

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

Technical cooperation with	Project number:
Capacity Development for Technical vocational education and training by the private sector in Liberia	2016.2128.3-001.00
	Contract number:
	81260255

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0. List of abbreviations

ALCC	Association for Liberian Construction Contractors
AVB	General terms and conditions of contract ('Terms and Conditions') for supplying services and work
AFD	Agence Française de Développement
BMZ	Federal Ministry for Economic Cooperation and Development
BWI	Booker Washington Institute
CD	Capacity development
CDTS	Capacity development in the transport sector in Liberia
EUD	European Union Delegation to Liberia
GoL	Government of Liberia
MoE	Ministry of Education
MPW	Ministry of Public Works
MSME	Micro, Small and Medium Enterprises
MYS	Ministry of Youth and Sports
NAO	Office of the National Authorizing Officer
PSC	Project Steering committee
RMCT	Road maintenance and construction training
SME	Small and medium-sized enterprise
ToRs	Terms of reference
TVET	Technical Vocational Education and Training
UNIDO	United Nations Industrial Development Organization

1. Context

The lack of qualified young people is creating a bottleneck in the supply of labour in the occupations sought by employers. Nearly half of young workers in Liberia (47.8%) are undereducated for the work they do and do not hold the level of qualifications required for the job¹.

Through the Action 'EU Support to Demand-Driven Technical Vocational Education and Training (TVET) for Young People in Liberia', the EU supports implementation of two dedicated intervention areas for the development of an innovative, demand-driven and sustainable national TVET system. The overall objective is to enable Liberian youth to respond to economic growth opportunities (including green ones) by increasing their employability and entrepreneurship potential through the strengthening of the TVET sector, including development of a demand-driven TVET model by the private sector.

The intervention logic is based on two differentiated but interlinked components:

Component 1 will extend the support to the public formal TVET sector and build on the approach followed by the existing EU-funded Youth Rising project.

Component 2 will address private sector-led, demand-driven TVET provision.

The component 2 is implemented by the GIZ as a Multi Donor Action, jointly co-financed by the European Union and the Federal Ministry for Economic Cooperation and Development, described in the present document. The title of component 2 is "Vocational education and training by the private sector in Liberia".

The specific objective of this Action (component 2 of the EU overall Action) is:

Strengthening TVET in selected sectors (including related to green economy) through development of a demand-driven model of TVET provision under the leadership of the private sector in Liberia.

The Action is implemented by GIZ and will be integrated in the GIZ project Capacity development in the transport sector in Liberia (CDTS).

The joint multi-donor Action will implement a demand-driven model of TVET provision under the leadership of the private sector in sectors with higher potential of job creation in Liberia. The construction sector has the highest concentration of local suppliers and therefore a high potential to create growth.² Road maintenance has a high potential for labour intense works and GIZ CDTS supported the Government of Liberia in establishing a system to finance and implement road maintenance with Liberian SME's. Both, construction and road maintenance have a very high potential to create jobs and income for young Liberians. Renewable energy/energy efficiency (electrical wiring and solar technology) does have a high potential to boost the local economy due to the very low connectivity to public power supply. Only 5% of Liberia's population have access to public electricity and the price is

¹ Action Document for "EU Support to demand driven Technical and Vocational Education and Training (TVET) for Young people in Liberia", page 3

² Gathering Competitive Momentum: Overview of the Liberian Economy (USAID 2014, page 22)

under the highest in the world.³ 54% of business operating costs are associated with energy costs.⁴ Decentral renewable energy will give access to electricity and reduces the use of diesel generators, the most common source of electric energy in the country. Skilled electricians with specification in renewable energy systems will boost the sector growth that will lead to reduced dependency on imported fuel and increase the defense of the environment. A third sector to work with will be identified and further developed during the preparation phase of the joint multi-donor Action (which will be prior to the start of the work of the contractor). To focus the approach, it is recommended to establish the demand-driven model of TVET provision into a sector which is somehow connected to the construction sector. Conditionally upon further assessments, a sector relevant for construction and agriculture (as a focus of the overall Action) should be considered. **Mechanics** is a sector with benefits for construction (e.g. welding) and agriculture (e.g. maintenance of agricultural machinery) and will be considered to be the third sector selected.

The Action builds on the experiences and capacities developed under the GIZ CDTs project with two ongoing training courses in road maintenance, conducted by GIZ at the facilities of BWI. Those activities will be expanded into other sectors and a demand-driven model of TVET provision under the leadership of the private sector. To implement the model, an organizational and financial structure (including a business plan) will be developed. Premises (including construction and equipment of workshops, dormitories, canteen and administrative offices) will be provided under the joint multi-donor Action. The new TVET training centre proposed under the joint multi-donor Action will focus on skills training, dissemination of related knowledge, training on related professional attitudes and behaviour. Special emphasis will be set on activities and support to enter the labour market and/or to develop small businesses.

The Action will use a modular training approach and focus on short-term courses rather than full-time training as capacities in the market are too low to bear tuition fees and the loss of work force at the same time. The courses can be combined and will be used flexibly for formal and non-formal training and training for qualifications upgrading. This approach will respond to the different demands and low capacities in the domestic market.

The current training programme is based on the curriculum 'Certificate 1 in road construction and maintenance', provisionally classed as Level 3 in the Liberia National Qualifications Framework, as proposed in the National Policy for TVET 2015-2020. It includes not only basic road construction and maintenance skills and transferable skills, but also skills for self-employment and increasing the quality and productivity of contractor performance. This training programme is recognised by the Ministry of Education (MoE).

The RMCT serves as a pilot for the new training centre. It is planned to incorporate the current RMCT training programme as a core element of the new training centre's courses.

