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

giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

Terms of Reference for TVET Lecturer Development Programmes for Digital Skills for Jobs and Income (DS4JI)	Project number: 18.2132.1-001.00

0.   List of abbreviations

BMZ	German Federal Ministry for Economic Cooperation and Development
DHET	Department of Higher Education and Training
DS4JI	Digital Skills for Jobs and Income
GDPR	General Data Protection Regulation
ToRs	Terms of Reference
ToT	Training of Trainers
TVET	Technical and Vocational Educational and Training
SD4GE II	Skills Development for a Green Economy II Programme
STEM	Science, Technology, Engineering and Mathematics
4IR	Fourth Industrial Revolution
DCDT	Department of Communications and Digital Technology

1. Context

The broad-based improvement of quality of vocational training in South Africa is a key area of the German Federal Ministry for Economic Cooperation and Development (BMZ). The Digital Skills for Jobs and Income Project (DS4JI, PN 18.2132.1-001.00, Term: 04/2020 – 03/2024), commissioned to GIZ by **the German Federal Ministry for Economic Cooperation and Development (**BMZ) has four main objectives which aim to increase the employment prospects of young people in various sectors through a combination of the following:

- access to qualitatively improved and demand-oriented training through integration of digital competences and methods into the training courses of the formal TVET system, at selected TVET colleges with a focus on young people, especially girls and women (Output 1),

- demand-oriented further training through financial and technical support of the respective contractors which will lead to an expansion of further training and networking measures and thus enable a larger number of young people to improve their employment prospects regarding dependent or self-employed employment (Output 2),

- improved recruitment policies of companies through the introduction and implementation of new, gender-sensitive approaches to identifying applicants with the digital skills demanded by the company (Output 3),

- increased networking and cooperation of initiatives and actors and the exchange of learning experiences in the transformative process of digitization of the South African economy (Output 4).

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

In his 2021 budget speech, the minister of Higher Education and Training acknowledges the importance of the TVET sector:

- targeted goal for the TVET sector is to work towards producing TVET graduates who are work-ready;
- to ensure an enabling environment for quality teaching by having a competent teaching workforce which entrenches an enterprising culture among students;
- universities are developing TVET College educational and training qualifications;
- developing an online teaching and learning platform for TVET Colleges;
- inviting industry to forward people to serve on the councils and academic boards of our TVET colleges as part of strengthening partnerships towards producing work ready college graduates;
- revised subject curricula for our TVET colleges;
- eliminated the TVET college certification backlog.

The Department of Communications and Digital Technology, DCDT (DS4JI's Political Partner), further supports the importance of the TVET sector in their Digital and Future Skills Implementation Plan:

- Enhance the relevance of the TVET subsystem to the needs of the digital economy and society, specifically the training of 2000 TVET lecturers in Digital Pedagogy.

- Strengthen higher education capabilities in STEM disciplines

- 5 TVET Teaching Chairs established in 4IR niches

1.1 The objective of output 1

The table below shows the targets for the output area for the DS4JI which focusses on the support to the TVET Sector.

Output 1: Dual vocational training courses at selected TVET colleges are better adapted to the needs of companies in an increasingly digitalised economy.	
Output Indicator 1.1: Two cross-occupational methods for teaching digital skills (e.g., e-learning, blended learning) have been integrated at TVET Colleges	**Output Indicator 1.2**: 1,000 trainees, of whom 60% are women, in three selected (dual) training courses at TVET colleges demonstrate in a test that they have improved their digital skills that are relevant for employment.

The above outputs will be achieved with the implementation of the following interventions:

- DIGITAL TRANSFORMATION AWARENESS: Strengthening the capacities of DHET and other stakeholders

- LECTURER DEVELOPMENT: Basic and further training to enhance the digital proficiency of lecturers (Output Indicator 1.1)

- CURRICULUM SUPPORT and TRAINING: Establishing/continuing to develop the training processes, including e-learning and blended learning, and piloting in selected TVET colleges (Output Indicator 1.1 & 1.2)

1.2 Objectives of the assignment

The main objective of this assignment will focus on the **Lecturer Development at TVET colleges by** providing both basic digital literacy as well as basic e-teaching/didactical training/digital pedagogy to at least 1300 TVET trainers from all 50 public TVET colleges in South Africa. For each college, 4 champions will be chosen from the Lecturer Support Team, who will act as focal points and support the roll-out of the training for the other trainers. These 200 champions have received basic digital literacy trainings but need further trainings to fulfil their role as champions for the roll-out. The further trainings and onboarding of the 200 champions will be face-to-face, while the roll-out will be implemented using digital learning (supported by the champions).

