

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

CONFIDENTIAL

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|-------------------------------------------------------------------------------------------------|---------------------------|
| <b>Project title:</b>                                                                           | <b>Processing number:</b> |
| Empowering Women for Technical and Green Crafts Professions and in Career Development (Fursati) | <b>G 100650-001</b>       |
| <b>Country:</b>                                                                                 | <b>Internal order:</b>    |
| Jordan                                                                                          | 100650010000              |
| <b>Subject of the tender procedure:</b>                                                         | <b>Tender number:</b>     |
| Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan | <b>10046866</b>           |

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|-------------------------------------------------------------------------------------------|-----------|
| <b>0. List of abbreviations .....</b>                                                     | <b>3</b>  |
| <b>1. Context.....</b>                                                                    | <b>4</b>  |
| 1.1 Short description .....                                                               | 4         |
| 1.2 Problem Analysis.....                                                                 | 5         |
| 1.3 Description of the Development Cooperation Programme Context.....                     | 5         |
| 1.4 Description of Technical Cooperation (TC) module.....                                 | 6         |
| <b>2. Tasks to be performed by the contractor .....</b>                                   | <b>8</b>  |
| 2.1 Term .....                                                                            | 8         |
| 2.2 Objectives, outputs, indicators.....                                                  | 8         |
| 2.3 Project and knowledge management requirements .....                                   | 14        |
| 2.4 Data protection and information security .....                                        | 15        |
| 2.5 Other requirements .....                                                              | 16        |
| <b>3. Technical-methodological concept.....</b>                                           | <b>17</b> |
| 3.1 Interpretation of objectives (section 1.1 of the assessment grid).....                | 18        |
| 3.2 Processes and actors in the partner system (section 1.2 of the assessment grid) ..... | 18        |
| 3.3 Strategy (section 1.3 of the assessment grid).....                                    | 18        |
| 3.4 Project management (section 1.4 of the assessment grid) .....                         | 20        |
| 3.5 Further requirements (section 1.5 of the assessment grid).....                        | 21        |
| <b>4. Personnel.....</b>                                                                  | <b>21</b> |
| <b>5. Costing requirements .....</b>                                                      | <b>31</b> |
| 5.1 Assignment of experts.....                                                            | 31        |
| 5.2 National administrative staff .....                                                   | 32        |
| 5.3 Travel expenses.....                                                                  | 32        |
| 5.4 Procurement of services and works.....                                                | 33        |
| 5.5 Procurement of materials and equipment.....                                           | 33        |
| 5.6 Operating costs in the country of assignment .....                                    | 34        |
| 5.7 Workshops, education and training .....                                               | 34        |
| 5.8. Local contributions .....                                                            | 35        |
| 5.9 Other costs.....                                                                      | 35        |
| 5.10 Flexible remuneration item .....                                                     | 35        |
| <b>6. Requirements on the format of the tender .....</b>                                  | <b>35</b> |

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**



**Transaction number:**

|           |                                                                                                                                                          |           |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>7.</b> | <b>Options or follow-on contract .....</b>                                                                                                               | <b>36</b> |
| 7.1       | Option to expand the service content/extend the contract term pursuant to section 132 (2) no. 1 German Act against Restraints of Competition (GWB) ..... | 36        |
| 7.2       | Option to procure materials and equipment pursuant to section 132 (2) no. 1 German Act against Restraints of Competition (GWB) .....                     | 36        |
| 7.3       | Follow-on contract pursuant to Section 14 (4) no. 9 German Ordinance on the Award of Public Contracts (VgV) .....                                        | 37        |
| <b>8.</b> | <b>Annexes .....</b>                                                                                                                                     | <b>37</b> |