The private sector will be involved in the organizational setup of the TVET training centre on the level of existing private sector associations, such as the Association of Liberian Construction Contractors as stakeholder for the construction sector. It is planned to setup an independent new entity responsible for the TVET training centre, steered by representatives of stakeholder associations (e.g. with a board of stakeholder representatives).

³ Front Page Africa (Nov 26, 2019): Only 5% of Liberia's 4.5 Million People Have Access to Electricity

⁴ World Bank, Doing Business Report 2020, 2019, page 4

Together with the Government of Liberia, donors and implementing organisations, the programme governance will be steered by the Project Steering Committee on a political level. On an operational level, component 2 (joint multi-donor Action) will be closely coordinated with component 1 of the overall Action, which is implemented by UNIDO. To make most benefit of synergies between both components, special emphasis will be set on sharing of knowledge and experiences (e.g. sharing of assessments, studies and reports, joint regular meetings) to avoid the duplication of activities.

2. Tasks to be performed by contractors

The contractor is responsible for achieving the outputs, complying with the associated indicators, fulfilling the indicators, and implementing the activities described below.

The **overall objective** is to:

enable Liberian youth to respond to economic growth opportunities (including green ones) by increasing their employability and entrepreneurship potential through the strengthening of the TVET sector, including development of a demand-driven model of TVET provision.

Overall Objective Indicators:

- (i) Youth unemployment rate (sex disaggregated)
- (ii) Employers' perception of suitability of trainees' skills developed with EU support vis a' vis skills private sector/industry demand
- (iii) Private sector takes a lead role in design and delivery of TVET provision in selected sectors

The **specific objective** is:

Strengthening TVET in selected sectors (including related to green economy) through development of a demand-driven model of TVET provision under the leadership of the private sector in Liberia. Specific Objective indicators:

- 2.1. Private sector associations constitutionally enabled to provide TVET programmes
Baseline: 0 operational private sector TVET training centre (2020)
Target: 1 operational private sector TVET training centre (2024)
- 2.2. 80% of employers enrolling employees in training programmes satisfied with training delivered
Baseline: 0% of employers enrolling employees satisfied with training delivered (2020)
Target: 80% of employers enrolling employees satisfied with training delivered (2024)
- 2.3. Increased demand by employers for training programmes with 300 graduates
Baseline: 0 graduates (2020)
Target: 300 graduates (2024)
- 2.4. 70% of 300 trainees employed or self-employed within 6 months of training completion
Baseline: no trainees employed or self-employed within 6 months of training completion (2020)
Target: 210 trainees employed or self-employed within 6 months of training completion
- 2.5. Results verified by independent international technical audit
Baseline: no verified international technical audit (2020)

Target: 1 verified international technical audit (2024)

Output 2.1: Establish a TVET centre, in Liberia under the leadership and ownership of private sector-based associations, including business planning and rehabilitation of facilities for the Centre

Indicators:

- 2.1.1. Management, legal and administrative provisions for the centre enacted
Baseline: No management, legal and administrative provisions for the centre enacted (2020)
Target: Management, legal and administrative provisions for the centre is enacted (2024)

The contractor delivers services in the following areas of action:

- Establishment of a transparent financial planning and accounting system for the centre
- Recruitment of a manager responsible for the smooth operation of the training centre in coordination with private sector association partners
- Implementation of capacity building measures for private sector associations, including the ALCC, to ensure the effective financing and operation of the centre

- 2.1.2. participating sector associations with capacity assessments conducted
Baseline: 0 capacity assessments (2020)
Target: 3 capacity assessments (2023)

(Note: Following activities hereunder will be performed by CDTs:

- *Identification and assessment of the capacities of associations and employers' organisations in the renewable energy/energy efficiency and one further sector and the formulation of capacity building measures for the setting up and development of private sector associations)*

- 2.1.3. Business plan produced and validated, including cost recovery measures
Baseline: 0 Business plan available (2020)
Target: 1 Business plan available (2021)

The contractor delivers services in the following areas of action:

- Development of a business model to include measures for quality assurance, cost recovery and the sustainable operation of the TVET centre

- 2.1.4. Infrastructure rehabilitated, and goods and services procured
Baseline: No Infrastructure rehabilitated, and no goods and services procured (2020)
Target: Infrastructure rehabilitated, and goods and services procured (2024)

The contractor delivers services in the following areas of action:

- procurement of equipment road maintenance workshops

- procurement of equipment electrician's workshops
- procurement of equipment for a further sector

(Note: Further following activities hereunder will be performed by CDTs/ other contractors:

- *Assessment of potential facilities for the training centre and joint decision on the preferred site*
- *design/architectural concept*
- *detailed planning of construction*
- *procurement of works for construction*
- *construction supervision/quality assurance*
- *construction of TVET centre)*

2.1.5. The Communication and Visibility Plan implemented and evaluated
Baseline: No Communication and Visibility Plan implemented and evaluated (2020)
Target: 1 Communication and Visibility Plan implemented and evaluated (2024)

The contractor delivers services in the following areas of action:

- Implementation of a visibility and public communications strategy

(Note: Following activities hereunder will be performed by CDTs/other contractors:

- *Development of a visibility and public communications strategy)*

Output 2.2: A mechanism ensuring a better match with green and fair labour market demand for quality and quantity of trainees

Indicators:

2.2.1. An assessment of the potential matching mechanism conducted
Baseline: No assessment available (2020)
Target: 1 assessment available (2022)

The contractor delivers services in the following areas of action:

- Preparation and conduct of in-company skills demand surveys in selected sectors
- Design of a mechanism/approach to ensure a better match with labour market needs, including green jobs
- Summary of findings in activities 2.1. and 2.2 and transformation of content into a suitable form for the relevant sectors
- Steps to make content on employment and related skills training opportunities accessible to the general public (including online posting)

2.2.2. Graduate tracer studies conducted
Baseline: No tracer study available (2020)
Target: 1 graduate tracer study conducted (2023)

The contractor delivers services in the following areas of action:

- Monitoring of jobs created and filled in selected sectors (green jobs highlighted)

- conduct of tracer studies with graduates from the RMCT programme;
- provision of results to partners and integration in participating companies

Output 2.3: Design and implementation of a demand-driven training programme for up to three relevant sectors (e.g. construction, including green/low carbon, renewable energy/energy efficiency and sustainable agriculture) in partnership with the private sector.