The upskilling and development of lecturers at TVET Colleges will require buy-in and support from the management teams and leadership of DHET. Although TVET Colleges will have different areas of focus, the digital proficiency development of lecturers will ensure that the

institution has a skilled digital workforce with the ability to respond to the fast-paced changes and the proliferation of new technologies.

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

The interventions proposed will be expected to start in July 2022 and be completed by September 2023.

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

2.   Tasks to be performed by contractor

The contractor will be responsible for the achievement of the outputs and goals in Chapter 1 by proposing **innovative** interventions that will ensure the enhancement of digital proficiency of TVET college lecturers. These interventions will require the following outputs:

- Development of innovative training concepts for the further training of lecturers at the participating TVET colleges. The training concepts must be based on a training needs assessment and a peer-review of existing training offers in the respective area and subjects as well on a competency framework for educators that is implemented by DHET
- Enable TVET lecturers to make use of digital media applications and technologies as they are currently available to them for providing remote teaching & learning opportunities to their students in the future.
- Ensure the competency of participating TVET lecturers to adapt and/or enhance coursework and modules for use in a digital/blended learning environment.
- Basic e-teaching/didactical competencies
  Develop and/or Implement **two cross-occupational methods** for teaching digital skills (e.g. e-learning, blended learning) and integrate at selected TVET colleges. Training (including assessment and certification) in this area should include (but is not limited to) the following modules:
    - Introduction to e-teaching and enabling e-learning
    - Introduction to IT infrastructure, including online learning platforms
- Development and implementation of a training concept to provide at least 1500 TVET trainers with basic digital literacy training and basic training for e-teaching and didactical competencies/digital pedagogy.

  - Onboarding of 200 Champions
    Further Training and capacity development of the 200 champions to enable them to support the roll out of the training for the TVET trainers. The contractor is responsible for the roll-out. The onboarding includes technical training so that the champions are familiar with the approach, content and platform of the contractor. It also includes additional training on communication, monitoring, evaluation and finally assessment and certification of at least 1300 TVET trainers. The champions will act as translators if necessary and provide support for trainers who are not conversant enough in English.

- o Providing Basic Digital Literacy Training for at least 1300 TVET Trainers
  Digital Training (including assessment and certification) in this area should include (but is not limited to) the following modules and learning outcomes:
    - Basic computing/computer/laptop hardware:
      - Desktop environment
      - Managing files and storage
      - Networking
      - Online Communication
      - Basic IT Security
    - Basic word processing
      - Creating, editing and formatting of documents
    - Basic presentations
      - Designing, creating and editing professional presentations
    - Basic spreadsheet
      - Data entry and data editing in spreadsheets
      - Create and use basic mathematical and logical formulas
      - Create simple charts based on spreadsheets to communicate information based on data
    - Basic databases
      - Basic understanding of databases
      - Create and search for records
      - Retrieve data from databases
    - Basic IT and data security
      - Understanding data threats, copyright and data protection
      - Network security and data security
      - Safely browsing the internet, safely communicating
    - Email and Internet
    - Internet Searches
    - Digital Technologies

- Reporting and sustainability concept
  Monitoring and evaluating the whole project and drafting a final report including a concept and recommendations for the potential further roll-out of the above-described trainings for all other TVET trainers and newly recruited TVET trainers in the future.
- To create possibilities and a frame for recognition of the training.
- Training measures should be designed in a way that a later countrywide scaling-up and the institutional entrenchment is possible. The training measures should consist of a variety of delivery modes including online/blended-learning training measures.
- The trainings should not compete with the existing trainings, or the trainings provided by existing training providers currently partnered with the DHET and TVET colleges. Wherever possible, these must be incorporated into, complimented or supplemented by the interventions being designed.
- The trainings designed and provided by the project should comply with the relevant training and qualification standards that are recognised by industry and potential employers. The results will build the basis for the modernisation of the TVET-offers by public and private training providers.
- A post-training assessment to be carried out 6 months after the training has been completed to assess the impact/benefits gained by the participants.