**Transaction number:**

**0. List of abbreviations**

|         |                                                                                                                                                              |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AI      | Artificial Intelligence                                                                                                                                      |
| ANVT    | Aqaba National Vocational and Training Hub                                                                                                                   |
| BTEC    | Business and Technology Education Council                                                                                                                    |
| EMV     | Economic Modernisation Vision                                                                                                                                |
| Fursati | TC- Module “Empowering Women for Technical and Green Crafts Professions and in Career Development”                                                           |
| GDPR    | General Data Protection Regulation                                                                                                                           |
| GESI    | Gender Equity and Social Inclusion                                                                                                                           |
| GTC     | General Terms and Conditions of Contract for supplying services and work on behalf of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH |
| HR      | Human Resources                                                                                                                                              |
| HRD     | Human Resource Development                                                                                                                                   |
| MoE     | Ministry of Education                                                                                                                                        |
| NET     | National Employment and Training                                                                                                                             |
| RFC     | Royal Film Commission Jordan                                                                                                                                 |
| STE     | Short-term expert                                                                                                                                            |
| TC      | Technical Cooperation                                                                                                                                        |
| ToRs    | Terms of reference                                                                                                                                           |
| TVET    | Technical and Vocational Education and Training                                                                                                              |
| UNESCO  | United Nation Education and Science Organization                                                                                                             |
| WBL     | Work-based Learning                                                                                                                                          |

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

## 1. Context

### 1.1 Short description

|                                                                |                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module Title                                                   | Empowering Women for Technical and Green Crafts Professions and in Career Development (FURSATI)                                                                                                                                                                                                                                     |
| Core Topic                                                     | Sustainable economic development, training and employment                                                                                                                                                                                                                                                                           |
| Field of Action                                                | Technical and Vocational Education and Training (TVET)                                                                                                                                                                                                                                                                              |
| DC-Programme                                                   | TVET in Jordan                                                                                                                                                                                                                                                                                                                      |
| DC-Programme Objective                                         | The attractiveness, quality and labour market relevance of TVET in Jordan are improved                                                                                                                                                                                                                                              |
| Core Problem                                                   | Gender-specific norms, limited labour market orientation of vocational education, and insufficient transition support particularly hinder women's access to employment in green, technical and creative growth sectors.                                                                                                             |
| Module Objective                                               | Employment prospects in Jordan—especially for young women—are improved in green, technical and creative sectors                                                                                                                                                                                                                     |
| Contribution to the national implementation of the 2030 Agenda | 4.1.2 Completion rate of girls, 4.3.1 Participation rate of women in TVET, 4.7.1 Gender equality in teacher education, 4.c.1 Trained teachers, 5.1.1 Legal frameworks to promote gender equality                                                                                                                                    |
| Target Group                                                   | Young women aged 13–30; intermediaries: technical experts and senior officials in the Ministry of Education, female teachers and female principals of Business and Technology Education Council (BTEC) girls' schools, and trainers from training providers.                                                                        |
| Political Partner                                              | Ministry of Education, MoE                                                                                                                                                                                                                                                                                                          |
| Methodological Approach                                        | Capacity development of the Ministry of Education (MoE) for reform implementation, with a particular focus on strengthening BTEC girls' schools and training providers for technical, green, and creative professions, Supporting Campaigning for Women employment and employment-oriented training measures                        |
| Key Outputs                                                    | <ol style="list-style-type: none"> <li>1. Strengthened institutional capacities in the MoE</li> <li>2. Strengthened practical orientation of BTEC girls' schools</li> <li>3. Strengthened social behavioural change regarding women employment</li> <li>4. Strengthened vocational training and transition to employment</li> </ol> |
| Duration                                                       | 05/2026 - 04/2030                                                                                                                                                                                                                                                                                                                   |
| Regions                                                        | Amman, Akaba, Karak                                                                                                                                                                                                                                                                                                                 |

**Transaction number:**

## **1.2 Problem Analysis**

Jordan continues to have one of the lowest female labour force participation rates globally (approx. 14%), despite relatively high educational attainment among young women. This gap is particularly pronounced in technical, green and creative sectors, where women remain strongly underrepresented (baseline 5.4% participation in relevant vocational programmes). The problem is not a lack of policy frameworks, but rather persistent gender norms, structural barriers (e.g. transport, childcare, workplace discrimination) and insufficient gender-responsive implementation capacity within the TVET system. These constraints limit women's access to non-stereotypical training pathways and their transition into employment, especially in the context of the ongoing TVET reform and BTEC<sup>1</sup> rollout.