Indicators:

- 2.3.1. Three training standards and curricula developed in selected sectors
Baseline: 1 training standards and curricula (RMCT) is available (2020)
Target: 3 training standards and curricula (2024)

(Note: Following activities hereunder will be performed by CDTs/ other contractors:

- *Review of existing curricula and development of demand-driven and competency-based TVET modules (formal and non-formal) to respond to the needs of the green/low carbon, renewable energy/energy efficiency sector)*

- 2.3.2. Three competency-based training programmes developed and provided
Baseline: 1 competency-based training programme developed (2020)
Target: 3 competency-based training programmes conducted (2024)

(Note: Following activities hereunder will be performed by CDTs/ other contractors:

- *Sector assessment on demand-driven and competency-based TVET programmes (formal and non-formal) in a further sector in close coordination with implementing organisations active in the sector (e.g. Welthungerhilfe and AFD)*
- *Identification and assessment of the capacities of associations and employers' organisations in the selected sectors)*

The contractor delivers services in the following areas of action:

- Based on the results of activities, the development of modules for formal and non-formal training and further training for skilled professionals (i.e. lifelong learning and professional development) in the green/low carbon, renewable energy/energy efficiency sector; development of occupational and training standards
 - Development of demand-driven and competency-based TVET programmes (formal and non-formal) in a further sector in close coordination with implementing organisations active in the sector (e.g. Welthungerhilfe and AFD)
 - Development of training modules appropriate to the demands of the selected sector in close coordination with implementing organisations active in the sector (e.g. Welthungerhilfe and AFD); development of occupational and training standards
- 2.3.3. Quantity and quality of training materials produced
Baseline: 1 training material for RMCT produced (2020)
Target: 3 training materials produced (2024)

The contractor delivers services in the following areas of action:

- Based on the results of activities, the design and production of training materials, including trainer's hand-books and learning guides

2.3.4. Four trainers each trained for 3 professions each (3x4)

Baseline: 0 trainers trained (2020)

Target: 12 trainers (2024)

The contractor delivers services in the following areas of action:

- Training of trainers for selected professions in the green/low carbon, renewable energy/energy efficiency sector and a further sector;
- Continued training of trainers for the construction sector

2.3.5. 180 of 300 graduates of the training programs are employed or self-employed 6 month after graduation

Baseline: 0 graduates of the training programs are employed or self- employed 6 month after graduation (2020)

Target: 180 graduates of the training programs are employed or self- employed 6 month after graduation (2024)

The contractor delivers services in the following areas of action:

- Organisation and conduct of training modules at the training centre (construction)
- Organisation and conduct of training modules at the training centre (energy)
- Organisation and conduct of training modules at the training centre (further sector)
- In-house and in-company training programmes (training on the job)

Output 2.4: Jobs created, and formal employment realized in selected sectors (including green jobs).

Indicators:

2.4.1. Quality and quantity of occupational information and career guidance services for trainees and prospective employees

Baseline: 0 occupational information and career guidance services available (2020)

Target: 1 occupational information and career guidance service available (2024)

The contractor delivers services in the following areas of action:

- Development and provision of material for occupational information and career guidance services for trainees and prospective employees

2.4.2. 180 Trainees successfully complete employability skills training programmes

Baseline: 0 participating trainees (2020)

Target: 180 participating trainees successfully complete employability skills training programmes (2024)

The contractor delivers services in the following areas of action:

- Provision of employability skills training for trainees and prospective employees, including development and implementation of a small grants programme to start businesses

2.4.3. 100 Private sector companies participate in capacity building workshops

Baseline: 0 private sector companies participate in capacity building events (2020)

Target: 100 private sector companies participate in capacity building events (2024)

The contractor delivers services in the following areas of action:

- Development of training/coaching module(s) for entrepreneurial skills (e.g. contract management, business planning, financial management, and human resource management and development), including training of coaches and implementation of skills training to build the capacities of private sector companies
- Capacity building for companies to incorporate internships, work-based learning and apprenticeship programmes into their business models (to be considered in training modules for private sector company managers)

2.4.4. Results disseminated, and best practices replicated in coordination with the private sector and the GoL

Baseline: No results disseminated, and no best practices replicated (2020)

Target: Results disseminated, and best practices replicated (2024)

The contractor delivers services in the following areas of action:

- Coordination with the GoL, other TVET institutions and donor projects (i.e. Youth Rising) and sharing of experiences and good practices
- Analysis of lessons learned, and dissemination of results achieved, together with a comprehensive set of recommendations for national policy-makers and other TVET providers to strengthen the capacities of related sector associations and support the development of competency-based TVET programmes

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:

Milestone	Estimated Deadline
Development of a business model	4 months after project start
Recruitment of a manager for the TVET centre	6 months after project start
transparent financial planning and accounting system for the centre in place	10 months after project start
Start of training at new facilities	16 months after project start

3. Technical-methodological concept

Introduction

Capacity development is the process through which people, organisations and societies – under their own responsibility – mobilise, adapt and expand their capacity to manage their own sustainable development and adapt this to changing conditions. The support provided by external partners to capacity development is intended to facilitate this process and enable the actors involved to expand their proactive management capabilities. The support and advisory services (where appropriate) address various levels in the partner country and are designed to bring on board and strengthen various actors from government, civil society and the private sector in equal measure.

