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

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

CONFIDENTIAL

Development and institutionalization of a Dual training examiner qualification system for dual TVET in Mongolia	**Project number/ cost centre: G-012416-001** **Tender number 10056210**

Inhalt

0. List of Abbreviations 2

1. Context 3

2. Tasks to be Performed by the Contractor 3
   Work Package 1: Institutional Governance and Process Guidelines (Standard Operating Procedures) 4
   Work Package 2: Capacity Development and Multiplier Qualification 5
   Work Package 3: Development of action-oriented Examination Instruments 7
   Work Package 4: Monitor progress in establishing and operationalizing examination and quality assurance structures for dual TVET in Mongolia 8
   Milestones and Timetable (Prozess- und Meilensteintabelle) 9

3. Technical-Methodological Concept 9

4. Personnel Concept 10
   Key expert 1 (Training and examination Expert) 12

5. Costing Requirements 17
   Assignment of personnel and travel expenses 17
   Sustainability aspects for travel 17
   Specification of inputs 17
   Workshops, Events, and Trainings 19

6. Inputs of GIZ or Other Actors 20

7. Requirements on the Format of the Tender 20

8. Outsourced Processing of Personal Data 20

9. Annexes 21

0. List of Abbreviations

Abbreviation	Meaning
AG	Commissioning Party (*Auftraggeber* - GIZ GmbH)
AN	Contractor (*Auftragnehmer* - e.g., Chambers, Consortia)
AVB	General Terms and Conditions of Contract for Supplying Services and Work
BBiG	German Vocational Training Act (*Berufsbildungsgesetz*)
CMTU	Confederation of Mongolian Trade Unions
DMC	Dual TVET Management Committee
DVTU	Dual Vocational Training Unit (at MNCCI)
EEC	Education Evaluation Center (Mongolia)
FK / FKT	Expert / Expert Days (*Fachkraft / Fachkrafttage*)
GAE	General Authority for Education (Mongolia)
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
In-CI	In-Company Instructor
KZFK	Short-Term Expert (*Kurzzeitfachkraft*)
SPB	School Professional Board
MNCCI	Mongolian National Chamber of Commerce and Industry
MONEF	Mongolian Employers' Federation
MoE	Ministry of Education (Mongolia)
NQF	National Qualifications Framework
SOP	Standard Operating Procedure
ToR	Terms of Reference
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training

1. Context

Mongolia's main development goal, which is the "Vision 2050", addresses priority challenges the country faces in economic, social, and environmental development. The "New Recovery Policy", which came into effect in 2022, complements the "Vision 2050" and sets more specific targets on the economy, modernizing basic infrastructure, and accelerating industrial productivity. In addition, the "Green Development Policy" was adopted to support sustainable, ecological, and resilient growth. A critical bottleneck across all these strategic pillars is the severe shortage of technically qualified, modernly skilled personnel who can safely operate and maintain advanced industrial and ecological systems. The success of economic diversification and rural revitalization depends directly on raising the quality of local labor.

To address these challenges, Mongolia must develop an effective, resilient, future-oriented, and inclusive TVET system. This includes introducing the dual TVET approach, creating gender-sensitive training environments, and implementing future-oriented dual courses to align with the country's sustainable development goals. In response, the Government of Mongolia, led by the Ministry of Education (MoE), has taken action by pushing forward a comprehensive TVET reform, underpinned by the amended TVET Act. This reform aims to align training programmes directly with labour market needs while enhancing the system's overall quality and inclusivity. Central to this legislative shift is the transition from purely school-based, theory-heavy training to a system where industrial enterprises act as co-educational entities.

A cornerstone of this reform is the transfer of governance and quality assurance functions to the private sector to ensure market relevance. In March 2024, a Memorandum of Understanding (MoU) was signed between the MoE and the Mongolian National Chamber of Commerce and Industry (MNCCI), defining the Chamber as the "Competent Body" (*Zuständige Stelle*) for dual TVET. Under this mandate, the MNCCI established the Dual Vocational Training Unit (DVTU) to oversee apprentice contract registration, company suitability audits, and practical examinations. To steer this complex multi-stakeholder process and foster public-private trust, the Dual TVET Management Committee (DMC) was created as the strategic decision-making and consensus-building body. The DMC ensures parithetic alignment among government bodies, employers, and social partners to prevent bureaucratic bottlenecks.

To move from regulatory concept to sustainable field-level implementation, cTVET II is launching a targeted pilot phase for critical, future-oriented occupations that directly feed into the national infrastructure and green development strategies:

The ultimate objective of this assignment is to design, implement, and institutionalize a sustainable, quality-assured, and independent interim and final assessment system for pilot occupations, with pilot final examinations scheduled for **winter or summer 2027 (with a strategic preparation and potential postponement buffer extending to winter or summer 2028)**. This system should focus on assessing practical occupational competence (berufliche Handlungskompetenz) in realistic work situations rather than primarily testing theoretical knowledge.

