

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

CONFIDENTIAL

Project Management for the roll-out of AI and Data Science Bootcamp for Women in Tanzania	Project number/ cost centre: G-012166-001
	Tender number 7000016458

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0. List of abbreviations

AG	Commissioning party
AI	Artificial Intelligence
AN	Contractor
AVB	General Terms and Conditions of Contract for supplying services and work
BMZ	German Federal Ministry for Economic Cooperation and Development
DTC	Digital Transformation Centre
EU	European Union
FK	Expert
FKT	Expert days
GDPR	EU General Data Protection Regulation
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
IT	Information Technology
KZFK	Short-term expert
TPF	Training Program Framework
ToRs	Terms of reference

1. Context

About DTC Tanzania

The Digital Transformation Centre (DTC) Tanzania aims to strengthen the ecosystem expertise in applying digital approaches in the fields of **gender equality and human rights** among key stakeholders in Tanzania. Commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by GIZ, the AI and Data Science Bootcamp for Women in Tanzania ('the project') contributes to inclusive digital transformation by addressing local challenges and prioritizing participatory processes that bolster both the economy and society.

To achieve this, the DTC combines innovative capacity, technical expertise, IT knowledge, Human-Centered Design approaches, and a start-up mentality to drive inclusive, and sustainable digital solutions. DTC Tanzania intentionally focuses on advancing women, girls, and marginalized communities affected by the digital divide. In collaboration with local partners, regulators, civil society, and non-governmental organizations, the DTC implements locally relevant digital tools and activities. Its work is guided by nine modules that align with the EU's values-based approach and the feminist, social-ecological orientation of German development policy, while remaining flexible and responsive to Tanzania's specific needs and digital readiness.

Brief Description of the project

DTC Tanzania in collaboration with GIZ project 'FAIR Forward – Artificial Intelligence for all' aims to increase the number of women who reside in Tanzania capacitated in the field of AI and Data science and the ethical and responsible development, deployment and use of AI and data for digital transformation. This is expected to contribute to the better local use and development of digital public goods in the local and regional AI sector in the medium and long term.

Target Audience

This activity will build on the curriculum kit from the "AI and Data Science Bootcamp for women" **designed for women between 18 and 50 years old with little or no prior experience in data science, AI and/or coding but exhibit competency to excel in the field.**

It targets women of diverse socioeconomic backgrounds, geographies, ethnicities and educational backgrounds. More specifically, this activity will target women who permanently reside in Tanzania and looking to develop skills in the AI and data science fields.

Specifically, this activity aims to capacitate a **minimum of 50** women. **[mix of students + professionals]**

Duration

This bootcamp will run for approximately 23 weeks, averaging 11 hours weekly training, with at least 3 sessions during the week and a support session for a total of 250 hours (or the day preferred by participants). The training must be followed by a minimum 3-month internship for successful students' participants as the practical phase.

Premise

The activity will be underpinned with a gender transformative lens, from the training material, to content, the in-person activities as well as the participant engagement. This shifts the focus on identifying conscious and unconscious gender and diversity, as well as other biases, creating awareness around this and creating a conscious path towards the reduction or elimination of them.

Ideally, the programme will be run in cooperation with institutions interested to take up the content and training format in their regular course/work offers. The Bootcamp would also incorporate learnings from the previous cohorts of the AI Bootcamps 4 Women programs that have been held in South Africa, Ghana, Rwanda and Uganda. Participants who successfully complete the training phase would be supported by the service providers to secure internships/job placement with relevant companies where they apply what they have studied in a real-world context.

Content and format

The content of the AI and Data Science Bootcamp for Women will have a strong focus on Human rights protection in the AI and Data science fields and the implications of the lack thereof. Moreover, it will provide participants with the knowledge of the following skills/modules but not limited to: innovative/design thinking fundamentals, professional skills(presentation skills, CV creation, social media profile), coding basics in Python, data (statistical) analysis, data visualization, machine learning fundamentals (NLP, Computer Vision, IoT), as well as data and AI ethics, Data and AI Feminism, data protection and Open source AI.

In addition to this, participants should develop a Capstone project at the end of the Bootcamp training, that translates their newly acquired skills into solving a real problem in Tanzania, the region or the continent. For this, participants should prioritise the use of local and open-source datasets, where possible. Upon graduating from the Bootcamp, participants should have the fundamental skills to start a career in AI and/or data science, or to deepen the learned skills in a specialization.

To strengthen the practical orientation of the fellowship, one of the criteria to shape the curriculum will be the needs expressed by strategic partners in the local ecosystem. It is expected that through an early involvement of private, public and academic actors, more opportunities for internships are open to participants, mentorship sessions and support during the capstone projects; and even ownership of the bootcamp format could be adopted by partners.

The course will be launched as a hybrid Bootcamp program that equilibrates onsite sessions with online ones, accommodating caring duties of participants. Practical sessions will be designed in a way that promotes innovation, teamwork and networking between participants. Apart from being largely tailored by women for women, the content will emphasize relatable examples from the Global South countries, Africa and Tanzania.

To reduce participant dropouts or attrition that may occur due to an environment that does not accommodate the social demands of women's roles in society, this bootcamp will incorporate specific strategies to retain women in the training. Therefore, the programme should take into consideration the following criteria to structure learning sessions: women's personal schedules, caring duties with kids or elders, distance from residence to learning sites, transport means, security, economic situations, session times and local country context (e.g. religious obligations). These factors should be identified via a pre-survey with the final selected

cohort. To facilitate access to sessions, they will take place in a hybrid fashion especially those that occur on weekends. Moreover, the bootcamp venue will be centrally located, in a safe area that can be accessed by easy public transport, and it will offer childcare areas where needed.