The project aims to improve employment perspectives for young women in Jordan in green, technical and creative sectors by strengthening gender-responsive and gender-transformative TVET pathways and by supporting women's transition into decent employment. This contributes directly to national targets under the Economic Modernisation Vision (EMV) to increase women's labour force participation to 28%

Women are disproportionately affected by restrictive social norms regarding acceptable occupations, mobility, and paid work, particularly after marriage or childbirth. Young women in rural areas and women with disabilities face multiple and intersecting forms of discrimination, including limited access to diversified training offers and weak labour-market linkages. While digitalisation and green transformation create new opportunities, women benefit less due to unequal access to digital skills, applied training, and employer networks.

Women are expected to benefit through targeted measures addressing stereotypes, access barriers and employer engagement, including gender-responsive curricula, work-based learning in BTEC girls' schools, mentoring and community-level norm change. Enabling factors include strong political commitment (EMV, Engendered Strategy).

Predecessor and parallel initiatives show that implementation capacity, change management and social norm initiatives are decisive for impact; while only governance reforms are insufficient. Gender-transformative approaches, role models and community engagement have proven effective levers and are therefore scaled up.

The gender transformative approaches presented in this project align with the strategic recommendation of shifting from gender sensitive to genuinely transformative approaches, targeting green, tech and creative sectors, and strengthening partnerships with the private sector.

## **1.3 Description of the Development Cooperation Programme Context**

The module is part of Development Cooperation programme "Technical Vocational Education Training in Jordan", which aims to improve the attractiveness, quality, and employment

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<sup>1</sup> BTEC (Business and Technology Education Council): A UK-based vocational qualification, awarded by Pearson plc., rolled out nationwide by Jordan's Ministry of Education across vocational schools since 2023 as an internationally recognized, competency-based qualification.

**Transaction number:**

relevance of vocational education in Jordan. The planned initiative contributes to all programme indicators and makes contributions toward achieving gender-related targets. This is primarily achieved through strengthening labour-market-oriented training programmes and measures facilitating the transition to employment, promoting the participation of women in vocational training, and supporting a gender-responsive implementation of the TVET reform.

**1.4 Description of Technical Cooperation (TC) module**

The project “Empowering Women for Technical and Green Crafts Professions and in Career Development” (Fursati) aims to create employment opportunities for women in green, technical, and creative professions. The module objective is Employment prospects in Jordan, particularly for young women, have improved in green, technical, and creative sectors. These sectors were selected because they are prioritised under the EMV as future-oriented industries with growing employment potential and because they open-up career opportunities for women beyond traditionally stereotyped fields. To achieve this, the project intervenes at four interconnected levels of the employment cycle – from institutional reform and school-based training to societal change and vocational training and transition to employment

**Output 1** aims to strengthen the institutional capacity of the MoE to implement the TVET reform in a gender-transformative and labour-market-oriented manner. Staff and relevant units within the Ministry will receive needs-based support at national and directorate level to implement reform-related roles, processes and responsibilities in a practical manner, whilst taking gender-transformative approaches into account. This also includes approaches to aligning vocational education and training with the future of work in the context of artificial intelligence (AI). As a key component of the TVET reform, early career guidance in secondary schools (grades 7 to 9) is also being strengthened. The aim is to enable students to reflect on their interests and strengths in a manner – appropriate to their age - and to highlight a broad spectrum of educational and employment opportunities. In doing so, the aim is to break down stereotypical role models and to make the potential of vocational education pathways visible at an early stage.