2. Tasks to be Performed by the Contractor

The contractor is responsible for providing technical advisory services and capacity development to establish a sustainable, self-reliant examination and quality assurance structure for dual TVET in Mongolia. The focus is not on short-term event organization, but on systemic capacity building of multipliers and local examiners, ensuring that Mongolian

stakeholders can independently design, conduct, and evaluate interim and final examinations after the project's conclusion.

To ensure long-term sustainability and align with GIZ quality criteria, the tasks are structured into four comprehensive Work Packages (WPs):

Work Package	**Core Focus & Primary Deliverable**
WP 1: Institutional Governance	Draft SOPs & Process Guidelines for MNCCI/DMC(Taskforce for Assessment and Quality assurance)/School Professional Boards
WP 2: Multiplier Capacity Development	Qualify Multipliers & Local Examiners
WP 3: Development of actionoriented (Handlungsorientiert) Examination Instruments	Provide technical advice and mentoring support for the development of action-oriented (handlungsorientiert) examination tasks for the selected pilot occupations, and support local examiners in the preparation, implementation, and evaluation of pilot examinations planned for 2027–2028.
WP 4: Monitor the progress on establishment of examination and quality assurance structure for dual TVET in Mongolia	Assess the functionality and institutionalization of the examination and quality assurance system, including the roles and responsibilities of MNCCI, TVET institutions, companies, Examination Boards, and other relevant stakeholders.

Work Package 1: Institutional Governance and Process Guidelines (Standard Operating Procedures)

The objective of this work package is to establish the systemic and operational blueprint for the Mongolian "Competent Body" structures, clearly defining the separation of powers between training actors and examining bodies.

- **Task 1.1:** Review existing Mongolian legal frameworks, specifically the General Law on Education, Dual training Regulation A/544, TVET Assessment Regulation A/128, and the MNCCI-MoE MoU, to map institutional boundaries and identify operational gaps in the current examination administrative processes.
- **Task 1.2:** Draft a comprehensive **Process Guideline (Standard Operating Procedures - SOP)** for the MNCCI DVTU/DMC and the School Professional Boards (SPBs). This guide must define the entire lifecycle of dual training assessments:
    - Define the composition, roles, and responsibilities of the independent Examination Board responsible for administering final examinations, with coordination provided by the MNCCI Dual Vocational Training Unit (DVTU) or another designated competent authority, in collaboration with industry representatives and TVET institutions.
    - Company suitability audits and registration in the apprentice register (*Lehrlingsrolle*).

- Formal registration and legal verification of Dual Tripartite Contracts (*Ausbildungsverträge*).
- Requirements for admitting trainees to the interim and final examination, including verifying the *Company Training Record Book (Berichtsheft*).
- Structure, appointment, and code of conduct for independent, parithetic Examination Boards (*Prüfungsausschüsse*).
- Reassessment Procedures and Remedial Measures for Unsuccessful Candidates (recommended for SOPs and policy document)
- Develop a comprehensive budget covering all costs associated with the preparation, administration, quality assurance, and reporting of mid-term and final assessments.
- Develop a comprehensive local certification and assessment information management framework, including certificate issuance procedures, candidate and registration, assessment records, results verification, database management, and reporting mechanisms.
- Advise the competent body and stakeholders on digital solutions for all above mentioned assessment information management framework
- Design and recommend quality assurance mechanisms that safeguard the independence, transparency, fairness, and integrity of assessment and certification processes.

- **Task 1.3:** Align the SOPs with the strategic mandate of the Dual TVET Management Committee (DMC), facilitating a series of consensus-building sessions to ensure joint ownership by MoE, MNCCI, MONEF, and trade unions. Develop a comparative process flow diagram of the current and proposed assessment systems, clearly outlining the workflow, roles and responsibilities, as well as the strengths, limitations, and improvements introduced by the proposed approach.

Work Package 2: Capacity Development and Multiplier Qualification

True sustainability is achieved when the system qualifies its own experts. The contractor must design and execute a dual-track qualification program based on the "Training of Trainers" (ToT) principle.

- **Task 2.1:** Design a standardized curriculum for **Multiplier Qualification** in exam methodology. The curriculum must cover:
  - Principles of action-oriented (handlungsorientiert) testing.
  - Creating objective, legally secure practical tasks.
  - Psychological aspects of examination (moderation of professional conversations, avoiding assessor bias).
  - Operational logistics of running exams.
- **Task 2.2:** Conceptualize, coordinate, and implement a **to 10-15 day Training Program in Germany or Europe** for a selected delegation of Mongolian multipliers

(representatives of MNCCI DVTU, DMC Taskforce for Assessment and Quality assurance, EEC, and selected pilot companies/schools up to 20 Person). The training must focus on observing live, practical final examination procedures, parithetic board management, and quality control systems at a European or German partner Chamber of Commerce (IHK/HWK).