2. Tasks to be performed by the contractor

The successful contractor must deliver the following services:

The contractor/service provider (also acknowledged as ‘the consortium’) will comprise of **at least two** entities or organizations (up to five) with complementary expertise and resources, that operate in sync, as one partner, for this project. The consortium will implement the following work packages in a coordinated manner, leveraging each partner’s strengths and resources.

The service provider is responsible for the end-to-end **adaptation, planning, organization and implementation of the Bootcamp and the associated logistics required in delivering the program successfully, as well as knowledge capturing and transfer**, as defined in these TOR’s and all annexes hereto.

As indicated below in gender-related tasks; the service provider is required to:

- Include and embody gender-responsive and transformative approaches¹ in the implementation of the services provided under this contract and report on the respective gender-sensitive and gender-transformative activities.
- Adopt an approach of inclusion throughout all project phases. The activities performed shall take into consideration the needs of women with disabilities, women performing care tasks for family / domestic obligations, religious obligations of women, and mothers.

The service provider is required **to stipulate examples or methods in which the above requests** will be implemented in the setup and training, and/or ways in which they have implemented this in the past.

The contractor is responsible for providing the following services:

Work package 1: Scoping

A. Situational Analysis

In a first step, the service provider is required to conduct **scoping activities** to gain further insights for the design and implementation of the bootcamp. These scoping activities include, but are not limited to:

¹ Gender-transformative action addresses the causes of gender-based inequalities and working to transform harmful gender roles, norms and power relations, wherever possible.

- Conduct desk research for a **brief ecosystem analysis, including stakeholder input into this**, to identify the main AI and data skills gender gaps that need to be addressed, and the skills required in the Technology field (Private and public sector) of Tanzania.
 - Consider other scoping reports from other AI trainings/forums into this research.
 - Create a strategy how to overcome the barriers that bar or inhibit women participation and engagement in Tanzania's tech field.
- Adopt a template for this purpose which FAIR Forward and DTC Tanzania will provide where necessary:
 - These cohort pre-training surveys should prioritise to collect the following information:
 - optimal study/training times and barriers to participation, for both the bootcamp and networking events. Some of this information could be gathered through the call for applications survey, preferred locations for the physical component of the bootcamp, preferred online communication and learning channels and amenities that end-users could consider relevant for their on-site sessions (such as childcare spaces in the venue, refreshers, materials) or locations along a public transport route.
 - Expectations about bootcamp contents and in the follow-up of it (further education, research programme, employment, etc.).
- Identify three (3) target venues for the bootcamp together with DTC Tanzania based on the results of the cohort survey and other selection criteria determined by DTC Tanzania (e.g. geographical location of participants, trainers, security, childcare facilities, budget, etc).

B. Recruitment of Industry Partners

An Industry partner in this regard refers to an organisation(s) that uses or has potential to use AI/ML tools/skilled labour in its daily operations and can offer learning and skilling opportunities for participants to apply skills that have been acquired during the bootcamp.

The goal of recruiting industry partners is to ensure that participants are provided with practical experience that enables them to apply the skills and knowledge they have acquired during the 5 months' training. This delivery includes the following:

- **Identify and engage suitable companies/institutions** interested in taking on interns or cohort placements who have successfully completed Bootcamp and sharing curriculum with Industry Partners for feedback.
- Screen potentially suitable and interested companies in cooperation with FAIR Forward and DTC Tanzania, e.g. their company's history, reputation, how they apply AI, and their work culture.
- Decide with each company for the AI/Data Science related work that cohort placement would work on during their learnership there. The tasks or job role should, to the extent possible, be directly related to the content of the Bootcamp (i.e. use, design and deployment of AI and/or data science).
- Coordinate the placement of participants to the respective companies and internship positions and as much as possible, assist cohort participants – where required (e.g. stipend and other benefits)
- Coordinate potential clients and customers matchmaking if participants have created innovative start-ups during their Bootcamp that they would wish to run as business, as opposed to an internship placement.

As part of the tailored value propositions, include concepts such as how AI can provide tangible business benefits and return on investment to the respective companies, it shall identify relatable business problems that can be solved with AI as well.

Deliverables:

- Report on (to be published): Situational analysis of Women in AI and summarizing the most important findings of the scoping mission
- Stakeholder engagement workshop/expo with industry partners.
- Recruitment a diverse group of Industry partners for capstone project support and internship placement.

Work package 2: Adaptation of the curriculum

Content of the training program

Based on the information gathered in the scoping work package and the replication kit from the South African Pilot bootcamp, **adapt the curriculum to the local Tanzanian context, spanning 23 weeks, 11 hours weekly, with at least 3 sessions during the week and a support session for a total of 250 hours. The training must be followed by a minimum 3-month internship for successful students as the practical phase. Survey feedback should be used to inform the number of sessions, times and format of weekly trainings, as well as special accommodations for mothers and people with disabilities.**

It should largely align to the needs of partner institutions, and the local ecosystem demands that will provide participants with internship positions and provide the knowledge and skills required to start a career in AI, ML or Data Science field. This process must be carried out in close coordination with DTC Tanzania, FAIR Forward, women support networks and other actors with whom we want to cooperate during the inception part, as well as key actors from private sector.