**Output 2** aims to strengthen training at BTEC girls’ schools in green, technical and creative courses by enhancing their practical focus and ensuring they are designed in a gender-responsive manner. A key focus is on empowering selected BTEC girls’ schools and partner companies to jointly plan and implement work-based learning (WBL) within the framework of relevant BTEC programs. To this end, the skills of school principals, teachers and in-company instructors will be enhanced to establish sustainable partnerships and implement BTEC programs in a high-quality and gender-responsive manner. Close cooperation with UNESCO has been agreed for Outputs 1 and 2. Together with the MoE, UNESCO has developed an implementation concept for WBL in BTEC programs and will also pilot this at selected schools.

**Output 3** aims to strengthen, the societal foundations for social behavioural change regarding women’s economic participation. To this end, (primarily) local campaigns and dialogue formats with relevant stakeholders (e.g. families, local authority representatives, schools, civil society organizations, employers) will be supported to promote a positive perception of women’s employment and stereotype-free role models. The campaigns and dialogue formats can be combined with measures to promote socio-economic incentives. Successful approaches of the accomplished TC module ‘Sport for Development’ will be adopted and

**Transaction number:**

scaled up. To strengthen the evidence base and effectiveness, scientific support – for example, from Jordan and international research partners – is planned for the design of the campaigns and for monitoring the addressed changes. Companies will also be supported in making their recruitment practices and working environments gender sensitive.

**Output 4** strengthens the provision of labour market-relevant training and transition measures in green, technical and creative sectors, particularly for young women. The focus is on collaboration with selected public and private education and training providers (e.g. NET, ANVT, RFC, SELA, Luminus University, etc.) as well as relevant labour market stakeholders, to implement needs-based formal and non-formal qualifications and specifically target the integration of women into employment. In addition, women's and business associations are supported as key intermediaries in expanding and sustainably embedding their service portfolio for transition support (e.g. counselling, networking, matching). The measures are tailored to local labour market needs and employment potential in the targeted sectors. To improve coordination and effectiveness, local labour market alliances are being promoted to support the integration of women into the labour market. These bring together relevant education stakeholders, businesses and other partners (e.g. directorate administrations or local gender officers from the Ministry of Education).

Taken together, these four outputs form a coherent pathway. The project supports national partners along the entire "employment cycle", from early career guidance and secondary-level vocational education (BTEC) to labour-market-oriented vocational training, and finally to transition support and integration into employment, while combining these efforts with measures to shift societal perceptions of women's employment. In doing so, the project makes a key contribution to supporting a positive perception of women's participation in non-traditional professions and, in a transformative manner, creates opportunities for women to access new economic sectors.

This logic plays out across different intervention levels: At the macro level, the project embeds approaches to strengthen women's economic participation within the national TVET reform. At the micro level, targeted support to selected BTEC girls' schools ensures that reform impulses are translated into concrete improvements at school level. These measures are complemented by evidence-based awareness-raising activities addressing societal barriers to women's employment. The project follows a geographically focused approach at the community level, ensuring that interventions are closely coordinated and mutually recognized. For example, targeted support measures in BTEC girls' schools within a community are combined with evidence-based awareness campaigns targeting the local population. In addition, socio-economic incentive systems for women's employment are explored, and concrete local activities for labour market integration are implemented. At the meso level, the project strengthens cooperation between public and private labour market actors (particularly women's and business associations) to promote women's employment.

These geographic and institutional levels are mirrored in the project's capacity development approach, which likewise spans three dimensions: Individual, organisational and societal: At the individual level, by strengthening the skills of girls and young women as well of vocational training staff (e.g. teachers, school leaders, in-company instructors and staff at the MoE and affiliated institutions); at the organisational level, through specialist and organisational advisory support and by improving cooperation among relevant stakeholders such as schools,

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

businesses, women's and business associations, as well as the MoE and its directorates; and at a societal level by helping to foster an enabling environment and greater social acceptance of women employment.

**2. Tasks to be performed by the contractor**

**2.1 Term**

The expected term of the contract for services must be specified in the 'Special terms and conditions of contract'. The definitive term and service delivery period are set out in the contract award notification.