The contractor shall be responsible for the following activities:

- Develop a detailed study visit concept, agenda, learning objectives, methodology, and expected learning outcomes aligned with the objectives of the Mongolian dual assessment reform.
- Identify, liaise with, and coordinate visits to suitable Europeorean or German partner institutions, including **Chambers of Industry and Commerce (IHK)** and/or **Chambers of Skilled Crafts (HWK)**, vocational schools, training companies, and examination centres.
- Organize opportunities for participants to observe **live practical final examinations**, including examination preparation, implementation, candidate management, evaluation, and result validation, where feasible and subject to the applicable confidentiality and data-protection requirements.
- Facilitate learning sessions on the governance and operation of **independent Examination Boards**, including board composition, roles and responsibilities, appointment procedures, conflict-of-interest management, confidentiality, and decision-making processes.
- Organize technical exchanges with chamber representatives, multipliers, examiners, company trainers, vocational school teachers, and quality assurance experts on competency-based assessment and certification.
- Demonstrate German/World Skills quality assurance mechanisms throughout the assessment lifecycle, including assessment planning, assessor qualification and registration, moderation, external verification, appeals procedures, documentation, and continuous quality improvement.
- Present the certification process, including candidate registration, examination administration, assessment documentation, certificate issuance, and digital record management.
- Facilitate workshops and reflection sessions enabling participants to compare the German and Mongolian assessment systems and identify elements that can be adapted to the Mongolian context.
- Coordinate the technical and organizational implementation of the training programme with GIZ and the hosting institutions, including scheduling, communication with partner institutions, preparation of training materials and coordination of site visits.
- Identify interpretating requirements and coordinate interpretation needs with GIZ as part of the training programme.
- Prepare and facilitate daily debriefing sessions to consolidate learning and document key observations, lessons learned, and recommendations.

- Support participants in developing an **Action Plan** outlining concrete recommendations and next steps for strengthening the dual assessment and certification system in Mongolia.

Task 2.3: Supervise and mentor qualified Mongolian Multipliers to independently deliver training and qualification programmes for at least **60 local examiners** in Mongolia. These examiners will subsequently serve on the regional Examination Boards. The multiplier effect shall be documented and institutionalized as a standardized service package to be offered by the MNCCI.

Key Activities:

- Develop an implementation and mentoring plan for the examiner qualification programme.
- Coach Master Multipliers on competency-based assessment, facilitation, and examiner qualification methodologies.
- Supervise training delivery and provide technical guidance to ensure compliance with agreed quality standards.
- Support the assessment and certification of examiner candidates using standardized assessment tools.
- Assist MNCCI in establishing a national register of certified examiners and procedures for their appointment and continuous professional development.
- Develop a standardized **Examiner Qualification Service Package**, including training materials, operational procedures, quality assurance mechanisms, and certification processes, for institutionalization within the MNCCI DVTU.
- Document lessons learned and provide recommendations for the sustainable implementation and scaling of the examiner qualification program.

Work Package 3: Development of action-oriented Examination Instruments

The contractor must support the sector-specific working groups in translating abstract national occupational standards into concrete, handlungsorientiert (action- and competence-based) examination tasks.

- **Task 3.1:** Analyze the existing occupational standards and curricula for the selected pilot occupations in the field of agriculture and energy.
- **Task 3.2:** Design complete **Examination Blueprints & Task Pools** for the pilot occupations. The assessment design must follow the International model of separating written theory testing (managed in cooperation with the Education Evaluation Center - EEC) and practical performance testing. The practical exam must test holistic professional competence (*berufliche Handlungskompetenz*) through:
    - A practical work sample or real-life company project.
    - A professional discussion (*Fachgespräch*) simulating customer/employer consultation.
    - Development of competency-based assessment tasks aligned with the key professional competencies identified in the selected curricula.