Bootcamp Based on the South Africa AI and Data Science Bootcamp for Women bootcamp kit, and the [e-learning MOOC course of the Bootcamp](#) the training curriculum should be adapted to cover the following aspects (*indicative and not exhaustive list of curriculum topics*):

Hard data skills:

-*Data Science skill*: programming in Python, statistics, data analysis, data visualization, Presentation skills as well.

-*AI skills*: ML fundamentals. Intro to NLP, Computer vision and to IoT

Soft data skills:

-Data protection, data sovereignty, Data feminism.

-AI & Data Ethics and responsible AI development.

- Open-source AI & Data. *Intro to Generative AI , Responsible use of Gen AI , Environmental Impact of Gen AI , Prompt Engineering.*

Final project:

- A selection of about 5 projects or topics that provide real, open-access data sets / use-cases to analyse, conceptualize and/or test (some of which can be suggested by FAIR Forward and DTC Tanzania) for a final capstone project, in collaboration with local companies or organisations. The project shall allow the participants to apply the

acquired knowledge and build sectorial expertise (such as on gender, climate, trade, etc.)

- Input about the selected topics for the capstone projects from invited trainers and sessions specifically led by them; a balanced gender ratio should be met with these sessions
- Apart from being specifically tailored for women, the content will emphasize relatable examples from Global South countries and/or East Africa, and/or Tanzania, with application of ML tools.
- Work readiness sessions such as teamwork, communication and presentation skills and working within deadlines and male dominated fields.
- On-field (onsite) excursions to at least 2 ecosystem actors in the AI landscape in Tanzania (actors to be identified in advance and approved by DTC Tanzania)

Career development sessions:

- Interview skills training
- Cover letter and CV drafting training
- Building a LinkedIn profile
- Webinars with inspiring role models in the field.
- A panel discussion or exchange with at least 3 experienced women peers and mentors sharing their experience of how they established their professional lives in STEM/AI.
- Organise one virtual regional and international exchange with the Alumni network from the Global South (eg . South Africa and Rwanda)

The teaching format must adapt to learners' needs, be suitable to the participants and include a blended mode of learning. The bootcamp should include (but shall not be limited to) a mixture of lectures, live sessions with partner practical workshops, live cases, demonstrations, case studies, teamwork, project-based learning and tests to ensure maximum adoption of content and understanding by learners. To facilitate access to sessions, Finally, all modules shall be **highly practice oriented**.

Adoption of Training Replication Kit

DTC Tanzania and FAIR Forward will provide a Training Replication Kit from previous Bootcamps which will be a core planning instrument for the training program in Tanzania in detail the content, timing and logistics of the training implementation. The Replication kit should be adapted for the Tanzania context based on the outcomes of the scoping (see Work Package 1) and resources shared and include at minimum:

- Details of the scoping activities and research
- Definition of:
 - the target group
 - the training objectives
 - Timeline of the bootcamp
 - Success criteria and indicators
- The strategy on how knowledge transfer of content would be most effectively achieved. Formats of the training (i.e. theoretical and practical / field work, online and offline sessions) considering the needs of potential program participants regarding the optimal time structure of the training.
- The training material will include:

- Course objectives, outlines and syllabi
- Presentations slides and scripts of the training content
- Instructions for exercises and projects
- Solutions to exercises including example code
- Data sets and/or trained models
- Multimedia material including videos, recordings of webinars and training sessions for the bootcamp
- The curriculum can build on existing online courses and existing trainings where possible and appropriate. In this case, the contractor, shall identify available content, which should be open educational resources to enable use by future trainers. For a set of online courses provided through FAIR Forward, including the MOOC adaptation of the Bootcamp see [atingi](#).

The service provider is expected to perform the following tasks incorporating the aspects described above:

- Prepare the curriculum and revise it based on feedback from DTC Tanzania
- Hosting learning materials on selected learning platforms: The service provider will utilise appropriate digital learning platforms for the training; and is required to adapt the Bootcamp experience on these platforms in close coordination with DTC Tanzania and FAIR Forward. This includes, among other things:
 - Adapt bootcamp materials based on the requirements of the platform,
 - Designing the bootcamp in a user-friendly manner on the platform
 - Uploading all Bootcamp materials and content to the platform to enable an optimal learner experience and which enables offline access (suggested option: the openly accessible digital learning platform of German Development Cooperation [atingi.org](#))
 - Additionally, the course materials must be designed and delivered in a re-doable way on a publicly accessible Repository/platform

Deliverables:

- A fully adopted curriculum with adequate documentation
- An adopted Training Replication Kit
- Learning Materials ready to be hosted on a learning platform.

Work package 3: Marketing strategy and call for applications

A. Marketing & outreach strategy

- Develop and conduct a call for applications, designed in accordance with GIZ media regulations:
 - Include any agreed minimum criteria or requirements to apply (e.g. completing acceptance test or submission of proof of prior coding work)
 - Create and publicise digital flyers
 - Draft a blog post at the start of the bootcamp, highlighting the impact of the training
- Adapt an evaluation scheme that features inclusive selection criteria to ensure that the programme does not unduly exclude under-represented groups.

B. Selection of participants

- Formulate clear expectations for the participants for their participation in the programme, including being available for instructional training and internship during the programme.

- Create an evaluation scheme that features inclusive selection criteria for the interview, assessment and selection of applicants
- Select in close coordination with DTC Tanzania up to 50 participants who identify as women and create a backup list of at least 10 additional people.
- Provide an action plan with timelines on the selection processes till start of the program.
- Adapt and implement surveys for the participants.
- Conduct a pre-bootcamp survey with the final, selected participants to assess knowledge, motivation, expectations of the bootcamp, technical equipment needs and needs for childcare venues and kids' range of age. Adopt a template for this purpose which FAIR Forward will provide where necessary. Results from the survey shall be used to further define the format and content of the curriculum.