When it receives commissions, GIZ designs the corresponding projects using its Capacity WORKS management model. Projects are understood to be cooperation systems, whose actors – generally GIZ and its partner organisations – have reached agreement on objectives and results. In order to accommodate the various perspectives in the objectives-focused design of the cooperation system, Capacity WORKS employs five success factors: strategy, cooperation, steering structure, processes, and learning and innovation.

Objectives for the bidder

In the bid, the bidder is required to show how the set objectives and results are to be achieved from the aforementioned perspectives (see Chapter 2). The bidder should refer here to the existing documents for the overall project/programme and apply these in the section for which it is responsible. In addition, it must describe the project management system in the narrow sense. Repetition of information in existing documents should be avoided. The limits on text length must be observed (see Chapter 7).

3.1. Strategy

Introduction

The cooperation system is successful if the cooperation partners agree on a clear and plausible strategy for achieving the jointly negotiated objectives. The strategy indicates how changes in the partner's system are to be brought about. As systems are driven by people, organisations and society, the strategy must take into account the capabilities they need in order to bring about the desired changes (Element Capacity Development Strategy).

Objectives for the bidder

The bidder is required to interpret the objectives for which it is responsible and to carefully review the terms of reference. Following this, the bidder presents and justifies the strategy with which it intends to achieve the objectives and results for which it is responsible (see Chapter 2). The relevant instructions/directives in the module proposal (section 5) and other strategy directives (see annexes) must be taken into account. Repetition of information contained in the description of the implementation approach (see Chapter 3.4) is to be avoided.

Number of pages: 3 (DIN A4)

3.2. Cooperation

Introduction

Good cooperation is based on trust and the negotiation of appropriate forms of collaboration with clearly defined partners and roles. Cooperation partners have specific mandates, capacities and opportunities for exerting influence; specific interests and attitudes with regard to the change objectives, and specific formal or informal relations to other actors.

Objectives for the bidder

The bidder is required to present the actors involved in that part of the cooperation system under the bidder's responsibility and to describe their interactions. The bidder must develop a concept showing how cooperation with these actors is to be set up and put into practice. The relevant instructions/directives in the module proposal (in particular section 4) and other documents (see annexes) are to be taken into account.

Number of pages: 3 (DIN A4)

3.3. Steering structure

Introduction

Top-down management decisions do not work in cooperation systems. A steering structure is therefore required that reflects agreements on how participants jointly prepare and take relevant decisions. Such decisions affect the strategic or operative level, resource and conflict management, implementation control and monitoring. In establishing an efficient steering structure, it is particularly important to take the subsidiarity principle into consideration.

Results-based monitoring systems enable us to observe and steer project development with the focus on results and the achievement of objectives. Ideally, this system can access the data available in the partner country and so avoid creating parallel structures.

Objectives for the bidder

The bidder is required to present and explain its approach to steering the project in cooperation with the project partners.

The contractor plays an active role in the results-based monitoring of the project. The bidder is therefore required to describe its contribution to results-based monitoring and the associated challenges.

Number of pages: 2 (DIN A4)

3.4. Processes

Introduction

The inputs provided by the cooperation partners can be allocated to various joint processes. Service delivery processes relate to the objectives of the cooperation system. Cooperation processes underpin service delivery processes through the coordination of various actors. Learning processes are necessary in order that the actors consider the quality of service delivery and undertake the necessary changes. Support processes are packages of tasks that

underpin all the other types of processes. Steering processes form the legal, political and strategic framework for all other types of processes.

Objectives for the bidder

The bidder is required, possibly on the basis of existing project documents (see annexes), to describe briefly the key processes for which it is responsible. It is to describe the service delivery processes in such detail that it is possible to present and explain a plan of operations for the strategy offered in Chapter 3.1. In so doing, it must describe the necessary work steps, give due consideration to and if necessary supplement the milestones in accordance with Chapter 2, and draw up a schedule. The bidder should also outline how the partner contributions can be integrated into the implementation process.

Number of pages: 4 (DIN A4)

3.5. Learning and innovation

Introduction

People, organisations and society must undergo a learning process if the cooperation system is to be capable of reacting to change. Learning and innovation are rooted in knowledge. A knowledge management system in a project or organisation identifies and stores relevant and experiential know-how and prepares this for subsequent exchanges, both with other projects and within the partner organisation.

At societal level, scaling up refers to a consciously selected, targeted impetus for anchoring and disseminating experience and knowledge. Vertical scaling-up involves institutionalising strategies/approaches that have already been successfully piloted. In horizontal scaling up, the piloted strategies/approaches are transferred directly between comparable organisations. Functional scaling-up involves transferring strategies, approaches, methods, and lessons learned etc. to a new context.