**2.2 Objectives, outputs, indicators**

The contractor is responsible for achieving the objectives and indicators described in this document. Objective of the contract is to provide targeted and tailored support along outputs 1 and 2 and to contribute to the following indicators.

| <b>Module / Output</b>                                                                                                                           | <b>Indicator</b>                                                                                                                                                                                                                                                                                                          | <b>Contractor contribution</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Module Objective</b><br>Employment prospects in Jordan, particularly for young women, have improved in green, technical, and creative sectors | <b>Module Objective Indicator 1</b><br>Number of technical and managerial staff in the education and vocational training system who have implemented gender-responsive approaches in their work context.<br><br>Baseline value: 0 experts and managers<br><br>Target value: 400 experts and managers, including 200 women | 120, out of them 60 women      |
|                                                                                                                                                  | <b>Module Objective Indicator 2</b><br>Number of female BTEC students in green, technical, and creative training programmes who have successfully completed work-based learning components as part of their training.<br><br>Baseline value: 0 female BTEC students<br><br>Target value: 1,000 female BTEC students       | 750                            |

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                         | <p><b>Module Objective Indicator 3</b></p> <p>Number of surveyed individuals whose attitudes toward the employment of young women in green, technical, or creative sectors have improved.</p> <p>Baseline value: 0 surveyed individuals</p> <p>Target value: 300 surveyed individuals, including 75 parents, 75 company representatives, 75 community representatives, 75 youth, and a total of 150 women</p> | <p>The contractor contributes indirectly to this indicator, by addressing parents, youth and company representatives through targeted awareness measures. Accordingly, the contractor is expected to collect and provide respective data of its contribution to module indicator 3.</p> |
| <p><b>Output 1</b></p> <p>The institutional capacities of the MoE have been strengthened to implement the vocational education reform in a gender-transformative and labour-market-relevant manner.</p> | <p><b>Output indicator 1.1</b></p> <p>Number of MoE staff who have successfully participated in training measures on gender equality and change management in the context of the vocational education reform.</p> <p>Baseline value: 130 staff members, of which 40 are women</p> <p>Target value: 630 staff members, of which 250 are women</p>                                                              | <p>250 staff members, 125 out of them women</p>                                                                                                                                                                                                                                         |
| <p><b>Output 2</b></p> <p>Training at BTEC girls' schools in green, technical, and creative fields is strengthened in terms of its practice-oriented and gender-responsive approach.</p>                | <p><b>Output indicator 2.1</b></p> <p>Number of companies that have participated in training at BTEC girls' schools in green, technical, or creative fields.</p> <p>Baseline value: 0 companies</p> <p>Target value: 80 companies</p>                                                                                                                                                                         | <p>60</p>                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                         | <p><b>Output indicator 2.2</b></p> <p>Number of staff at BTEC girls' schools who have successfully participated in training measures to improve their technical, pedagogical, or management capacities in a gender-responsive manner.</p>                                                                                                                                                                     | <p>200 staff, 100% women</p>                                                                                                                                                                                                                                                            |

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

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|--|--------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | Baseline value: 200 vocational education staff, of whom 100 are women<br><br>Target value: 800 vocational education staff, of whom 400 are women |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------|--|

Additional to that, the contractor is expected to collect and provide data regarding its contribution for the following standard indicators:

- KT 3.1: Number of people, who have completed technical and vocational education and training measures (Vocational training),
- KT 3.2: Number of TVET staff, who have completed a qualification or training measure (Qualification of vocational training staff)
- KT 3.3: Number of companies, that are involved in technical and vocational education and training (Enterprises involved in training),
- KT 3.4: Number of created or secured jobs (in full-time equivalents) (Jobs created)<sup>2</sup>

The contractor delivers services in the following work packages, which contribute to the module outputs and indicators stated above.

