

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

CONFIDENTIAL

Technical Support for Strengthening Positive Masculinities and Early Violence Prevention Among Boys and Young Men Through Gender Transformative Approaches.	Project number/ cost centre: G-012043-001 Output №:012043030000 Tender number 7000018729
--	---

0.	List of abbreviations	2
1.	Context.....	3
2.	Tasks to be performed by the contractor	4
3.	Concept.....	7
	Technical-methodological concept	7
	Project management of the contractor (1.6)	Error! Bookmark not defined.
	Further requirements (1.7).....	Error! Bookmark not defined.
4.	Personnel concept.....	8
	Team leader.....	Error! Bookmark not defined.
	Key expert 1	Error! Bookmark not defined.
	Short-term expert pool with minimum, maximum	Error! Bookmark not defined.
5.	Costing requirements	12
	Assignment of personnel and travel expenses	12
	Sustainability aspects for travel	12
	<i>Alternative for</i> contracts for works:	Error! Bookmark not defined.
	Workshops, events and trainings.....	14
6.	Inputs of GIZ or other actors.....	15
7.	Requirements on the format of the tender	15
8.	Option	Error! Bookmark not defined.
	Type and scope.....	Error! Bookmark not defined.
	Requirements.....	Error! Bookmark not defined.
	Quantitative requirements for the optional services	Error! Bookmark not defined.
	Requirements on the format of the tender for the option	Error! Bookmark not defined.
9.	Outsourced processing of personal data	Error! Bookmark not defined.
10.	Annexes	15

0. List of abbreviations

AG	Commissioning party
AN	Contractor
AVB	General Terms and Conditions of Contract for supplying services and work
FK	Expert
FKT	Expert days
KZFK	Short-term expert
ToRs	Terms of reference

1. Context

The Department of Basic Education (DBE) in collaboration with a GIZ programme Violence Prevention for Peaceful and Inclusive Communities (VPPIC) are committed to strengthening safe, inclusive, and violence-free learning and community environments for children and adolescents. Within the South African context, children and young people continue to experience multiple and intersecting forms of violence, including bullying, corporal punishment, gender-based violence, sexual harassment, peer violence, and harmful social norms that shape unequal gender relations from an early age.

Evidence increasingly demonstrates that rigid and harmful gender norms, particularly those associated with dominant constructions of masculinity, contribute significantly to violence perpetration, emotional suppression, and risk-taking behaviours among boys and young men. At the same time, schools and community-linked programmes present a critical opportunity to promote positive masculinities, respectful relationships, emotional wellbeing, empathy, accountability, and non-violent behaviours as part of early violence prevention efforts.

- a) The DBE works with a wide range of stakeholders and implementing partners including sports and cultural coordinators, peer education facilitators, NGOs, community practitioners, and civil society partners who engage directly with boys and young men through education and social development programming. However, **many practitioners require practical orientation and sensitization support to strengthen their understanding of gender-transformative approaches and to confidently facilitate constructive engagement with boys and young men in ways that challenge harmful norms while promoting positive behavioural change.**
- b) At the same time, boys and young men themselves are often exposed to a range of social, emotional, educational, economic, and protection-related vulnerabilities that impact their wellbeing, development, educational outcomes, and relationships. Across the Southern African region, many boys and young men experience vulnerabilities linked, for example, to poverty, family instability, absent caregiving structures, exposure to violence, peer pressure, substance abuse, harmful online influences, gang involvement, and harmful expectations associated with masculinity. These vulnerabilities may increase risks associated with violence perpetration, violence exposure, conflict with the law, risky behaviours, disengagement from education systems, and limited access to positive support structures. To this effect the **DBE, with the support of VPPIC seeks to domesticate the SADC Boys and Young Men Vulnerability Framework.**
- c) In addition to the development of the practitioner sensitization guide and the contextualization/domestication of the SADC Boys and Young Men Vulnerability Framework, the assignment will further support participatory child and adolescent engagement processes through targeted activations at selected (at least 3) VPPIC implementation sites. Understanding that boys are not a homogeneous group, these activations should consider various boy-engagement formats to serve as safe, reflective, and participatory platforms to engage boys and their caregiving environments on issues relating to positive masculinities, gender norms, emotional wellbeing, healthy relationships, violence prevention, and child rights. The activations will additionally support the meaningful inclusion of boys' lived experiences, perspectives, and voices in the domestication of the SADC framework/guideline, while simultaneously strengthening awareness, reflection, and sensitization among them.