Objectives for the bidder

The bidder is required to describe its contribution to knowledge management for the partner and GIZ. The following tasks are to be taken into consideration:

- The contractor's experts are actively involved in GIZ's sector networks:
 - Participation in weekly/monthly CDTs project team meetings
 - quarterly Component Coordination Meeting for coordination with Component 1 "Youth Rising" and EUD Liberia for the approval of year plans, informal share of information and the elaboration of synergies between the components (incl. preparation of a quarterly short summary of activities on 3 – 5 pages)
 - bi-annual Project Steering Committee (PSC), which is responsible for strategic guidance and recommendations for the overall direction and policy of the projects/components and the approval of the annual work plans (one representative each from the MoE, MYS, MPW, EU delegation, BMZ/German Embassy, Office of the National Authorizing Officer (NAO), UNIDO, GIZ, employers' associations and the principals of the TVET institutions targeted by the Action).
- The contractor is actively involved in GIZ's product development.
- The contractor expresses willingness, if required, to support project assistants or staff members on temporary placements who, in the context of GIZ's separately financed training programmes for junior employees, work in and undertake special tasks for the project.

- The contractor provides support in implementing a project evaluation with special emphasis on ensuring sound knowledge management.

Number of pages: 2 (DIN A4)

3.6. Project management of the contractor

Objectives for the bidder

- The contractor is responsible for selecting, preparing, training and steering the experts (international and national, short and long term) assigned to perform the advisory tasks.
- The contractor makes available equipment and supplies (consumables) and assumes the associated operating and administrative costs.
- The contractor manages costs and expenditures, accounting processes and invoicing in line with the requirements of GIZ.

In derogation from the reports required by GIZ in accordance with AVB (2018), the contractor submits the following reports all in English:

- Contributions to reports to GIZ's commissioning party:
 - 2nd interim report (after 12 months; an inception report and the 1st interim report for the multi-donor action will be finalised prior to the work of the contractor) and 3rd interim report (after 24 months) (narrative and financial) towards EU, recapping the progress made in achieving the results (outputs and outcomes); listing the activities carried out during the reporting period, the difficulties encountered, the measures taken to overcome problems and any changes introduced; providing information on the implementation of the Communication and Visibility Plan; the 2nd interim report will outline the strategy and work plan for the final phase of consolidation;
 - The final report (after 35 months) will cover the final year, recapping the progress made and listing activities carried out during the reporting period. It will give an overview and assessment of the entire period of the Action, providing information on the achievements, including measures undertaken to ensure the sustainability of the results and further dissemination/upscaling.
 - Annual Progress Reports towards BMZ (expected for month 12, 24 and 35)
 - Quarterly short summary of activities on 3–5 pages synchronized with the Component Coordination Meeting
 - Parts of the reports must be translated into German to support reporting towards BMZ

In its bid, the bidder describes its approach to and the procedure it intends to adopt with respect to coordination with and within the GIZ project.

The bidder is required to draw up a personnel assignment plan with explanatory notes that lists all the experts proposed in the offer; the plan includes information on assignment dates (duration and expert months) and locations of the individual members of the team complete with the allocation of work steps as set out in Chapter 3.4.

The bidder is required to describe its backstopping concept. The positions for technical and administrative backstopping must be supported through informative, brief CVs.

The following services are part of the standard backstopping package, which (like ancillary personnel costs) must be factored into the fee schedules of the staff listed in the offer in accordance with GIZ AVB 5.4.

- Service-delivery control
- Managing adaptations to changing conditions
- Ensuring the flow of information between GIZ and field staff
- Contractor's responsibility for seconded personnel
- Process-oriented technical-conceptual steering of the consultancy inputs
- Securing the administrative conclusion of the project
- Ensuring compliance with reporting requirements
- Providing specialist support for the on-site team by staff at company headquarters
- Sharing the lessons learned by the contractor and leveraging the value of lessons learned on site.

Number of pages: 4 plus 2 for the CVs of the two backstoppers (DIN A4)

3.7. Further requirements

A plan of workshops, training and coaching must be presented in the offer. In specific the contractor must be present a concept for training/coaching in entrepreneurial skills and a concept for a small grants programme (see Annex with examples as implemented in Sierra Leone).

The bidder must explain how it intends to comply with the do-no-harm approach in its area of responsibility.

The bidder is required to explain and provide specific evidence (as far as possible) of how national resources (e.g. national institutions, network partners etc.) are to be leveraged within the framework of service delivery.

Number of pages: 4 (DIN A4)

4. Personnel concept

4.1. Requirements of the personnel concept

The bidder 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.

Team leader (international long-term expert)

Tasks of the team leader

- Overall responsibility for the advisory package of the contractor
- Ensuring the coherence and complementarity of the services of the contractor with other services delivered by the programme at local and national level

- Strategy, implementation, monitoring and evaluation of capacity development measures for local partners
- Consideration of cross-cutting themes (e.g. gender equality)
- Personnel management, in particular 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
- Ensuring results monitoring is conducted
- Regular reporting in accordance with deadlines
- Responsibility for controlling the use of funds and financial planning in consultation with GIZ's officer responsible for the commission
- Supporting the officer responsible for the commission in updating/adapting the project strategy, in evaluations and in preparing a follow-on phase
- Maintaining contact to other donors and the German embassy

Qualifications of the team leader

- Education/training (2.1.1): University qualification (German 'Diplom'/Master) in Vocational Education, Training and Management or similar
- Language (2.1.2): Excellent business language skills in English (level C1 on the CEFR⁵ scale or equivalent)
- General professional experience (2.1.3): 15 years of professional experience in the TVET provision and management of TVET schools
- Specific professional experience (2.1.4): Overall 8 years of experience in the following fields, proven with reference projects from previous assignments. Reference projects with an engagement (commissioned month full time) of 6 months or more within a calendar year are considered as one year of professional experience):
 - setting up and management of a TVET school
 - development and implementation of TVET training
 - building the capacity in the management of a TVET school
- Leadership/management experience (2.1.5): Overall 8 years of experience in the following fields, proven with reference projects from previous assignments; reference projects with an engagement (commissioned month full time) of 6 months or more within a calendar year are considered as one year of professional experience):
 - leading and steering of teams, stakeholders and beneficiaries of a project
 - reporting skills and interpersonal skills to manage and resolve conflict and build consensus on the job
 - ability to analyze performance and discern the causes of problems in managing works and proposing and implementing solutions;
- Regional experience (2.1.6):
 - 5 years' experience in TVET projects in Sub-Saharan Africa
- Development Cooperation (DC) experience (2.1.7):
 - 3 years of experience in DC projects
- Other (2.1.8):
 - computer skills to use office programmes, such as word, excel, MS Teams

