity throughout implementation as well as how they can provide special support to female or disadvantaged learners.

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

Milestones	Deadline/place/person responsible
Contractor Contract signed	1 week after contract offer
Approved Inception report	1 week after contract offer
Detailed Programme Implementation Plan	1 week after contract signed
Interventions to start	2 weeks after contract signed
70 TVET graduates are trained and certified in identified critical digital skills.	03/2024
Monthly Progress Monitoring Reports	01/2024 – 03/2024
Draft Close Out Report	03/2024
Presentation and approval of close-out training report. The report consists of a comprehensive assessment and evaluation of the project (including a sustainability concept and recommendations for a future phase of this training for all other TVET graduates in South Africa	03/2024
Publication of various results/best practices	03/2024

Period of assignment: from 15.01.2024 until 15.03.2024.

3. Concept

In the tender, the tenderer is required to show *how* the objectives defined in Chapter 0 (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 0 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 0 (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).

The tenderer is required to describe its contribution to knowledge management for the partner (1.5.1) and GIZ and to promote scaling-up effects (1.5.2) under **learning and innovation**.

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.

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.

4. Personnel concept

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

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

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

- The lead consultant has the overall responsibility for the work packages of the contractor (quality and deadlines) and for personnel management.
- Strategy, implementation, monitoring and evaluation of capacity development measures

- Ensuring results monitoring is conducted
- Coordinating and managing the project and ensuring communication with GIZ, partners and others involved in the project. The lead consultant is responsible for results and reporting in accordance with deadlines.
- Personnel management, in particular identifying the need for short-term assignments within the available budget, as well as planning and steering assignments and supporting short-term assignments.
- Regular reporting in accordance with deadlines
- Consideration of cross-cutting themes (e.g. gender equality)
- Responsibility for controlling the use of funds and financial planning in consultation with GIZ's officer responsible for the commission
- Backstopping functions as required.
- Supporting the GIZ-officer responsible for the commission in updating/adapting the project strategy, in evaluations and in preparing a follow-on phase
- Permanent on-site presence of the Coordinator is NOT required.
- liaison for all project-related matters
- assisting with in-house administrative processes such as enrolment, as well as contract related matters such as invoicing
- monitoring the status of enrolments and completed courses and providing feedback to the client on a regular basis
- Facilitating regular exchange meetings with GIZ on progress as per the agreement
- Coordinating with contractor's operational staff for all other required functions

Qualifications of the team leader

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

Key experts (x2)

Tasks of key experts

- Assist team lead with work packages
- Organise and conduct the training and onboarding of the champions

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

Qualifications of key experts

- Education/training (2.2.1): Degree in Skills Development, TVET, E-learning, Media Development, Education Management, Development Studies, Economics, International Relations or Equivalent
- Language (2.2.2): Excellent communication skills both verbal and written in English and possibly a national language
- General professional experience (2.2.3):
 - 10 years of professional experience in working with the education sector (companies, industry associations, higher education institutions) in the field of skills development
- Specific professional experience (2.2.4):
 - 5 years' experience in the higher education sector / Post Secondary Education System, in consulting programmes in the TVET/skills development sector in South Africa in a management position
 - 5 years' experience in the design, development, and implementation of Digital Skills Enhancement (especially at vocational level) Programmes and interactive e-learning Programmes, **OR** 5 reference projects in the field of Digital Skills Enhancement and at least two (2) reference projects implemented Nationally in Southern Africa in the last 3 years.
- Leadership/management experience (2.2.5): 3-5 years of management/leadership experience as project team leader or manager in a company or higher education institution
- Regional experience (2.2.6): 3-5 years of experience in the South African skills ecosystem

Soft skills of team members

In addition to their specialist expertise and knowledge, the following competencies are required of team members:

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

5. Costing requirements

Assignment of personnel and travel expenses

Team leader: Assignment for 50 expert days

Experts (x2) : Assignment for 80 expert days each

The bidder is required to calculate the travel by the specified experts and the experts it has proposed based on the places of performance stipulated in Chapter 0 and list the expenses separately by daily allowance, accommodation expenses, flight costs and other travel expenses.

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.

Specification of inputs

Other costs	Number	Total	Comments
Flexible remuneration	1	R 340 000	<i>A budget of EUR 17 000 (R 340 000) is foreseen for flexible remuneration. Please incorporate this budget into the price schedule.</i> <i>Use of the flexible remuneration item requires prior written approval from GIZ.</i>
Workshops	70		The budget contains the following costs number of students attending and cost per student.
Procurement of materials and equipment	70		The budget contains the following costs Devices for use by students.

6. Inputs of GIZ or other actors

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

- GIZ: Information about the project and existing monitoring concepts and practices
- GIZ: Meeting logistics, regular consultations and clarification of questions as needed
- GIZ: Provide support for the comprehensive monitoring and evaluation
- M&E Service Provider: Digital Skills Testing and Tracer Studies for all learners

7. 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 (language).

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 4 of the ToRs must be submitted using the format specified in the terms and conditions for application. The CVs shall not exceed 4 pages 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 (language).

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.

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

8. Outsourced processing of personal data

The performance of the contract may be associated with the processing of personal data by the contractor, who would alone define the nature of such data and how such processing would be carried out. In such cases, the contractor shall act as an independent DATA CONTROLLER and must alone comply with ALL applicable data protection obligations, including regional and local laws. The contractor must process personal data only when a given goal cannot be reasonably attained without such data. The data protection principles such as lawfulness, data minimization, accuracy, purpose limitation, storage limitation, transparency, integrity and confidentiality, and accountability, as well as the numerous rights of the data subject must be paid due attention. The GDPR's data transfer rules must be considered whenever personal data leaves the EU for a third country. The GIZ is NOT in any way responsible for such processing.