  - Provide advisory support to in-company instructors and TVET school teachers on the development of competency-based assessment tasks aligned with the key professional competencies of the selected curricula.
- **Task 3.3:** Support local examiners in developing standardized evaluation sheets, assessment rubrics, and grading criteria to minimize subjective judgment and ensure consistent, objective, and transparent assessment practices.
- **Task 3.4:** Support local examiners in the operationalization, piloting, and evaluation of final examinations to ensure effective implementation and consistent assessment practices. The culmination of the assignment is the operational test under real-world conditions in May or December 2027/ in May 2028

  - Advise and facilitate the formal establishment of the first independent Examination Boards for the selected pilot occupations, ensuring a balanced and tripartite composition of representatives from companies (employers), TVET institutions (teachers), and trade unions (employees), where applicable.
  - Provide on-site coaching and technical backstopping to the MNCCI DVTU and regional SPBs during the preparation and execution of the **first pilot final examinations**. This includes inspecting safety standards at the chosen exam sites (either TVET school workshops or modern company facilities).
  - Conduct a rigorous post-exam **Evaluation and Impact Review**. Analyze the practical feasibility of the tasks, identify operational bottlenecks, and update the SOPs (from WP 1) and examination task pools (from WP 3) based on the pilot results to prepare the nationwide rollout.

Work Package 4: Monitor progress in establishing and operationalizing examination and quality assurance structures for dual TVET in Mongolia

  - Develop monitoring concept reflecting the WP's 1-3, to be agreed with cTVET Dual TVET component members
  - Monitor the establishment of examination structures for dual TVET, including the formation and operationalization of independent Examination Boards for the selected pilot occupations.
  - Monitor the development and implementation of examination procedures and guidelines, ensuring alignment with competency-based and action-oriented (*handlungsorientiert*) assessment principles.
  - Track the establishment of quality assurance mechanisms for examinations, including standardized assessment tools, grading criteria, examiner requirements, and quality assurance procedures.
  - Monitor the qualification and deployment of local examiners (Prüfer) and assess whether they are adequately prepared to conduct examinations in accordance with agreed standards and procedures.
  - Monitor the implementation and evaluation of pilot examinations, identify operational challenges and quality gaps, and recommend corrective measures for improvement.
  - Provide advisory support to the MNCCI DVTU and DMC Taskforce on Assessment and Quality Assurance for the continuous improvement of their work processes and practices, based on defined internal quality criteria and quality improvement cycles.

- Document progress, lessons learned, and good practices and provide regular monitoring reports with recommendations for the further development and nationwide roll-out of the examination and quality assurance structure.

Milestones and Timetable (Prozess- und Meilensteintabelle)

The contract execution is structured around four major, legally binding milestones. The contractor must align their operational delivery with the following timetable:

Milestone / Key Deliverable	Target Date (Timeline)	Associated Work Package	Primary Output / Verification
Milestone 1: **Submission of SOPs & Process Guidelines**	April 2027	WP 1	Validated Process Handbook submitted to MNCCI DVTU & DMC
Milestone 2: **Execution of the Training Program in Europe**	February 2027	WP 2	Completed 10-15 day seminar in Europe; certification of 20 multipliers
Milestone 3: **Support Multipliers in planning, delivering, and evaluating examiner training programmes for local examiners in Mongolia.**	June to November 2027	WP 2	Multipliers successfully deliver training and qualify 60 local examiners in Mongolia.
Milestone 4: **Finalization of Exam Tasks & Blueprint Pools**	November 2027	WP 3	Approved practical and theoretical task packages for the pilot occupations
Milestone 5: **Provide technical advice and support to local examiners in piloting the final examinations for the selected occupations.**	May 2027-May 2028	WP 3	Successfully conducted practical exams; final impact & evaluation report
Milestone 6: **Monitor progress and quality assurance structures for dual TVET in Mongolia**	November 2028	WP 4	Documented progress, lessons learned, and good practices and final monitoring report with recommendations for the further development and nationwide roll-out of the examination and quality assurance structure

3. Technical-Methodological Concept

To ensure the technical proposal submitted by the bidders can be evaluated objectively, the contractor's concept must address the following strategic areas in detail, reflecting the weighted criteria of GIZ's standard assessment grid:

Strategy (1.1): The tenderer is required to consider the tasks to be performed with reference to the objectives of the services put out to tender (see Chapter 1 Context) (1.1.1). Following this, the tenderer presents and justifies the explicit strategy with which it intends to provide the services for which it is responsible (see Chapter 2 Tasks to be performed) (1.1.2).

The tenderer is required to present the actors relevant for the services for which it is responsible and describe the **cooperation (1.2)** with them.

The tenderer is required to present and explain its approach to **steering** the measures with the project partners (1.3.1) and its contribution to the **results-based monitoring system** (1.3.2).

The tenderer is required to describe the key **processes** for the services for which it is responsible and create an **operational plan** or schedule (1.4.1) that describes how the services according to Chapter 2 (Tasks to be performed by the contractor) are to be provided. In particular, the tenderer is required to describe the necessary work steps and, if applicable, take account of the milestones and **contributions** of other actors (partner contributions) in accordance with Chapter 2 (Tasks to be performed) (1.4.2).