**Overall assignment:**

Set-up and management of Short-term expert (STE) pool to assist the GIZ project team in achieving the goals of Output 1. A particular focus is on the design and implementation of needs-based support at national and directorate level to implement reform-related roles, processes and responsibilities in a practical manner, whilst taking gender-transformative approaches into account. Existing concepts and approaches shall be used and further developed as a basis for this support, rather than developing new ones from scratch. With regards to Output 2 the contractor will be assigned to assist the GIZ project team on empowering selected BTEC girls' schools and partner companies to jointly plan and implement work-based learning (WBL) within the framework of relevant BTEC programmes.

**Work packages in detail:**

The contractor is responsible for providing the following work packages and for achieving the corresponding milestones:

**Work Package 1: Overarching area of assignment (part of Output 1 and 2, each 50%)**

Main tasks include the following, but are not limited to:

- Set-up and management of flexible short-term-experts pools of experts with international and national experience as a technical backstopping function for the GIZ project team and for the implementation of assignments in Output 1 and 2 according to the specific demands of the projects.

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<sup>2</sup> There are no targets specified for the standard indicators. However, the contractor is requested to provide the results and data that contribute to these standard indicators. Detailed definitions for the standard indicator will be shared at the beginning of the assignment.

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

- Provide short-term expertise to partner and project staff to sustainably set-up knowledge management and dissemination of lessons learned of project activities and outputs.
- Provide expertise through international and national short-term experts for any other topic-related identified specific needs of the project and its partners, e.g. with regard to career orientation activities in secondary schools as preparation for the BTEC system.

| <b>Milestones for work package 1 (Output 1 &amp; 2)</b>                                                                                                                                                                                | <b>Delivery period</b>                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Pools of short-term experts (international and national, covering relevant thematic and language profiles for Outputs 1 and 2) established and operational; selection criteria and deployment procedures agreed with GIZ project team. | Two months after the start of the contract                                 |
| First backstopping assignments completed on demand-driven basis; feedback loop with GIZ project team established for continuous adjustment of expert profiles.                                                                         | Six months after the start of the contract                                 |
| Knowledge management system (e.g. repository, format for lessons learned) set up jointly with partner and project staff; first documentation of lessons learned from project activities available.                                     | Nine months after the start of the contract                                |
| Dissemination format and schedule for lessons learned established and implemented                                                                                                                                                      | Twelve months after the start of the contract onward until end of contract |
|                                                                                                                                                                                                                                        |                                                                            |

**Work Package 2: Support to the implementation of the TVET reform on macro level (Output 1)**

Main tasks include the following, but are not limited to:

- Provide short-term expertise to provide competence and organisational development measures to strengthen gender-responsive technical and management capacities, structures, and processes for Ministry of Education staff and other actors at the national and directorate levels in the context of the TVET reform, this can include support to organizational restructuring and change management in context of the TVET reform or positioning TVET toward the future of work in context of Artificial Intelligence (AI).
- Provide short-term expertise to support the development of Gender Equity and Social Inclusion Framework with the MoE and other stakeholders, including related capacity development building measures for directorates, BTEC school management and teachers;
- Provide technical advisory support to the Ministry of Education in evaluating, further developing, and implementing gender-relevant strategies in the education and vocational training sector.

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

- Provide advisory measures for the MoE to develop and coordinate gender-transformative and labour-market-relevant career guidance in secondary schools.
- Provide support for monitoring of the effectiveness of interventions, through setting up an M&E system, data collection and analysis