⁵ CEFR= Common European Framework of Reference for Languages

- experience in remote steering of a project

Soft skills of team members

In addition to their specialist qualifications, the following qualifications are required of team members (these qualifications are not evaluated):

- Team skills
- Initiative
- Communication skills
- Sociocultural competence
- Efficient, partner and client-focused working methods
- Interdisciplinary thinking
- Working under fragile conditions

Expert 1 (national long-term expert)

Tasks of expert 1

- Overall support to the team leader for the advisory package of the contractor
- procurement of equipment road maintenance workshops
- procurement of equipment electrician's workshops
- procurement of equipment for a further sector
- Implementation of a visibility and public communications strategy
- Preparation and conduct of in-company skills demand surveys in selected sectors
- Design of a mechanism/approach to ensure a better match with labour market needs, including green jobs
- Steps to make content on employment and related skills training opportunities accessible to the general public (including online posting)
- Monitoring of jobs created and filled in selected sectors (green jobs highlighted) and conduct of tracer studies with graduates from the RMCT programme; provision of results to partners and integration in participating companies
- Development of training modules appropriate to the demands of the selected sector in close coordination with implementing organisations active in the sector (e.g. Welthungerhilfe and AFD); development of occupational and training standards
- design and production of training materials, including trainer's hand-books and learning guides
- Training of trainers for selected professions in the green/low carbon, renewable energy/energy efficiency sector and a further sector;
- Continued training of trainers for the construction sector
- Organisation and conduct of training modules at the training centre (construction)
- Organisation and conduct of training modules at the training centre (energy)
- Organisation and conduct of training modules at the training centre (further sector)
- In-house and in-company training programmes (training on the job)
- Development and provision of material for occupational information and career guidance services for trainees and prospective employees
- Development of training/coaching module(s) for entrepreneurial skills (e.g. contract management, business planning, financial management, and human resource management and development), including training of coaches and implementation of skills training to build the capacities of private sector companies
- Capacity building for companies to incorporate internships, work-based learning and apprenticeship programmes into their business models (to be considered in training modules for private sector company managers)

- Provision of employability skills training for trainees and prospective employees, including development and implementation of a small grants programme to start businesses
- Analysis of lessons learned and dissemination of results achieved, together with a comprehensive set of recommendations for national policy-makers and other TVET providers to strengthen the capacities of related sector associations and support the development of competency-based TVET programmes

Qualifications of the national long-term expert:

- Education/training (2.2.1): university qualification (BSc) in Vocational Education, Training and Management or similar,
- Language (2.2.2): fluent in written and spoken English (level C1 on the CEFR scale or equivalent)
- General professional experience (2.2.3): 8 years of professional experience in the TVET provision
- Specific professional experience (2.2.4): Overall 5 years of experience in the following fields, proven with reference projects from previous assignments; reference projects with an engagement (commissioned month full time) of 6 months or more within a calendar year are considered as one year of professional experience):
 - development and implementation of TVET training in a TVET school
 - working in teams, with stakeholders and beneficiaries of a project
 - reporting skills and interpersonal skills to manage and resolve conflict and build consensus on the job
 - ability to analyze performance and discern the causes of problems in managing works and proposing and implementing solutions
- Leadership/management experience (2.2.5): none
- Regional experience (2.2.6):
 - 5 years' experience in TVET projects in Liberia
- Development Cooperation (DC) experience (2.2.7):
 - 2 years of experience in DC
- Other (2.2.8): none

International Short-term expert pool 1 with minimum 3 maximum 8 members

Preliminary tasks of the international short-term expert pool 1

- Establishment of a transparent financial planning and accounting system for the centre
- Recruitment of a manager responsible for the smooth operation of the training centre in coordination with private sector association partners
- Implementation of capacity building measures for private sector associations, including the ALCC, to ensure the effective financing and operation of the centre
- Development of a business model to include measures for quality assurance, cost recovery and the sustainable operation of the TVET centre
- Preparation and conduct of in-company skills demand surveys in selected sectors
- Design of a mechanism/approach to ensure a better match with labour market needs, including green jobs
- Steps to make content on employment and related skills training opportunities accessible to the general public (including online posting)
- Monitoring of jobs created and filled in selected sectors (green jobs highlighted) and conduct of tracer studies with graduates from the RMCT programme; provision of results to partners and integration in participating companies
- Identification and assessment of the capacities of associations and employers' organisations in the selected sectors

- Development of capacity development measures to strengthen the capacities of the sector associations to support development of competency-based TVET programmes
- development of modules for formal and non-formal training and further training for skilled professionals (i.e. lifelong learning and professional development) in the green/low carbon, renewable energy/energy efficiency sector; development of occupational and training standards
- design and production of training materials, including trainer's hand-books and learning guides
- Organisation and conduct of training modules at the training centre (construction)
- Organisation and conduct of training modules at the training centre (energy)
- Organisation and conduct of training modules at the training centre (further sector)
- In-house and in-company training programmes (training on the job)
- Development and provision of material for occupational information and career guidance services for trainees and prospective employees
- Development of training/coaching module(s) for entrepreneurial skills (e.g. contract management, business planning, financial management, and human resource management and development), including training of coaches and implementation of skills training to build the capacities of private sector companies
- Capacity building for companies to incorporate internships, work-based learning and apprenticeship programmes into their business models (to be considered in training modules for private sector company managers)
- Provision of employability skills training for trainees and prospective employees, including development and implementation of a small grants programme to start businesses
- Analysis of lessons learned and dissemination of results achieved, together with a comprehensive set of recommendations for national policy-makers and other TVET providers to strengthen the capacities of related sector associations and support the development of competency-based TVET programmes