With the above, therefore, **there's a need for a practical and contextually relevant guidance to support a more coherent understanding of vulnerabilities affecting boys and young men within the Southern African context.** This is evident as there remains a gap in consolidated regional guidance that supports policymakers, practitioners, educators, and implementing partners in understanding and responding to the vulnerabilities affecting boys and young men through prevention-oriented, gender-transformative, and rights-based approaches.

VPPIC, therefore, in support of the DBE seeks to appoint a suitably qualified nationally-based NGO to provide technical support for three (3) bodies of interrelated work:

- The development of a concise, practical, and user-friendly Practitioner Sensitization Module/learning aid on Positive Masculinities and Gender-Transformative Social Norms Change for Early Violence Prevention. This aid will serve as a foundational orientation for stakeholders implementing programmes linked to violence prevention, learner wellbeing, psychosocial support, school safety, gender equality, and adolescent development.; and
- The development of a Contextualized SADC Boys and Young Men Vulnerability Framework/Guideline to support policy dialogue, programming, prevention approaches, and coordinated stakeholder responses across sectors.
- Participatory gender transformative activations, leveraging existing avenues to reach boys (and girls) for realization of changed attitudes and perceptions for early violence prevention. The design of activation approaches should consider varying socio-economic backgrounds and the notion that boys are a non-homogenous group.

The assignment seeks an approach that avoids overly academic or theoretical content and instead prioritizes practical application, relatable scenarios, reflective exercises, and key messaging that practitioners can easily integrate into existing programming with boys and young men.

2. Tasks to be performed by the contractor

The contractor shall provide the following work/service:

2.1 Work Package 1: Inception and Desktop Research

- Participate in an inception meeting with the project task team (VPPIC and DBE).
- Develop and submit inception reporting outlining revised versions of the: methodology, workplan and timelines, stakeholder consultation and validation approach.
- Conduct a desk review and evidence mapping to identify adaptable evidence-informed resources and methodologies, to map existing tools, frameworks, and implementation approaches as well as to prioritize adaptation and contextualization of existing resources rather than development of entirely new conceptual material.
- Undertake a rapid review and synthesis of relevant global, regional, and South African evidence, policies, frameworks, tools, and promising practices related to positive masculinities, gender-transformative approaches (GTA), social norms change, early violence prevention, engaging boys and young men, child protection and safeguarding, psychosocial wellbeing and resilience.

2.2 Work Package 2: Development of a GTA Module/ Learning Tool – includes rounds of validation

- Conduct a sensitization session for the project's core group on gender transformative violence prevention.
- Develop a concise, practical, and user-friendly sensitization module/learning tool for practitioners and stakeholders working with boys and young men within school and community-linked programming. The module/learning aid should:
 - be grounded in gender-transformative, child-rights, and violence prevention approaches;
 - strengthen practitioner understanding of gender norms and masculinities;
 - support self-reflection on attitudes, beliefs, and biases;
 - strengthen practitioner confidence in engaging boys positively;
 - promote respectful relationships, empathy, emotional literacy, accountability, and non-violent behaviours;
 - provide practical facilitation guidance and messaging;
 - include South African contextual examples and scenarios.
- With guidance from the task team, consult with relevant actors identified. These consultations will support with strengthening relevance, usability and applicability of the resource.
- Conduct orientation sessions for an agreed cohort of stakeholders on the understanding and use of the module, with the aim to also challenge and change their perceptions and attitudes, in preparation for engaging boys and young men in their respective programming.