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

Project management of the contractor (1.6): The bidder must describe their approach to project management, including risk management, quality assurance of deliverables, and efficient resource allocation.(1.6.1) As this contract is executed by an institutional expert team, the project management section must detail how the contractor coordinates their personnel (Team Leader, Key Expert, and Short-term Pool) with the local GIZ TVET project team, national coordinators, and key stakeholders to ensure smooth delivery. (1.6.2) Contractor's backstopping strategy (incl. CV's of the technical and administrative backstopper) (1.6.3)

4. Personnel Concept

The assignment is designed for a highly qualified **expert team** provided by the contractor (AN) to ensure deep systemic expertise in the Dual system (IHK/HWK governance and examination boards) with extensive on-the-ground experience in Mongolia's TVET transitional ecosystem. The contractor must propose a team consisting of a Team Leader, Training and examination Experts including national experts.

Project Role	Core Function / Profile	Primary Responsibilities / Focus Areas
Team Leader	TVET Assessor and Policy Advisor	Strategic institutional steering, ministerial liaison (MoE, GAE, EEC), coordination with MNCCI leadership, final impact & evaluation report (WP1-4)

Key Expert	Training and examination Expert	Direct co-authoring of the Assessment process handbook, coordinating technical workgroups, and the capacity-building (ToT) programs. (WP1-2)
Key Expert 1	Content expert in Agriculture field	Analyze current occupational standards and curricula and design complete Examination Blueprints & Task Pools including the methodology. Coordinate and support 1-2 pilot practical exams in Mongolia; (WP3-4)
Key Expert 2	Content expert in Energy field	Analyze current occupational standards and curricula and design complete Examination Blueprints & Task Pools including the methodology. Coordinate and support 1-2 pilot practical exams in Mongolia; (WP3-4)
Key Expert 3: Master trainer	Multiplier training expert	Design and conduct a standardized curriculum for Multiplier Qualification in exam methodology. Support multipliers to adopt this training program in Mongolia (WP2)
Key Expert 4: National expert	Local TVET assessment expert	Accompany the entire process and work as the local contact person WP 1,3,

Team Leader / Senior TVET Expert

- **Primary Tasks:**
  - Taking over full responsibility
  - Technical advisory and strategic steering for the Dual TVET Management Committee (DMC), Ministry of Education (MoE), and MNCCI leadership.
  - Conceptualizing and authoring the Process Guidelines (SOPs) for the MNCCI DVTU and School Professional Boards (SPBs).
  - Coordination of designing and executing the Multiplier Qualification program (ToT) in exam methodology.
  - Coordination of development parithetic Examination Boards and practical, competence-based exam tasks.
  - Develop monitoring concept reflecting the WP's 1-3

- **Required Qualifications (Tailored Profile):**
  - **Education 2.1.1:** University degree (Bachelor's or Master's) in vocational education and training, vocational pedagogy, engineering, public policy, economics, social sciences, or another field relevant to the assignment.

- **Language 2.1.2:** C1/Fluent proficiency in German, and fluent/proficient written and spoken English (minimum /B2 level) for international reporting and workshop coordination.
- **General Professional Experience 2.1.3:** 7 years of professional experience in TVET, including TVET policy advisory, vocational education and training reform, or chamber-based vocational training.
- **Specific Professional Experience 2.1.4:** 7 years of professional experience in TVET and/or competence-based vocational assessment, including experience in at least two of the following areas:
  - Experience in the implementation of dual training components
  - Development of SOPs/process guidelines for TVET institutions
  - Development of examination systems or procedures
  - Establishment or operation of examination boards
  - Chamber-based vocational training or examination systems
  - Qualification of vocational examiners or assessors

  At least 3 years of experience in working with the relevant principles of the German dual TVET and examination system (BBiG and AEVO/AdA) is required (parithetic examination systems and examiner processes certification).
- **Leadership/management experience (2.1.5):** 5 years of management/leadership experience as project team leader or manager in a company
- **Regional / Mongolian Country Experience (2.1.6):**

3 years of professional experience in international TVET cooperation outside Germany, including at least 1 year in Asia. Professional experience in Mongolia is an asset.

- **Development cooperation (DC) experience (2.1.7):** 5 years of experience in DC projects in TVET sector

Key expert 1 (Training and examination Expert)

- **Tasks of Key Expert:**
  - Authoring the Assessment process handbook for MNCCI (WP 1).
  - Conceptualizing and moderating the Training of Trainers (ToT) capacity-building program for assessors (WP 2).
  - Coordinate and develop a standardized Examiner Qualification Service Package, including training materials, operational procedures, quality assurance mechanisms, and certification processes, for institutionalization within the MNCCI DVTU. (WP 3).
  - Monitor and document the results and impact according the agreed monitoring concept.