As a measure of sustainability, preference will be given for interventions that will be developed for and owned by GIZ/DHET. Train-the-trainer interventions which allow the beneficiaries unrestricted use of the materials and knowledge will also be given preference. This is applicable to ALL suggested interventions.

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

The interventions will be implemented at TVET colleges prioritised by the research that will be made available to the contractor (Chapter 1).

The contractor will then implement the identified interventions and ensure quality delivery.

The contractor will submit quarterly progress reports in line with GIZ reporting requirements and timelines. The report data will be anonymised upon submission to GIZ.

The contractor must manage data in accordance with the EU-General Data Protection Regulation (EU-GDPR) and POPIA of South Africa

The tasks to be performed (by the contractor) also include processing linkages to the other outputs and implementing other relevant sections of the module proposal, e.g. the methodological approach for the corresponding outputs or dealing with the risks described therein. In particular, the tasks also cover cooperation with relevant actors.

As shown in the following table, specific milestones are to be reached at specific points during the contract term. Milestones can be subject to change.

Milestone	Deadline
Approved Inception Report	08/2022
Contractor Contract and Signed SLA	08/2022
Detailed Project Implementation Plan and concepts for MOOC and short course	08/2022
Interventions to start	08/2022
At least 200 champions are trained and onboarded as facilitators of the roll-out process	8/2022
At least 1300 TVET lecturers are trained and certified in basic digital literacy using online training courses, facilitated by the 100 champions	09/2023
At least 1300 TVET lecturers are trained and certified in basic e-teaching/didactical competencies using online training courses, facilitated by the 100 champions	09/2023
Quarterly Progress Monitoring Reports	08/2022 – 09/2023
Draft Close Out Report	9/2023
Submission of Results	9/2023

Presentation and approval of close-out training report. The report consists of a comprehensive assessment and evaluation of the project (including a sustainability concept and recommendations for a future phase of this training for all other TVET lecturers in South Africa and TVET lecturers who are yet to be recruited)	10/2023
Publication of various results/best practices	12/2023

2.1 Period of assignment: From August.2022 until 31 December 2023.

2.2 Eligibility Criteria for bidders

Below are the eligibility criteria that will be used to select the contractor.

- Proof of Training Provider Accreditation (e.g. SETA, SAQA, Industry)
- Minimum years that Service Provider has been in operation as an accredited provider of the required services is **five (5)**
- Minimum number of employees in the previous financial year must be **five (5);**
- Technical eligibility assessment will be assessed on the following:

At least five **(5) reference projects** in the field of **Lecturer Development** (preferably for TVET Sector) and at least two **(2) reference projects** implemented **Nationally** in **Southern Africa** in the last 3 years.

3. Concept

In the concept, the bidder is required to show how the work packages and their objectives defined in Chapter **Error! Reference source not found.**1 are to be achieved. In addition, the bidder must also describe the steering structure of the project, the gender strategy, personnel management plan and the processes to achieve the objectives of the assignment. The bidder is required to consider the tasks to be performed with reference to the objectives of the services put out to tender (see Chapter 1).

In addition, the bidder must also describe:

Technical-methodological concept

Overall, the technical-methodological concept should comprise not more than 10 pages. In the Technical-Methodological Concept, the bidder is required to show:

Strategy: The bidder is required to consider the tasks to be performed with reference to the objectives of the services put out to tender (see Chapter 1). Then the bidder must present and justify the strategy with which it intends to provide the services for which it is responsible (see Chapter 2) (max. 5 pages). The bidder is expected to provide a detailed plan and methodology as part of their strategy. The bidder must also demonstrate an understanding of digital proficiency enhancement and the skills eco-system in South Africa, particularly the TVET sector. Extensive knowledge and capability to perform the tasks outlined in chapter 2 in large

or medium organisations with examples and references of similar work previously done must be demonstrated.