2.3 Work Package 3: Development of a Domesticated version of SADC's Boys and Young Men Vulnerability Framework – includes rounds of validation

- Leverage existing resources and platforms to familiarize with SADC's Boys and Young Men Vulnerability Framework.
- Develop a practical and contextually grounded SADC Boys and Young Men Vulnerability Framework as a Guideline/Protocol/Strategy (appropriate format to be guided by DBE) that:
 - provides strategic guidance for policymakers, practitioners, educators, implementing partners, and relevant stakeholders;
 - adopts a prevention-oriented, strengths-based, gender-transformative, and rights-based approach;
 - contextualizes vulnerabilities affecting boys and young men within the Southern African region;
 - identifies key drivers, risks, protective factors, resilience factors, and systemic gaps;
 - supports coordinated and integrated prevention and response approaches across sectors.
- With guidance from the task team, consult with identified relevant actors. These consultations will support with strengthening relevance, usability and applicability of the resource.
- Conduct orientation sessions for an agreed cohort of stakeholders on the understanding of the developed document.

2.4 Work Package 4: Participatory Gender Transformative Activations in prioritized implementation sites (at least 3 sites)

- Design and implement participatory gender-transformative activations in at least three selected VPPIC implementation sites to engage boys on positive masculinities, harmful gender norms, violence prevention, emotional wellbeing, healthy relationships, child rights and responsibilities. Complement this with indicators.
- Engage age-appropriate facilitation approaches, engagement materials, and participatory learning tools to support reflective dialogue and sensitization among boys (and girls where relevant).
- Capture, document, and synthesize insights emerging from the activations to inform the contextualization and domestication of the SADC Boys and Young Men Vulnerability Framework.
- Produce a summary report highlighting key participation outcomes, lessons learned, and recommendations to strengthen violence prevention and positive masculinities programming – aligned to set indicators.

Work Package (WP)	Milestones/process steps/partial services	Deadline/place/person responsible
WP 1: Inception and Desktop Research	Inception: Inception meeting with task team (VPPIC and DBE), and inception report with refined methodology, workplan, timelines, stakeholder engagement and validation approach.	Month 1
	Desk Review Report: Conduct rapid review and synthesis of relevant literature, frameworks, policies, tools, and promising practices related to positive masculinities, gender-transformative approaches, violence prevention, and vulnerabilities affecting boys and young men within the South African and SADC context.	Month 1 to 2
WP 2: Development of a GTA Module/ Learning Tool – includes rounds of validation	Sensitization session conducted for the project core group on gender-transformative violence prevention.	Month 2
	Stakeholder consultations and draft GTA Practitioner Sensitization Module/Learning Tool developed and submitted.	Month 4
	Sense-making session with relevant stakeholders and validation processes for quality assurance on the draft module completed.	Month 4 to 5
	Final GTA Practitioner Sensitization Module/Learning Tool submitted	Month 6
	Stakeholder training sessions conducted on the use and application of the module/learning tool	Month 6 to 7
WP 3: Development of Domesticated SADC Boys and Young Men Vulnerability Framework	Framework adaptation methodology and structure agreed with Task Team.	Month 3
	Draft domesticated SADC Boys and Young Men Vulnerability Framework/Guideline submitted.	Month 6
	Stakeholder consultations and validation processes completed.	Month 6 to 7
	Final Domesticated SADC Boys and Young Men Vulnerability Framework submitted.	Month 8

	Stakeholder training sessions conducted on the understanding and application of the Framework.	Month 8 to 9
WP 4: Participatory Gender- Transformative Activations	Activation methodology, facilitation approach and engagement materials developed.	Month 3
	Participatory gender-transformative activations implemented across at least three selected VPPIC implementation sites.	Month 4 to 9
	Synthesis of participation findings and boys' perspectives completed and integrated into the framework domestication process.	Month 5 to 9
	Activation Summary Report submitted, including participation outcomes, lessons learned and recommendations.	Month 11
Assignment Close-Out	Consolidated Final Assignment Report submitted, including summary of deliverables, consultations, trainings, activations and key recommendations.	Month 11

Period of assignment: from September 01, 2026, until July 31, 2027 (the assignment is planned to take up to 120 working days spread over this 11-months period).