- Advise on relevant digital solutions and utilizing GIZ Moodle workspace as the operational planning and co-working platform.

- **Qualifications of Key Expert 1:**
  - **Education/training/digitalization 2.2.1:** University degree (Bachelor's or higher) in vocational education and training, vocational pedagogy, education, skills assessment, or another field relevant to the assignment.
  - **Language 2.2.2:** B2-level language proficiency in English.
  - **General professional experience 2.2.3:** 7 years of professional experience in vocational education and training.

    Specific professional experience2.2.4:

    At least 5 years of professional experience in vocational skills assessment and/or competence-based examination systems, including at least two of the following areas:

    - Development of examination procedures and assessment instruments;
    - Qualification or training of examiners/assessors;
    - Coordination or operation of examination boards or chamber assessment committees;
    - Development of assessment-related SOPs or quality assurance procedures;
    - Development of examiner qualification curricula or training programmes.

    At least 3 years of experience in designing and/or delivering Training-of-Trainers (ToT), multiplier training, or examiner/assessor qualification programmes

    Experience with chamber-based vocational examination systems (e.g. IHK/HWK or comparable systems) is an asset.
  - **Leadership/management experience (2.2.5):** 5 years of management/leadership experience as project team leader or manager in a company
  - **Methodological & Digital Competence (2.2.8):** Strong expertise in interactive adult training methodology (workshop moderation, role-plays, case study designs) and hands-on experience in using digital learning management systems (specifically Moodle) as co-working environments in developmental cooperation.

Key Expert 2:

Primary Tasks: Subject matter expert Agriculture

- Development of action-oriented (Handlungsorientiert) Examination Instruments (in each pilot occupations).

- Coaching local actors during the first pilot final examinations and evaluating the results.

- **Required Qualifications:**
  - **Education 2.3.1:** University degree (Bachelor's or higher), Meister/Techniker qualification, or equivalent recognized professional qualification in the relevant occupational/technical field.
  - **Language 2.3.2:** C1/Fluent proficiency in German, and fluent/proficient written and spoken English (minimum C1/B2 level) for international reporting and workshop coordination.
  - **General Professional Experience 2.3.3:** 8 years of professional experience in the relevant occupational/technical field.
  - **Specific Professional Experience 2.3.4:** At least 5 years of dedicated experience in implementing dual training components, and establishing parithetic examination systems
    At least 3 years of experience in vocational training, occupational assessment, examination, or competence-based skills assessment in the relevant occupational field.

    Experience in developing practical examination tasks, assessment rubrics, grading criteria and/or occupational competence standards (equivalent to BBiG and AEVO/AdA standards).
  - **Methodological & Digital Competence (2.3.8):** Strong expertise in interactive adult training methodology (workshop moderation, role-plays, case study designs) and hands-on experience in using digital learning management systems (specifically Moodle) as co-working environments in developmental cooperation.

Key Expert 3: Subject matter expert Energy

Primary Tasks:

- Development of action-oriented (Handlungsorientiert) Examination Instruments (in each pilot occupations).
- Coaching local actors during the first pilot final examinations and evaluating the results.

- **Required Qualifications:**
  - **Education 2.4.1:** University degree (Bachelor's or higher), Meister/Techniker qualification, or equivalent recognized professional qualification in the relevant occupational/technical field.

- **Language 2.4.2:** C1/Fluent proficiency in German, and fluent/proficient written and spoken English (minimum C1/B2 level) for international reporting and workshop coordination.
- **General Professional Experience 2.4.3:** 7 years of professional experience in the relevant occupational/technical field.
- **Specific Professional Experience 2.4.4:** At least 5 years of dedicated experience in implementing dual training components, and establishing parithetic examination systems
  At least 3 years of experience in vocational training, occupational assessment, examination, or competence-based skills assessment in the relevant occupational field.

  Experience in developing practical examination tasks, assessment rubrics, grading criteria and/or occupational competence standards (equivalent to BBiG and AEVO/AdA standards).
- **Methodological & Digital Competence (2.4.8):** Strong expertise in interactive adult training methodology (workshop moderation, role-plays, case study designs) and hands-on experience in using digital learning management systems (specifically Moodle) as co-working environments in developmental cooperation.

Key Expert 4: Master trainer

- **Primary Tasks:**
  - Designing and executing the Master Trainer Qualification program (ToT) in exam methodology.
  - Supervise and mentor the qualified Mongolian Multipliers they independently train and qualify local examiners (*Prüfer*) in Mongolia
  - Utilizing GIZ Moodle workspace as the operational planning and co-working platform.