Deliverables

- Marketing Plan for the entire project with emphasis on the call for applications and how to get women on board, and women mentorship.
- Openly accessible and widely marketed call for applications
- Well-qualified and motivated 60 participants selected to participate in the Bootcamp program.

Work package 4: Bootcamp phase

A. Training

- Prepare and provide technical in-class training based on the TPF in cooperation with DTC Tanzania, some online or hybrid sessions should be considered after evaluating participants preferences.
- If the pre-training survey confirms the need, the service provider should coordinate coding activities for women who need to come along with their children for the trainings. The contractor is responsible for securing the venue and catering during the training, both for participants and kids in Dar es Salaam. The venue should include childcare areas and support.
- Make provision to provide laptops/computers for participants to use in the period of the training sessions on site, if they have a strong need for it.
- Provide, manage and moderate a platform/group chat or similar in which learners can engage each other as well as trainers, in real time, during the training period (including outside of the training hours and on weekends or holidays for the participants themselves) as well as during the support period, e.g. WhatsApp
- The service provider must maintain open lines of communication and ensure that they are available for engagement on at least one written electronic channel and where possible one telecommunications channel (i.e. mobile/ telephone), during ordinary business hours for participants and partners.
- Specifically at the beginning of the training, and during the Bootcamp as may be needed, plan and implement interactive team-building exercises for participants to get to know each other, to share their expectations for the programme and to build trust among each other.
- Conduct regular evaluations with disaggregated data if possible (at least three data elements, to be defined) both on the learning progress and satisfaction of participants with the training and optimize accordingly (as well as report on the evaluation and optimization to DTC Tanzania). The feedback shall be used to adapt the curriculum where necessary.

B. Communication with partners

- Engaging and responding to all queries, feedback and correspondence, including attendance of in-person and/or online meetings, workshops and engagements in the bootcamp and scope of this project, including pre and post training scoping and evaluation.

C. Engagement with experts and third parties

- The service provider will procure the services of all required experts, facilitators and trainers required to train and/or transfer the knowledge to participants. **Strong preference is for experts and trainers in the training and project team to be women**, as this is an AI Bootcamp for Women.
- The service provider will oversee, manage, and coordinate with all required experts to ensure the bootcamp runs smoothly. This includes troubleshooting problems with DTC Tanzania and to unforeseen events, that may affect the timelines, to ensure the objectives of the program, goals and timelines are adhered to. If applicable, this management of experts will include remuneration for professional services rendered, work allocation, experts' days and replacement of experts / trainers due to any force majeure.
- The relationship management with experts will include (but is not limited to) reaching out to experts during the pre-scoping mission, coordinating for bootcamp (curriculum) input, bootcamp roll out management (i.e. guest lecturing, etc.) as well as a disaster recovery management (finding suitable alternatives where an expert is or becomes unavailable).
- Additionally, the service provider must ensure sufficient division of labour between subject experts (pool of experts) who participate in the bootcamp and to which degree they should be involved in designing and facilitating the bootcamp.

D. Practical phase and career support

- Develop and coordinate projects and/or set of practical tasks for participants with the industry partners to ensure the quality of the practical phase for the participants including sufficient mentorship and coaching for participants.
- Provide career support service during the time of the Bootcamp. This shall include (indicative, depending on needs):
 - 1 career development workshop for women in AI/data, including data-driven business models and entrepreneurship
 - Support in CV writing, cover letter writing and creating professional social media profiles
 - 1 interview skills training, including practice Q&A and interview comportment
 - Note that where participants exhibit or indicate competence of proposed career development skills (e.g. cv drafting), then this should be adapted to more advanced competencies. E.g. online presence for marketing oneself in a field, Salary negotiations, advancing through leadership positions, etc.
- The service provider should design and ensure that participants actively participate in women in AI and Tech networking events to introduce the participants to the existing community and create networks of support for sustainability of a career in this field. The intended partners could involve public sector, private sector, academic and international networks.
- Follow-up survey with participants and industry partners on performance and experience during the practical phase for up to 12 weeks. Intervene in coordination with DTC Tanzania if problems arise with the performance or experience of participants during this period.

E. Childcare Area for Trainees

Should a nursing mother(s) be shortlisted for the fellowship, a childcare facility within the training programme venue should be set up as follows:

- Setup and preparation of a designated area or facility to accommodate the childcare needs of trainees.
- Recruitment a qualified childcare staff as part of short-term pool of experts
- Development of age-appropriate activity plans and materials to engage and stimulate children during their stay.
- Implementation of health and safety protocols to ensure a secure and hygienic environment for children.
- Provision of clear communication channels for parents, including regular updates and feedback about their child's well-being and engagement.

F. Kick off and Closing Ceremonies

In close coordination with DTC Tanzania the service providers should organise:

- an onsite kick-off gathering in Dar Es Salaam in which participants and their families are introduced to the Bootcamp (concept, team involved, etc).
- The closing and graduation ceremony where all participants who successfully complete the training, are invited to attend to present their capstone projects to industry partners and a jury, for which the best projects will be awarded.