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 demonstrate how interaction with other relevant actors within the area of responsibility will be (1.2.1), as well as a strategy for establishing cooperation with those relevant actors (1.2.1).

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.

The tenderer is required to describe its contribution to knowledge management for the partner (1.5.1).

In the scope of **Project Management (1.6)** The tenderer is required to demonstrate the approach for coordination with GIZ (and its partner) in this assignment (1.6.1), as well as the

personnel assignment plan reflecting on: who and when – including specifications of expert months for each of the proposed experts (1.6.2). The tenderer is required to reflect the backstopping strategy, including CVs of the technical and administrative backstopper (1.6.3).

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.

Team Leader

Tasks of the Team Leader

The Team Leader will provide overall strategic, technical, and operational leadership for the assignment and will be responsible for ensuring the quality, coherence, and timely delivery of all outputs across both work packages.

Key responsibilities will include:

- Leading the overall implementation of the assignment;
- Providing technical oversight across both work packages;
- Leading the development and refinement of the overall methodology and workplan;
- Supervising and coordinating the work of all team members and technical experts;
- Leading stakeholder engagement, consultations, and validation processes;
- Providing technical guidance on gender-transformative approaches, positive masculinities, violence prevention, and social norms change;
- Ensuring alignment between the practitioner sensitization guide and the SADC vulnerability framework/guideline;
- Ensuring quality assurance of all deliverables;
- Leading finalization and submission of all deliverables;
- Serving as the primary liaison.

Qualifications of The Team Leader

Education/training (2.1.1): An advanced university degree (Master's level or equivalent) in a relevant field such as, Gender Studies, Sociology, Psychology, Development Studies or a related discipline.

Additional training or certification in child protection, safeguarding, violence prevention, or Adult Education is an added advantage.

Language (2.1.2): C2 -level language proficiency in English

Professional experience (2.1.3):

Minimum 10 years' experience in:

- gender-transformative programming;
- (early) violence prevention;
- masculinities and engaging boys and men;
- social norms change;
- adolescent and youth development programming.

Demonstrated experience in (2.1.4):

- strategic writing, framework development, and contextualization of practitioner oriented guidance materials within the South African context;
- facilitating consultations and validation processes with government and civil society stakeholders.

Strong understanding of:

- South African socio-cultural dynamics;
- vulnerabilities affecting boys and young men in South Africa;
- violence prevention and safeguarding systems.
- Excellent analytical, facilitation, coordination, stakeholder engagement, and report-writing skills.

Leadership/management experience (2.1.5): Demonstrated experience in:

- leading complex multi-stakeholder assignments;
- managing multidisciplinary technical teams in government facing assignments;
- leading or independently managing technical assignments.
- Ability to provide strategic and technical guidance while maintaining a practical, implementation-oriented approach.

Regional experience (2.1.6): Local (South African) Experience required.

Soft skills: Team Leader (2.1.8)

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

- Strong strategic leadership and coordination skills;
- Excellent stakeholder engagement and relationship management abilities;
- Strong facilitation and communication skills;
- Ability to manage multidisciplinary teams and concurrent workstreams effectively;
- Strong analytical and problem-solving skills;
- Excellent report-writing, synthesis, and presentation skills;
- Ability to navigate sensitive gender and violence prevention discussions with diplomacy and professionalism;
- High level of professionalism, accountability, and attention to quality assurance.