- **Required Qualifications (Tailored Profile):**
  - **Education 2.5.1:** University degree (Bachelor's or higher) in Vocational Education and Training, Vocational Pedagogy, Education, Engineering, Social Sciences, or another field relevant to the assignment.
  - **General Professional Experience.2.5.3:** 7 years of professional experience in vocational education and training.
  - **Specific Professional Experience 2.5.4:**

    At least 3 years of professional experience in designing and/or delivering Training- of Trainers (ToT), multiplier training, or comparable capacity development programmes in TVET.

At least 2 years of professional experience in the training or qualification of vocational examiners/assessors and/or competence-based vocational assessment.

At least 3 years of experience in interactive adult learning and training methodologies, including workshop facilitation, practical exercises, role plays and/or case-based learning.

- **Methodological & Digital Competence (2.5.8):** Hands-on experience in using digital learning management systems as co-working environments in developmental cooperation. Experience with Moodle is an asset.

Key expert 5: National expert

- **Primary Tasks:**
  - Support in Mongolia the entire coordination of Mongolian stakeholders in Work Packages 1,3
  - Work as resource person and expert of Mongolian TVET
  - Provide language support in written and oral communication, where required
- **Required Qualifications (Tailored Profile):**
  - **Education 2.6.1:** University degree (Master's or Bachelor's equivalent) in Vocational Pedagogy, Engineering, Social Sciences, Public Administration, or another field relevant to the assignment.
  - **Language 2.6.2:** C1 level language proficiency in English language proficiency
  - **General Professional Experience 2.6.3:**
  - 10 years of professional experience in the Mongolian TVET sector.
  - **Specific Professional Experience 2.6.4**

    At least 3 years of professional experience in vocational assessment, examination systems, quality assurance and/or competence-based assessment in Mongolia.

    At least 3 years of professional experience in cooperation and coordination with Mongolian TVET institutions and stakeholders, such as government institutions, TVET schools, employers, chambers, professional associations and/or social partners.

    At least 2 years of professional experience in monitoring and evaluation of TVET programmes, institutional development processes and/or capacity-development activities.

    At least 2 years of experience in using digital tools for TVET, assessment, monitoring of activities and outcomes, knowledge management and/or project collaboration.

- **Methodological & Digital Competence (2.6.7):** Strong expertise in interactive adult training methodology (workshop moderation, role-plays, case study designs) and hands-on experience in using digital learning management systems (specifically Moodle) as co-working environments in developmental cooperation.
- Trustworthiness, good communication skills and intercultural competencies
- Ability to work independently and in international teams

5. Costing Requirements

The financial calculation of the tender must be based exactly on the following parameters. The contractor is not entitled to automatically exhaust these limits; billing is strictly based on actual, contractually agreed services.

Assignment of personnel and travel expenses

Per diem and accommodation allowances are reimbursed as a lump sum up to the maximum amounts permissible under tax law for each country as set out in the country table in the circular from the German Federal Ministry of Finance on travel expense remuneration (downloadable from the Bundesfinanzministerium - Steuerliche Behandlung von Reisekosten und Reisekostenvergütungen bei betrieblich und beruflich veranlassten Auslandsreisen ab 1. Januar 2026).

All business travel must be agreed in advance by the officer responsible for the project

Sustainability aspects for travel

GIZ has undertaken an obligation to reduce greenhouse gas emissions (CO_2 emissions) caused by travel. When preparing your tender, please incorporate options for reducing emissions, such as selecting the lowest-emission booking class (economy) and using means of transport, airlines and flight routes with a higher CO_2 efficiency. For short distances, travel by train (second class) or e-mobility should be the preferred option.

CO_2 emissions caused by air travel must be offset. GIZ specifies a budget for this, through which the carbon offsets can be settled against evidence.

There are many different providers in the market for emissions certificates, and they have different climate impact ambitions. The Development and Climate Alliance (German only) has published a list of standards (German only). GIZ recommends using the standards specified there.

Specification of inputs

Fee days	Number of experts	Number of days per expert	Total	Comments
Team leader responsible for WP 1-4	1	35	35	Expert is required to visit Mongolia twice during contract period, total 14 days in MN