Qualifications of the international short-term expert pool 1

- Education/training (2.6.1): all experts with qualification (German 'Diplom'/Master/Master Craftsmen) in Vocational Education, Training and Management or similar
- Language (2.6.2): all experts with excellent business language skills in English (level C1 on the CEFR⁶ scale or equivalent)
- General professional experience (2.6.3): all experts with 8 years of professional experience in the TVET provision and management of TVET schools
- Specific professional experience (2.6.4): All experts with overall 5 years of experience in the following fields, proven with reference projects from previous assignments; reference projects with an engagement (commissioned month full time) of 2 months or more within a calendar year are considered as one year of professional experience):
 - in setting up and management of a TVET school
 - development and implementation of TVET training
 - building the capacity in the management of a TVET school
- Regional experience (2.6.5):
 - All experts with 3 years' experience in TVET projects in Sub-Saharan Africa
- Development Cooperation (DC) experience (2.6.6):
 - 3 years of experience in DC projects

⁶ CEFR= Common European Framework of Reference for Languages

- Other (2.6.7):
 - All experts with computer skills to use office programmes, such as word, excel, MS Teams

National Short-term expert pool 2 with minimum 3, maximum 5 members

Preliminary tasks of the national short-term expert pool 2

- procurement of equipment road maintenance workshops
- procurement of equipment electrician's workshops
- procurement of equipment for a further sector
- Implementation of a visibility and public communications strategy
- Preparation and conduct of in-company skills demand surveys in selected sectors
- Design of a mechanism/approach to ensure a better match with labour market needs, including green jobs
- Steps to make content on employment and related skills training opportunities accessible to the general public (including online posting)
- Monitoring of jobs created and filled in selected sectors (green jobs highlighted) and conduct of tracer studies with graduates from the RMCT programme; provision of results to partners and integration in participating companies
- Development of training modules appropriate to the demands of the selected sector in close coordination with implementing organisations active in the sector (e.g. Welthungerhilfe and AFD); development of occupational and training standards
- design and production of training materials, including trainer's hand-books and learning guides
- Training of trainers for selected professions in the green/low carbon, renewable energy/energy efficiency sector and a further sector;
- Continued training of trainers for the construction sector
- Organisation and conduct of training modules at the training centre (construction)
- Organisation and conduct of training modules at the training centre (energy)
- Organisation and conduct of training modules at the training centre (further sector)
- In-house and in-company training programmes (training on the job)
- Development and provision of material for occupational information and career guidance services for trainees and prospective employees
- Development of training/coaching module(s) for entrepreneurial skills (e.g. contract management, business planning, financial management, and human resource management and development), including training of coaches and implementation of skills training to build the capacities of private sector companies
- Capacity building for companies to incorporate internships, work-based learning and apprenticeship programmes into their business models (to be considered in training modules for private sector company managers)
- Provision of employability skills training for trainees and prospective employees, including development and implementation of a small grants programme to start businesses
- Analysis of lessons learned and dissemination of results achieved, together with a comprehensive set of recommendations for national policy-makers and other TVET providers to strengthen the capacities of related sector associations and support the development of competency-based TVET programmes

The bidder must provide an overview of foreseen short-term assignments.

Qualifications of the national short-term expert pool 2

- Education/training (2.7.1): all experts with qualification in Vocational Education, Training and Management or similar,
- Language (2.7.2): all experts fluent in written and spoken English (level C1 on the CEFR scale or equivalent)
- General professional experience (2.7.3): all experts with 5 years of professional experience in the TVET provision
- Specific professional experience (2.7.4): All experts with overall 3 years of experience in the following fields, proven with reference projects from previous assignments; reference projects with an engagement (commissioned month full time) of 2 months or more within a calendar year are considered as one year of professional experience):
 - development and implementation of TVET training in a TVET school
 - working in teams, with stakeholders and beneficiaries of a project
- Regional experience (2.7.5): none
- Development Cooperation (DC) experience (2.7.6):
 - experts with 1 year of experience in DC
- Other (2.7.7): none

5. Costing requirements

The duration of the contract is estimated 35 months from contract award until April 30th, 2024

Please do not deviate in your offer from the quantity structure required in this ToR (number of experts and expert-month, lump-sums and budgets), as this is part of the competition and serves to determine objectively comparable evaluation offers. There is no claim to the call of the total number of the offered expert month or given budgets.

5.1. Assignment of personnel

Team leader: 35 expert months in country of assignment

Expert 1 (National long-term expert): 33 months in country of assignment

International short-term expert pool 1: 12 months in the country of assignment.

National short-term expert pool 2: 52 months in country of assignment

National administrative personnel (1 office assistant) for 35 months.

5.2. Travel expenses

Per diems and accommodation

The budget for per diems and accommodation allowance in the country of assignment for the Team leader and the international short-term experts has a total amount of **177,200 EUR**. The contractor should invoice following rates incrementally within this fixed budget:

- 500 EUR per month for team leader for per diems
- 2,300 EUR per month for team leader for accommodation costs

- 1,500 EUR per month for international short-term experts for per diems
- 5,100 EUR per month for international short-term experts for accommodation costs

Flights

- 4 international flights (economy) for Team leader
- 20 international flights (economy) for international short-term experts

Other travel expenses

- Visa and airport transportation lump sum costs of 100 EUR per trip to be reimbursed (budget of EUR 2,400).