Project Support (1 staff)

The Service Provider shall make available appropriate project support to provide operational, administrative, coordination, and documentation support throughout the duration of the assignment. Project support personnel shall be responsible for:

- supporting the effective planning, coordination, implementation, and reporting of assignment activities,
- supporting stakeholder consultations, workshops, trainings, participatory activations, and related engagement processes.

The proposed personnel should demonstrate:

Education/training (2.2.1): A higher Diploma or Degree in Public Administration, Education, Development Studies, Community Development, Social Sciences, or a related field.

Language (2.2.2): C1 -level language proficiency in English

Professional experience (2.2.3):

- At least 1-3 years of relevant experience in project coordination, programme support, workshop and event coordination, stakeholder engagement support, or administrative functions;
- Experience supporting multi-stakeholder processes, consultations, trainings, workshops, or community-based activities.

Specific experience (2.2.4):

- Strong organizational, communication, documentation, and coordination skills;
- Experience in note-taking, preparation of meeting summaries, logistical coordination, and management of project records and documentation;
- Ability to work effectively within multidisciplinary teams and manage multiple tasks simultaneously.

Additional relevant experience (2.2.8):

- Demonstrated understanding of child-focused programming, violence prevention, safeguarding, or community development programming will be an added advantage.

Regional experience (2.2.6): Local (South African) Experience required.

Expert Pool (up to 3)

The Service Provider shall propose a multidisciplinary team of experts with complementary skills and experience to support delivery of the assignment. Experts may cover one or more of the competency areas described below. Bidders are encouraged to propose a team composition that demonstrates sufficient technical depth and breadth to deliver all work packages effectively.

Tasks of the Expert Pool

Collectively, the Expert Pool shall:

- Support the development of the GTA practitioner sensitization module/learning tool and the domesticated SADC Boys and Young Men Vulnerability Framework.
- Undertake technical analysis and synthesis relating to positive masculinities, gender-transformative approaches, social norms change, violence prevention, psychosocial wellbeing, child and adolescent development, and vulnerabilities affecting boys and young men.
- Support stakeholder consultations, validation processes, orientation sessions, and engagement activities.
- Develop practical, user-friendly, and implementation-oriented resources for practitioners and stakeholders.
- Design and implement participatory engagement processes and activations with children and adolescents.
- Capture and synthesize insights emerging from consultations and activations to strengthen assignment outputs.
- Contribute to technical writing, quality assurance, and finalization of deliverables.

Minimum Qualifications of the Expert Pool

Education and Training (2.6.1):

Experts should collectively possess advanced university qualifications (Master's level or equivalent preferred) in one or more of the following fields:

- Gender Studies;
- Psychology;

- Social Work;
- Child and Adolescent Development;
- Sociology;
- Education;
- Community Development;
- Adult Learning;
- Behavioural Sciences;
- Development Studies;
- Communication;
- Public Policy; or
- other relevant disciplines.

Language (2.6.2): C1 -level language proficiency in English

General Professional Experience (2.6.3):

The Expert Pool should collectively demonstrate experience in several of the following areas:

- Gender-transformative programming;
- Positive masculinities and engaging boys and men;
- Violence prevention and safeguarding;
- Social and behavioural norms change;
- Child and adolescent development;
- Psychosocial wellbeing and resilience;
- Youth vulnerability programming;
- Child participation and engagement methodologies;
- Community and school-based interventions;
- Adult learning and practitioner capacity strengthening;
- Development of practical guidance materials, frameworks, tools, and learning resources;
- Stakeholder engagement, consultations, facilitation, and validation processes.

Specific Professional Experience (2.6.4):

The Expert Pool should collectively demonstrate:

- Experience developing or adapting practitioner-oriented learning resources, frameworks, guidance documents, protocols, strategies, or similar products;
- Experience translating technical concepts into practical and user-friendly materials;
- Experience facilitating consultations, workshops, and participatory engagement processes;
- Experience designing and implementing child- and adolescent-sensitive participation approaches;
- Experience supporting social norms, gender equality, masculinities, violence prevention, child protection, or related programming;
- Experience capturing, synthesizing, and applying evidence and stakeholder perspectives to inform programme, policy, or framework development;
- Strong understanding of South African social, community, school, and policy contexts.