Key expert 1 responsible for WP1-4	1	35	35	Expert is required to visit Mongolia twice during contract period, total 14 days in MN
Key expert 2 Agriculture expert responsible for WP3-4	1	25	25	Expert is required to visit Mongolia twice during contract period, total 7 days in MN
Key expert 3 Energy expert responsible for WP3-4	1	25	25	Expert is required to visit Mongolia twice during contract period, total 7 days in MN
Key expert 4 Master trainer responsible for WP 2	1	30	30	Expert is required to visit Mongolia twice during contract period, total 14 days in MN
Key expert 5 National expert	1	80	80	
Travel expenses	**Quantity**	**Number per expert**	**Total**	**Comments**
CO_2 compensation for air travel Link to working aid and table for determining the budget and Guidance for GIZ service providers on avoiding, reducing and offsetting GHG emissions on setting the budget.	2	8	512	A fixed budget of EUR **512** is earmarked for settling carbon offsets against evidence.
Fixed travel budget GIZ may set a fixed amount. This option is used if there is uncertainty regarding the specific travel plans during the tender procedure. However, the tenderer should describe the number of trips, travel destinations and time periods as best as possible.	1	30.000	30.000	A budget is earmarked for travel to the following countries: Mongolia. A fixed budget of EUR **30000** is earmarked for settling travel expenses against evidence. You can find further information on the travel expense budget in the

				'Price schedule' document. Please use the 'Explanations' column in the price schedule to break down the individual items. Settlement is possible only until the budget is depleted.
Other costs	**Number**	**Price**	**Total**	**Comments**
Workshops	1	30.000	30.000	Please calculate a budget for workshops taking the following cost items into account: Curriculum Developer training/workshop in Germany or Europe.

Workshops, Events, and Trainings

The expert is responsible for preparing, moderating, and documenting the following core workshops. (Manage budgets for venue rental, translation, and catering in coordination with GIZ's local office in Mongolia, while being responsible for coordinating and arranging accommodation and per diem for participants attending training in Germany or other European countries.):

- **Workshop I: SOP Consensus & DVTU/SPBs Training (Ulaanbaatar)**
    - *Target Group:* DMC members, DVTU staff, regional SPB representatives.
    - *Focus:* Finalizing and adopting the Process Guidelines (SOPs), aligning roles according to Regulations A/544 and A/128.
- **Training Program I: Assessor & Examiner Practical Training (Germany, up to 15 Days)**
    - *Target Group:* Selected Mongolian Master Assessors, MNCCI/DMC representatives, EEC/MoE/GAE focal points (approx. 20 participants).
    - *Focus:* Experiencing live final exams at a German partner Chamber, parithetic board simulations, and practical grading validation.
- **Workshop II: Master Trainer ToT & Examiner Qualifiers (UB & Regional)**
    - *Target Group:* Mongolian Master Trainers and newly selected local Examiners.
    - *Focus:* Training on action-oriented (handlungsorientiert) practical task design, grading keys, and assessment logistics.
- **Workshop III: Post-Pilot Evaluation & Calibration Meeting**
    - *Target Group:* DMC, DVTU, school directors, and pilot company representatives.

- *Focus:* Reflecting on the Summer 2027/2028 pilot exams, updating task pools, and plan for scaling up.

6. Inputs of GIZ or Other Actors

GIZ (AG) will support the contractor during the execution of the assignment by providing:

- Provision of relevant reports and current official documents related to the dual TVET reform.
- Close cooperation with the GIZ national TVET consultant based in Ulaanbaatar, who acts as the primary local coordinator, legal advisor, and liaison officer.
- Provision of a Mongolian expert team, which will work on certain topics during and after the contract.
- Administrative support for visa invitation letters and coordination with local translation pools.
- Access to the official GIZ Moodle LMS platform (active workspace including standard templates and course structures).
- Direct financing of workshop logistical costs (venue rental, interpretation, catering) based on pre-approved budgets.
- Participant selection for task 2.2 (training program in Europe)
- Flights of Mongolian participants

7. Requirements on the Format of the Tender

- **Structure:** The structure of the tender must correspond exactly to the structure of the ToR. In particular, the detailed structure of the concept (Chapter 3) should be organized in accordance with the positively weighted criteria in GIZ's standard assessment grid (not with zero).
- **Formatting:** The tender must be legible (font size 11 or larger, Arial or Calibri) and clearly formulated.
- **Language:** The complete tender must be drawn up in **English** or **German**.
- **Length Constraints:** The technical concept must not exceed **10 pages** (excluding CVs). Any content exceeding this limit will not be evaluated.

Expert CVs: Must follow GIZ standard formats, not exceeding 4 pages per CV, clearly showing the exact role, duration of employment, and reference projects.

8. Outsourced Processing of Personal Data

If the contractor has access to personal data (e.g., student registry data, examiner databases, grades), they must strictly comply with GIZ data protection regulations and the General Data Protection Regulation (GDPR) standards. All data stored on the GIZ Moodle platform remains the sole property of GIZ and the Mongolian partner institutions and must not be copied or processed for external purposes.

9. Annexes

- **Annex 1:** Regulation A/544 on Organizing Dual TVET in Mongolia and Regulation on TVET Assessment A/128 (Unofficial English Translation)
- **Annex 2:** MNCCI TVET Unit Strategy and Roadmap (Draft Concept).