Deliverables

- Running bootcamp including sessions, experts, logistics, exercises, learning goals, workshops etc. as defined in the TPF
- Access to Open Educational Resources
- Engagement with Women in Tech/AI community/event(s)
- Childcare area for women with children where appropriate.
- Successful delivery of Kick-off meeting and Closing ceremony

Work package 5 : Monitoring, evaluation and follow-up after the programme

* This work package should take place throughout the development of the project

Monitoring

Please note that **all collected data needs to be gender-disaggregated and complying with GDPR in addition to any local laws.**

- Contribute data to assist DTC Tanzania monitoring.
 - For this activity, the following data needs to be collected:
 - Age, gender, academic and professional background and country of origin
 - For this, discuss with DTC Tanzania in the kick-off meeting:
 - **When** should data be collected?
 - **How** should data be collected?
- Provide DTC Tanzania with the required data. For this:
 - Provide a plan on how to collect the data intended.

- Design and implement surveys for the participants guided by DTC Tanzania. Adjust the template where necessary and in cooperation with DTC Tanzania and FAIR Forward:
 - A pre-programme survey that assesses knowledge, motivation, expectation, reasons that would make them quit the course and interests for the bootcamp and practical phase of the participants. Results shall be used to further define the format and content of the curriculum.
 - Elaborate a mid-training and final feedback activity to check satisfaction and progress of participants. Results shall be used to further define the format and content of the curriculum, as well as to assess the level of competences acquired by the participants for monitoring purposes.
- As regular reporting is conducting to the DTC Tanzania commissioning ministry, regular blog posts, media releases and formalised reports (with supporting media / visuals) are required – the service provider should ensure that regular and adequate reporting, including delivery of data, as stipulated in this TORs is provided upon request or as the milestones dictate.
- For evaluating activities like workshops: Adjust a template provided by DTC Tanzania where required for these evaluations.
- Obtain consent from participants so that DTC Tanzania and Fair Forward can carry out a follow up after the end of the activity. A final survey on the overall impact of the programme on the participants career development, will be carry out after 6 months by DTC Tanzania.
- In close coordination with DTC Tanzania prepare a survey to enable DTC Tanzania to conduct this follow-up evaluation.

Post program review

- The service provider must provide written evaluation of the bootcamp after completion based on the success criteria defined in the TPF.
- The service provider shall conduct one in person workshop with all participants after the bootcamp phase to evaluate whether a) participants have applied the acquired knowledge in their training by showcasing their projects (e.g. deploying ML techniques to a new or existing dataset) or b) any remaining gaps or capacity needs that may require further support.
- Participant responsiveness should be noted, including any difficulty experienced by participants in applying their knowledge, lack of support from their respective professional environments as well as lack of any mentor assistance (where mentors are provided).
- The service provider should create a survey at the end of the bootcamp and a post-programme survey to gather feedback from the trained trainers on their level of satisfaction and on the use of the different materials.
- Conduct a retrospective session with DTC Tanzania to illustrate and explain the challenges the service provider experienced in executing this project. These challenges, barriers or concerns could include but would not be limited to:
 - Decision making barriers from GIZ and /or partners, and/or to receiving or sharing of information with partners or between participants;
 - Data protection, collection, storage, processing or transfer (from one party to another) and/or knowledge or lack thereof on any of this by a partner;
 - Rules or processes that were not clearly defined, and/or processes which hindered project execution;
 - Rules, policies or processes that should exist for open educational resources on data, AI systems but do not yet exist – which would make

- execution of this project easier, more efficient and enable better collaboration across partners;
 - Partners that should have been involved (but were not) or whose involvement would make execution of this project more efficient and scalable;
 - Obstacles that were not foreseen during inception that arose during implementation
- Upon identifying and compiling the above information, the service provider is required to:
 - Discuss with DTC Tanzania the recommendations on how these challenges could be solved.
 - Include the challenges faced and recommendations discussed in the final project report.
 - If / where possible, participate in a short dialogue with key stakeholders, such as policy makers, to present them the identified challenges and potential solutions, which session would be moderated by DTC Tanzania
- A final report of the Bootcamp of minimum 15 pages including all the information, data, pictures, graphics and content stipulated in these Terms of Reference as well as any further information, observations, recommendations and ideas that the service provider may deem relevant, within 2 weeks of the review workshop with DTC Tanzania after the practical phase of the first cohort, reporting on:
 - the structure of the bootcamp
 - the evaluated effectiveness of the programme measured against the success criteria previously defined in the TPF.
 - lessons learnt from this activity as well as what elements would be changed or done differently in the future if the service were to be redone and/or the program were to continue for a second pilot
 - experienced structural challenges that impede training of local AI and data experts, including recommendations how they could be solved.
- The final report should include – with cohort permission – photos / images of the activities through the Bootcamp process, whether onsite activities, excursions, networking events, etc. For this purpose, it would be recommended that the service provider ensure that media coverage of the Bootcamp activities, from start to conclusion, is adequately considered (this is also relevant for the reporting as indicated above).
- Create a **platform** (e.g. based on LinkedIn, WhatsApp, etc.) for participants to network after they have graduated. The appropriate social media platform should be selected according to which would be most inclusive and compliant with GDPR.
- Create a roster of potential fellowships and employment opportunities, job fairs, innovation challenges, with a focus on Tanzania and would be shared on the platform mentioned above.

Deliverables

- Anonymized surveys that include all the data required for DTC's monitoring.
- A platform for networking, exchanges and sharing job and Bootcamp opportunities.
- Final report on the project activities (minimum 15 pages).