Leadership and Management Experience

Collectively, the Expert Pool should demonstrate experience in:

- Independently managing technical workstreams and deliverables;
- Coordinating stakeholder consultations, workshops, trainings, and participatory processes;
- Leading technical inputs within multidisciplinary assignments;
- Managing engagement processes involving government, civil society, communities, schools, and children;
- Delivering high-quality outputs within agreed timelines.

Regional Experience (2.6.5):

The proposed experts must demonstrate experience working within South Africa, and demonstrate familiarity with regional frameworks relating to children, adolescents, gender, and violence prevention will be an added advantage.

Soft Skills (2.6.7):

The Expert Pool should collectively demonstrate:

- Strong facilitation and communication skills;
- Excellent analytical and synthesis abilities;
- Strong report-writing and technical drafting skills;
- Ability to engage effectively with diverse stakeholders;
- Strong planning, coordination, and organizational skills;
- Ability to navigate sensitive issues relating to gender, violence, children, and safeguarding;
- Ability to work collaboratively within multidisciplinary teams.

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
Team Leader	1	30	30	
Project Support	1	21	21	The budget contains the following costs: Stipend for the support staff – Against Evidence
Expert Pool	Up to 3 Experts	To be proposed by the service provider	69 (divided among the Expert Pool)	Days divided among a pool of up to 3 experts.
Travel expenses	Quantity	Number per expert	Total	Comments
Per-diem allowance in country of assignment <i>If an on-site assignment takes place over the weekend, per diem allowances for weekends can be reimbursed between the fee days.</i>	10	5 experts	5 experts	GIZ daily rate of ZAR550.00 will be applied (in accordance with rates for domestic travel SA).
Overnight allowance in country of assignment	10	5	5 experts	Against provision of evidence
Transport	Quantity	Number per expert	Total	Comments

Domestic Flights	18 trips		18 trips	Domestic Flights during service delivery not exceeding ZAR 70,200.00
compensation of CO2 emissions				Amount up to ZAR 17,640. Against Evidence
Other Travel costs (Fuel/Uber/car hire/shuttle/taxi)	20 trips	4	Up to 20 trips for the duration of the assignment	Travel within country of assignment. To-and-from implementation sites, to-and-from technical workshops/sessions. Not exceeding ZAR 52,000.00
Other costs	Number	Price	Total	Comments
Flexible Remuneration				A budget of ZAR 50,000.00 amount is foreseen for flexible remuneration (to be used as contingency). Please incorporate this budget into the price schedule. Use of the flexible remuneration item requires prior written approval from GIZ.
Workshops and Events • Practitioner capacity strengthening Workshops • Participatory GTA activations/events			Up to 13	Please calculate a budget for workshops taking the following cost items into account: <i>venue hire, light meals/snack for participants, participants travel reimbursement where necessary, notepads and pens</i> Procurement procedures should consider the most economic options. Amount not exceeding ZAR325,000.00
Procurement of materials and equipment				The budget contains the following costs: design, procurement and printing of activation promotional items. Against evidence. Amount not exceeding ZAR 150,000.00

The assignment will be implemented over a period of eleven (11) months, with an estimated total level of effort of one hundred and twenty (120) working days.

Workshops, events and trainings

The contractor implements the following workshops/study trips/training courses:

- Validation workshops (mix of virtual and in-person formats)
- Stakeholder Consultations

- Stakeholder orientation sessions on use of developed resources
- Participatory GTA activations

6. Inputs of GIZ or other actors

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

- In special cases: workstations on GIZ premises (Hatfield Gardens, Pretoria).
- Transportation on site with own project vehicle
- Logistics for workshops: logistical backstopping only on a needs basis

7. 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.

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.

8. Annexes

- Technical Proposal
- Financial Proposal
- CVs of all experts