5.3. Equipment

In order to fulfil the objectives, GIZ CDTs intends to procure equipment for up to 3 sectors:

- Road Construction and Construction
- Electricians and Solar power installation/renewable energy
- The third sector has not yet been finally decided; presumably mechanic/welder.

The contractor will contribute with services to the procurement of equipment for the workshops:

- conduction of a lists for equipment needed for the workshops to secure quality TVET training according to the training concept for usage of the items including small repairs and maintenance
- a service and maintenance concept for the equipment
- consultancy services for technical support to GIZ Procurement Unit in the tendering process
- installation of equipment
- check of quality and duration and place of warranty
- modalities of acceptance/payment steps
- contribution to draft specifications including installation of the equipment and necessary information on technical background for the teaching staff
- trainings need assessment and training in the usage of the equipment by the trainers

Note: Workshop equipment for Road Construction has been procured for the RMCT programme; for mechanic/welder it might be possible to take over existing equipment of a closed training workshop; equipment for all workshops should be procured locally and, if possible, with local resources/material or materials/equipment available in the local market to enable the TVET centre as much as possible to maintain the equipment with local resources after the end of the project.

The actual procurement of the equipment is not part of this tender.

5.4. Supplies (consumables)

The total budget for ongoing office costs (telephone, internet, fuel generators, maintenance, janitorial supplies, stationary, drinking water etc.) is **EUR 25,000**. The office space and transportation will be provided by the project (see section 6.)

5.5. Workshops, training

The contractor implements workshops and training courses to cover the required scope of work as described in chapter 2. A plan of workshops and trainings must be presented in the offer.

The budget includes fee for trainer, room/hall rental, per diem and accommodation of participants, cost of transport for participants and catering. The budget for workshops in the pre-opening phase and TVET training after opening is **EUR 200,000** against evidence.

5.6. Local subsidies

The contractor is responsible for the implementation of a small grants programme to support business ideas of students. New business ideas for products and services with increased added economic values will be assessed. After initial screening, the contractor will help entrepreneurs to transform their business ideas into fully developed business proposals with the assistance of technical and business experts in the sector. The pre-selected business proposals are presented to an independent selection panel and successful business plans are awarded a grant for their actual implementation. The grant can take the form of financial assistance, the provision of material goods (tools) or the payment of workers (trainees/graduates of vocational schools). Both measures will help to transfer theoretical knowledge into practical business experience.

The budget for local subsidies for the grant programme is **EUR 125,000** against evidence. In accordance with AVB 2018 the individual local subsidy may not exceed EUR 50,000. In the offer the contractor must present a concept for the grant program. (see Annex with an example as implemented in Sierra Leone).

Additionally, to enhance employability, the contractor will place specific emphasis on training in entrepreneurial skills, with combined training and coaching to enable MSME managers to acquire and master relevant competencies, including business skills, product/marketing positioning, entrepreneurial attitudes, negotiating skills, customer relations and financial literacy to improve access to financial services. This packaging is geared to help entrepreneurs to achieve their business goals. In the offer the contractor must be present a concept for training/coaching in entrepreneurial skills (see Annex with an example as implemented in Sierra Leone). The budget for local subsidies for training/coaching in entrepreneurial skills is **EUR 125,000** against evidence.

5.7. Flexible remuneration item

A budget for a flexible remuneration of **EUR 25,000** must be included in the financial offer. In accordance with AVB 2018 the budget can be spent upon approval of GIZ Programme Manager. Please include this budget in your price offer under the position "5.18 Flexible remuneration item". The flexible remuneration item covers costs only for items of contractually agreed positions according to AVB.

6. Inputs of GIZ CDTs

GIZ CDTs will assign the following personnel to implement the co-financed action:

- CDTs project manager (international expert)
- Project advisor (international expert)

- Construction expert (international expert)
- Administrative manager (international expert)
- Finance manager (international expert)
- Technical advisor (national expert)
- Construction engineer (national expert)
- Office assistant (national expert)
- Integrated Expert as Operations manager at ALCC (International expert)

GIZ is expected to make the following available to the contractor:

- workstations in CDTS project office in Monrovia/Liberia;
- a further project office will be set up in the TVET training centre, once the construction of the training centre is completed, a part of the team will then be based at a project office located at the TVET centre
- Transportation on site with CDTS project vehicle

7. Requirements on the format of the offer

The structure of the bid must correspond to the structure of the ToRs. It must be legible (font size 11 or larger) and clearly formulated. The bid is drawn up in English.

The technical-methodological concept of the offer (Chapter 3 of the ToRs) must not exceed 22 pages; the subchapters must not exceed the specified number of pages (see Chapter 3).

8. Special agreements

The duration of GIZ CDTS is limited to 31 July 2024 and the joint multi-donor action must end 3 months before the end of GIZ CDTS (30 April 2024).

Note: According to the strategy BMZ 2030, a planned withdrawal of BMZ from official bi-lateral cooperation applies to Liberia.

In the case of an extension of GIZ CDTS, GIZ is entitled to extend budget neutral the period for fulfilment of the original contract for up to 6 months.

9. Annexes

- a) Action Document for "EU Support to demand driven Technical and Vocational Education and Training (TVET) for Young people in Liberia"
- b) Flyer "Facility for Innovation"
- c) Flyer „Business Loop“