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

Milestone	Deadline/place/person responsible
Kick-off meeting with DTC Tanzania Technical Team	1 week after the contract starts/GIZ and Contractor
Kick-off meeting with DTC Tanzania Financial team	1 weeks after the contract starts/GIZ and Contractor
Workshop with stakeholders to showcase Bootcamp and recruit industry partners	4 weeks after the contract starts/Contractor
Final Training Program Framework developed	5 weeks after contract starts /Contractor
Marketing campaign and call for applications	6 weeks after contract starts/Contractor
Participant selection	10 weeks after contract starts/Contractor
Launch of Bootcamp program	12 weeks after contract starts/Contractor
Conclusion of the Bootcamp program (training phase) Closing ceremony	39 weeks after contract starts/Contractor
Internship placement for participants done	40 weeks after contract starts/Contractor
Evaluation workshop and official end of the program	44 weeks after contract starts/GIZ and Contractor
Final evaluation report	46 weeks after contract starts
Follow-up meeting	48 weeks after contract starts

Period of assignment: from 30/09/2026 until 31/03/2027.

3. 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).

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 (1.6.1) In particular, the project management requirements specified in Chapter 2 (Tasks to be performed by the contractor) must be explained in detail.

- The service provider is responsible for selecting and steering the experts assigned to perform the advisory tasks (1.6.2)
- The service provider is required to draw up a **personnel assignment plan** with explanatory notes that lists all the experts proposed in the bid; the plan includes information on assignment dates (duration and expert days) and locations of the individual members of the team complete with the allocation of work steps as set out in the schedule (1.6.3)
- The service provider in cooperation with DTC Tanzania, is responsible for preparing the curriculum of the bootcamp, in addition to training the participants and coordinating the interactions between all programme actors.
- The service provider makes available equipment and supplies (consumables) and assumes the associated operating and administrative costs.
- The service provider manages costs and expenditures, accounting processes and invoicing in line with the requirements of GIZ. In addition to the reports required by GIZ in accordance with AVB, the contractor submits the following reports:
 - Curriculum and training materials including the rights for further use where the material is not made available publicly under an OER/Creative Commons license
 - Gender-responsive marketing strategy document
 - Adapted Replication toolkit
 - Sharing the lessons learned by the service provider and leveraging the value of lessons learned on site

Further requirements (1.7)

DTC Tanzania strive for fairness and inclusiveness. Therefore, the implementation partner (service provider) is required to describe how the selection process will achieve this. Specifically, it must ensure that persons living with a disability are also not excluded. Therefore, the place of the training must also be disability friendly. Moreover, it should ensure childcare spaces in the venues where the training will take place. **Due to the nature of this activity, full points will be given to bidders where 60% of the core team are women or a greater percentage of key experts are women**

4. 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 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.

Please note that the below specified **qualifications represent the ideal requirements** to reach the maximum number of points.

Bidders who do not fulfil the requirements to the full extent can still and are highly encouraged to apply for the tender.

The bidder is required to provide personnel who are suited to providing the service filling the positions described, based on their CVs the range of tasks involved and the required qualifications. Moreover, **due to the nature of this activity, full points will be given to bidders where 60% of the core team are women or a greater percentage of key experts are women.** (1.7)

Team leader

Tasks of the team leader

- Overall responsibility for the advisory packages of the contractor (quality and deadlines).
- Supporting the engagement of partners in industry and beyond for internships
- Coordinating and ensuring communication with GIZ, industry partners and other stakeholders involved in the project.
- Personnel management identifying the need for short-term assignments within the available budget, as well as planning and steering assignments and supporting local and international short-term experts.
- Regular reporting in accordance with deadlines
- Develop measurement tools to evaluate the effectiveness of training for both e-learning course and bootcamp and lead the overall team in the evaluation.

Qualifications of the team leader

- Education/training (2.1.1): university degree in social sciences, Project Management, Business Administration, Development studies, ICT, or any related fields
- Language Skills (2.1.2): English and Swahili
- General professional experience (2.1.3): 5 years of professional experience in project management, Innovation Management, Digital Skills training, Gender and diversity, Human Centered Design, Agile development sector
- Specific professional experience (2.1.4): 3 years of experience leading the design, planning, and delivery of ICT/digital skills initiatives with a focus on women and other marginalized minorities
 - Experience in leading the delivery of Artificial Intelligence and/or Data Science initiatives with a gender approach.
 - Experience in Innovation Management and/or Start-up building
 - Experience in working with women from different backgrounds.

- Experience in leading ICT bootcamps with career development support component.
- Proven industry network and experience managing stakeholders in Africa.
- Experience in working with different stakeholders including universities and industry partners in the design and operation of ICT training initiatives.
- Leadership/management experience (2.1.5): 3 years of management/leadership experience as a project team leader or manager in a company
- Regional experience (2.1.6): 5 years of experience in projects in Sub-Saharan Africa, of which 2 years in projects in Tanzania
- Development Cooperation experience (2.1.7): 3 years of experience of working with or in development cooperation
- Other (2.1.8): Demonstrated experience with agile and state-of-the art facilitation methodologies, didactic principles for improving learning results such as co-construction of learning and online collaboration tools

Key expert 1

Tasks of key expert 1- Programme Content Expert

- Lead and coordinate curriculum development and adaptation efforts of the project team, including assisting with the scoping mission, focus group coordination and adaptation of feedback into course design, the curriculum and trainings materials developed.
- Coordinate with technical experts of GIZ, partners and invited trainers the curriculum development and course material composition, as well as follow up questions and queries that may arise throughout the project and training implementation.
- Ensure that a comprehensive situational analysis is conducted to inform the new curriculum is up to date and relevant for local audiences.
- Provide technical inputs and feedback to curricula guidelines, manuals, templates and other relevant documents to be developed and ensure the course material adhere to national training guidelines and qualification standards