Cooperation and Steering: The bidder is required to present and explain its approach to steering the measures with the contractors and other stakeholders and its contribution to the results-based monitoring system. This must include a description of how these cooperative interactions will be established and managed. (max.1 page)

Processes: The bidder is required to describe the key processes for the services for which it is responsible and create a schedule that describes how the services according to Chapter 2 are to be provided. In particular, the bidder is required to describe the necessary work steps and, if applicable, take account of the milestones and contributions of other actors in accordance with Chapter 1 and 2. (max.2 pages)

Learning, Innovation and Gender sensitivity strategy: The bidder is required to provide a strategy of how they will ensure skills transfer to GIZ and beneficiaries as well as gender sensitivity during all phases of the project. The majority of target beneficiaries of DS4JI are females, as such sensitivity needs to be ensured when collecting and analysing data. Long-term sustainability and scaling up of the interventions must also be demonstrated. (max.1 page)

Personnel assignment plan: The bidder 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) of the individual members of the team complete with the allocation of work steps as set out in the schedule. (max.1 page)

4. Personnel concept

Description of tasks of the Experts

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

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

Team leader: Overall responsibility for the advisory package of the contractor (Project Manager)

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

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

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

Expert 1

Tasks of expert 1
- Assist team lead with work packages
- Organise and conduct the training and onboarding of the champions

- Support the monitoring and evaluation of the project
- Provide technical support and advice for the champions to roll-out the training
- (e.g. with respect to technical feasibility, relevance of content etc.)
- Facilitating training sessions as per requirements
- Support the assessment and certification of the 1500 trainers (Including champions)
- To ensure transfer of skills is conducted using practical role plays that support the theory
- To ensure participation by ALL attendees and ensure that they can transfer skills acquired to their respective working environments

Qualifications of expert 1
- Education/training (2.2.1): Degree in Skills Development, TVET, E-learning, Media Development, Train-the-Trainer, Education Management, Development Studies, Economics, International Relations or Equivalent
- Language (2.2.2): Excellent communication skills both verbal and written in English and possibly a national language
- General professional experience (2.2.3):
    - 10 years of professional experience in working with the education sector (companies. industry associations, higher education institutions) in the field of skills development
- Specific professional experience (2.2.4):
    - 5 years' experience in the higher education sector, in consulting programmes in the TVET/skills development sector in South Africa in a management position
    - 5 years' experience in the design, development, and implementation of Digital Skills Enhancement (especially at Train-the-Trainer level) Programmes and interactive e-learning Programmes, **OR** 5 reference projects in the field of Digital Skills Enhancement and at least two (2) reference projects implemented Nationally in Southern Africa in the last 3 years.
- Leadership/management experience (2.2.5): 3-5 years of management/leadership experience as project team leader or manager in a company or higher education institution
- Regional experience (2.2.6): 3-5 years of experience in the South African skills eco-system

Soft skills of team members

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

- Team skills
- Initiative
- Communication skills
- Sociocultural competence
- Efficient, partner- and client-focused working methods
- Interdisciplinary thinking
- Gender sensitivity
- Highly effective in working with multi-sector teams
- Ability to function effectively under pressure and tight timelines

- Self-motivated and able to work independently
- Excellent oral and written communication
- Creative thinking and emotional intelligence
- Cultural sensitivity

5.   Costing requirements

Assignment of personnel

Team leader: On-site assignment for 40 expert days

Expert 1:   On-site assignment for 100 expert days

Travel

The bidder is required to calculate the travel by the specified experts and the experts it has proposed based on the places of performance stipulated in Chapter **Error! Reference source not found.** and list the expenses separately by daily allowance, accommodation expenses, flight costs and other travel expenses.

Workshops, training

The budget provided by GIZ for implementing the trainings amounts to ZAR 1 297 867.00

Flexible remuneration item

An amount of 10% of your overall budget is foreseen and its use is subject to approval by GIZ.

The contractor can use this budget to exceed the contractually agreed quantities up to the amount of the flexible remuneration item, taking into account the contractually agreed individual rates and bases for invoicing. The use of the flexible remuneration item must be approved in writing by GIZ before the costs in question are incurred.