Qualifications of key expert 1

- Education/training (2.2.1): University degree in computer science, machine learning, data science, information technology, computer engineering, statistics, mathematics, or a related field.
- Language (2.2.2): English and Swahili
- General professional experience (2.2.3): 5 years of ICT/digital skills training.
- Specific professional experience (2.2.4):
 - 3 years of experience in curriculum designing and conducting methodologically diverse Artificial Intelligence or Data Science trainings.
 - 2 years of experience in designing Artificial Intelligence or Data Science trainings for women and other marginalised communities.
 - Demonstrated knowledge of the current AI and/or Data Science skills and skills required by industry
 - AI Ethics knowledge
 - Knowledge and experience of relevant digital training tools such as Moodle, LMS, etc.

- Demonstrated facilitation skills
- Strong written, presentation and interpersonal skills.
- Experience in working with different stakeholders including universities and industry partners in the design and operation of ICT training
- Leadership/management experience (2.2.5): 3 years of management/leadership experience
- Regional experience (2.2.6): 3 years of experience in projects in Sub-Saharan Africa, of which 2 years in projects in Tanzania.

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.

Expert 2: Artificial Intelligence and Data science lead trainer

Tasks of expert 2

- Design and lead classroom-based or online, technology-enabled learning interventions
- Make sure that each AI cycle includes ethical considerations.
- Collaborate with the curriculum development expert to develop and deliver a training with a gender-responsive and local approaches that help participants easily grasps the AI and Data Science concepts, understand and master the core modules outlined in the curriculum.
- Work with guest and associated trainers to deliver the curriculum incorporating the constructivism and connectivism learning principles in the knowledge transfer process and translate complex concepts into relatable, understandable and contextual snippets of information.
- Monitor and moderate discussion forums for any online and offline engagement and encourage curiosity, dialogue and engagement from participants
- Maintain technical and updated knowledge of the modules (as a subject matter expert) in the curriculum, platform and applications for user level delivery.

Qualifications of expert 2

- Education/training (2.3.1): University qualification in computer science, machine learning, data science, information technology, computer engineering, statistics, mathematics, or a related field.
- Language (2.3.2): English and Swahili
- General professional experience (2.3.3): 7 years in the IT/tech sector
- Specific professional experience (2.3.4):
 - 3 years of professional/industry experience in artificial intelligence and machine learning, including programming in Python
 - Experience in providing training / lectures in the field of AI and Data Science
 - Experience in working on projects specifically designed for women

- AI Ethical expertise
- Demonstrated knowledge of the current AI and/or Data Science skills and skills required by industry
- Demonstrated facilitation skills
- Strong written, presentation and interpersonal skills.
- Regional experience (2.3.6): 3 years of experience in leading projects in Sub-Saharan Africa, of which 2 years in projects in Tanzania.

Expert 3: Administration and Finance expert

- Tasks of expert 3
- Coordinate communication and correspondence, amongst participants, partners, GIZ and third parties, including finance and administrative support to participants and GIZ, through effectively maintaining and coordinating calendars, scheduling appointments and meetings.
- Work closely with the GIZ finance team to ensure that all expenses are made within contract stipulations and GIZ regulations.
- Collaborate with the creation of the gender-responsive marketing campaign in close collaboration with GIZ to promote the training program.
- Assist with program application process for participants, including background research skills, information verification and project management skills in coordinating the program administrative and logistical requirements (e.g. procurement of training space, travel stipends)
- Provide tactical support to participants onsite and/or remotely and act as liaison between participants, partners, GIZ and third parties
- Organize, compile and submit support documentation on during and on completion of project, including interim and final reports, statistics and information as may be required
- Coordinate training logistics to schedule and plan for training sessions

Qualifications of expert 4

- Education/training (2.4.1): University qualification in Business administration, finance, Accounting, Auditing, Tax and Regulatory compliance or other relevant field
- Language (2.4.2): English and Swahili
- General professional experience (2.4.3): 5 years of professional experience in financial management, project financial expenditure and handling.
- Specific professional experience (2.4.4): 5 years of experience handling project expenditures, finance tracking, documentation and reporting, logistics and procurement, tax and compliance.

Expert 4: Communication and M&E expert

Tasks of expert 4

- Develop a communication strategy that outlines the goals and objectives of the project including but not limited to the call for application.
- The communication officer should manage internal communication within the cohort to ensure that participants are informed and engaged. This may include creating and distributing internal cohort newsletters, organizing participant events, and managing internal reporting.
- Provide GIZ or partners with various marketing materials about the Bootcamp where needed.

- Developing M&E plans for each program or initiative, which includes outlining the goals and objectives, identifying indicators for measuring progress, and setting targets for achieving those indicators.
- Designs M&E tools, including data collection forms, surveys, and questionnaires, to collect data on program implementation and progress towards achieving the set targets.
- Organize, compile and submit support documentation on during and on completion of project, including interim and final reports, statistics and information as may be required
- Coordinate training logistics to schedule and plan for training sessions.

Qualifications of expert 4

- Education/training (2.5.1): University qualification in development communication, business administration, communications, or other relevant field
- Language (2.5.2): English and Swahili
- General professional experience (2.5.3): 3 years of professional experience in communication and M&E
- Specific professional experience (2.5.4): 3 years of experience creating and leading campaigns and Campaign.
- Leadership/management experience (2.5.5): 2 years of leading communication teams and M&E teams.
- Other (2.5.8): 2 years of experience in using creative tools such as photoshop, adobe illustrator, canva, etc

Soft skills of team members

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

- Initiative and proactive
- Interdisciplinary thinking
- Sociocultural competence
- Human Centered Design and Innovative thinking
- Communication and engagement skills (especially with persons from diverse backgrounds)
- Efficient, partner- and client-focused working methods

Short-term expert pool with minimum 2, maximum 4 members

For the technical assessment, an average of the qualifications of all specified members of the expert pool is calculated. Please send a CV for each pool member (see below Chapter 7 Requirements on the format of the bid) for the assessment.

Tasks of the short-term expert pool

- Provides input to development of curriculum and knowledge transfer strategy
- Act as trainers on specific topics for the course

Qualifications of the short-term expert pool

- Education/training (2.6.1): 2 experts with university qualification/certification in computer science, artificial intelligence, data science, (1 expert) early childhood, pedagogical thinking and early education diploma or another relevant field.
- Language (2.6.2): 2 experts with C1 language skills on English and Swahili
- General professional experience (2.6.3): 2 experts with 3 years of experience in the public or private sector, (1 expert) 3 years of experience in daycare and learning
- Specific professional experience (2.6.4): 2 experts with 3 years of experience in the following fields (one expert can cover several fields).
 - Intersectional feminism
 - Feminist AI
 - Data feminism
 - AI Ethics
 - Creation of online courses on Moodle
 - Programming (Python)
 - Data Science
 - Data Analytics
 - Data protection/awareness
 - Statistical programming
 - Machine Learning
 - Programming Algorithms
 - Natural Language Processing (NLP)
 - Computer Vision
 - Open source AI and Data
 - Cloud Computing
 - Digital Soft Skills
 - Interactive design thinking
 - Day care teacher (Digital skills)
 - Entrepreneurship / start-up project management
- Other (2.6.7): 2 expert with 3 years of experience as a trainer/ tutorial assistant

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

5. Costing requirements

Assignment of personnel and travel expenses

Per diem 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 from the [German Federal Ministry of Finance – tax treatment of travel expenses and allowances for international business travel as of 1 January 2026 \(GERMAN ONLY\)](#)).

Accommodation allowances are reimbursed as detailed in the specification of inputs below.

With special justification, additional Accommodation costs up to a reasonable amount 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 has undertaken an obligation 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.

CO₂ emissions caused by air travel must 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.

Specification of inputs

Fee days	Number of experts	Number of days per expert	Total	Comments
Designation of Team leader	1	46	46	A total of 46 days
Designation key expert 1 (Program content)	1	15	15	A total of 15 days
Designation key expert 2 (AI Lead Trainer)	1	60	60	A total of 60 days for Lead trainer
Designation key expert 3 (Admin and Finance)	1	23	23	A total of 23 working days for Admin and Finance
Designation key expert 4 (Communication and M&E)	1	10	10	A total of 10 working days for communication and M&E works
<i>Designation short-term expert pool</i>	4	15	60	A maximum of 4 experts for the months of training including child caretaker
Other costs	Number	Price	Total	Comments
Workshops including Kick off and Closing ceremonies	60			A budget of TZS 256,500,000 is foreseen for workshops including kick off and closing ceremonies. Please incorporate this budget into the price schedule. The budget is earmarked and contains the following costs:

				- Catering for participants and kids. - Transport stipends for students. Monthly community to the selected participants would be TZS. 20,000 each based on provision of a signed attendance sheet and will be verified by the Lead. - Venue/lab
Field excursion/Study Tour	2			A budget of TZS 9,500,000 is foreseen for field excursion/study tour. Please incorporate this budget into the price schedule The budget is earmarked and contains: meals, bus rental for visits, entry tickets (in case of a related event).
Other costs	1			A budget of TZS 10,000,000 is foreseen for PR, Software and Licensing. Please incorporate this budget into the price schedule
Flexible Remuneration	1			A budget of TZS 5,000,000 is foreseen for flexible remuneration. Please incorporate this budget into the price schedule. Use of the flexible remuneration item requires prior written approval from GIZ.

The bidder is required to submit a personal assignment plan and workflow/roadmap which stipulates the number of days that each expert will be allocated to the individual work packages.

Workshops, events and trainings

The contractor implements the following:

- **AI & Data Science** Bootcamp for women running over 5 and half months (as a minimum) but not exceeding 6 months, including venue and catering
- Opening and closing ceremonies
- 2 field excursions with participants and relevant stakeholders
- Provision of technical equipment for participants to participate in training and exercises

- Monthly commuting to the selected participants would be TZS 20,000 each based on provision of a signed attendance sheet. It will be verified by the lead Technical Advisor of DTC Tanzania. This should be included in the financial offer (under workshop budget line).

In the contract, the contractor has no claim to fully exhaust the days/workshops/ budgets. The number of days/workshops and the budget amount shall be agreed in the contract as 'up to' amounts. The specifications for pricing are defined in the price schedule.

Other costs

The service provider must include in their proposal any costs associated with or arising from the activities that they are required to fulfil, for the period of the contract, including:

- Costs for **marketing of programme, PR Campaigns (swags, goodies, printing and advertisements), printing of course material and course certificates**, etc. This should also be captured in financial offer.
- Software and licence costs if any
- Provide childcare support for participants in need of this in duration of the onsite lectures

6. Requirements on the format of the tender

The structure of the tender must correspond to the structure of the ToR. 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.