6.   Inputs of GIZ or other actors

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

- DHET will introduce the service provider and initiatives to the TVET colleges and Ensure participation, compliance, commitment and completion.
- Giz: Information about the project and existing monitoring concepts and practices
- Giz: Meeting logistics, regular consultations and clarification of questions as needed
- Giz: Results of the Digital Readiness Assessment Research compiled for the project as mentioned in Chapter 1
- GIZ: Provide support for the comprehensive monitoring and evaluation
- DHET/ colleges: Provide connectivity (internet access) for all TVET trainers either through mobile data (Where possible) or internet access at the TVET schools or through other partnerships
- DHET/Colleges: Identify the 1300 and 200 champions

7.   Requirements on the format of the bid

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

The technical-methodological concept bid shall not exceed 10 pages (excluding CVs). The number of pages per chapter are indicative.

The CVs of the personnel proposed in accordance with Chapter 4 of the ToRs must be submitted and shall not exceed 4 pages. The CVs must clearly show the position and job the proposed person held in the reference project and for how long. The CVs must also be submitted in English.

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

If one of the maximum page lengths is exceeded, the content appearing after the cut-off point will not be included in the assessment.

Please calculate your price bid based exactly on the aforementioned costing requirements.

Other Requirements

- Please submit your proposal (technical and price proposal) in separate files/folder to ZA_Quotation@giz.de   no later than **12.08.2022**, all documents must be in PDF.
- Please do not mention any price for this measure on your cover letter/Technical proposal.
- Please submit your tax clearance certificate with the bidding documents.
- Please submit your price proposal in ZAR.

- Our General Terms of Conditions (attached) shall not be changed/amended should you be the winner of this tender. These General Terms and Conditions will form part of the contract should you be awarded this contract. By submitting your proposal we will conclude that you have read and accepted these terms and conditions.
- Bidders are not allowed to communicate directly with any other person regarding this bid other than the procurement official/s. Failure to comply with this requirement may lead to your bid being disqualified.
- Bidders must strictly avoid conflicts with other assignments or their own interests. Bidders found to have a conflict of interest shall be disqualified. Without limitation on the generality of the above, Bidders, and any of their affiliates, shall be considered to have a conflict of interest with one or more parties in this EOI and tender process, if they:

a)   are or have been associated in the past, with a firm or any of its affiliates which have been engaged by GIZ or the Interim Supply Chain Management Council to provide services for the preparation of the design, specifications, Terms of Reference, cost analysis/estimation, and other documents to be used for the procurement of the services in this selection process;

b)   were involved in the preparation and/or design of the programme/project related to the services requested under this EOI and tender;

c)   are serving or have been serving in the past three months in the structures of the Interim Supply Chain Management; or

d)   are found to be in conflict for any other reason, as may be established by, or at the discretion of GIZ.

- In the event of any uncertainty in the interpretation of a potential conflict of interest, Bidders must disclose to GIZ, and seek GIZ's confirmation on whether or not such a conflict exists.

- Similarly, the Bidders must disclose in their proposal their knowledge of the following:

  a) if the owners, part-owners, officers, directors, controlling shareholders, of the bidding entity or key personnel are family members of GIZ staff involved in the procurement functions and/or the Interim SCM Council or any Implementing partner receiving services under this EOI or tender; and
  b) all other circumstances that could potentially lead to actual or perceived conflict of interest, collusion or unfair competition practices.

- **Failure to disclose such an information may result in the rejection of the proposal or proposals affected by the non-disclosure.**

- **Questions & Answers will be placed on the link provided.**

- **Bids sent via Dropbox and WeTransfer will not be accepted.**

8.   Data protection

Personal data collected by GIZ may be entrusted to the contractor in order to fulfil the contract. The contractor is obliged to protect this data under the standards of the GDPR, in particular the Art. 44-50 GDPR. The contractor shall act as an independent data controller for the personal data that he processes in connection with the contract and shall comply with the applicable obligations under data protection legislation.

In order to comply with data protection regulations, only aggregated and/or anonymized data will be submitted to GIZ.