| <b>Milestones for work package 2 (Output 1)</b>                                                                                                                                                                                                                             | <b>Delivery period</b>                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Needs assessment / capacity gap analysis completed for MoE staff at national and directorate level regarding gender-responsive technical and management capacities utilising UNESCOs training design.                                                                       | Four months after the start of the contract                                      |
| competence development measures (trainings, coaching, advisory support) delivered to MoE staff;                                                                                                                                                                             | Eight months after the start of the contract onward until the end of contract    |
| Support to organisational restructuring/change management process                                                                                                                                                                                                           | Eight months after the start of the contract onward until the end of contract    |
| Draft Gender Equity and Social Inclusion (GESI) Framework developed with MoE and key stakeholders, including consultation process with directorates and BTEC school management/teachers.                                                                                    | Twelve months after the start of the contract                                    |
| GESI Framework finalized and submitted for approval                                                                                                                                                                                                                         | Sixteen months after the start of the contract                                   |
| Capacity development measures for directorates and BTEC school management/teachers on implementation of the GESI Framework completed.                                                                                                                                       | Twenty-two months after the start of the contract                                |
| Technical advisory support to MoE for evaluation and further development of gender-relevant strategies in education/TVET provided on a continuous basis; findings, results from data analysis and M&E as well as recommendations regularly fed back into the reform process | Fourteen months after the start of the contract onward until the end of contract |
| M&E system enhanced                                                                                                                                                                                                                                                         | Six months after the start of the contract onward until the end of contract      |

**Work Package 3: Support to the regional implementation of the BTEC system (Output 2)**

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

- Main tasks include the following, but are not limited to: Provide in project regions technical advisory support to selected BTEC girls' schools for the practical and gender-responsive development of their training programmes in technical, creative, and green professions;
- Provide capacity development measures for BTEC staff (e.g. principals, teachers, trainers) to improve their technical, pedagogical, subject-related didactics or management capacities in a gender-responsive manner;
- Targeted institutional, strategic and operational consultancy support to selected BTEC schools in fully implementing the practice orientation of the BTEC concept, including structures, processes and usage of facilities.
- Provide guidance, technical backstopping and advisory services to selected BTEC schools for establishing and strengthening partnerships with industry associations and companies to promote gender-sensitive, practice-oriented training, including work-based learning components, participation in career guidance activities and other suitable measures.
- Provide support in measuring the effectiveness of the interventions in work package, through M&E support.

| <b>Milestones for work package 3 (Output 2)</b>                                                                                                                                                  | <b>Delivery period</b>                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Selection of BTEC girls' schools in target regions confirmed; baseline assessment of current training programmes, facilities and practice orientation completed.                                 | Four months after the start of the contract                                                                                                           |
| Technical advisory support for gender-responsive development of training programmes in technical, creative and green professions completed at all selected BTEC schools                          | First round delivered after eight months after the start of the contract,<br>Training completed after fourteen months after the start of the contract |
| Capacity development plan for BTEC staff (teachers, trainers) developed, covering technical, pedagogical and management dimensions.                                                              | Ten months after the start of the contract                                                                                                            |
| Capacity development measures for BTEC staff (teachers, trainers) on technical, pedagogical and management capacities completed across all selected schools.                                     | Eighteen months after the start of the contract                                                                                                       |
| Institutional and operational assessment of structures, processes and facility usage completed at selected BTEC schools; adaptation plan for practice orientation agreed with school management. | Twelve months after the start of the contract                                                                                                         |

**Transaction number:**

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| Adapted structures, processes and facility usage for practice-oriented BTEC implementation fully in place at all selected BTEC schools.                                       | Twenty-five months after the start of the contract |
| At least 60 partnerships between selected BTEC schools and industry/companies established or strengthened, including agreements on work-based learning components.            | Twenty-two months after the start of the contract  |
| Work-based learning components fully implemented in cooperation with industry partners; participation of BTEC schools in career guidance activities completed and documented. | Twenty-two months after the start of the contract  |
| Review of school-industry partnerships conducted; lessons learned fed back into Work Package 1 knowledge management system and used to adjust ongoing advisory support.       | Twenty months after the start of the contract      |

## 2.3 Project and knowledge management requirements

All coordination, communication, and engagement with local partners shall be carried out in close collaboration with the GIZ project team.

### Requirements on the assignment of experts:

- The contractor is responsible for selecting, preparing, training and steering the experts assigned to carry out the advisory services.

### Requirements on materials and equipment and operating costs:

- The contractor makes the required materials, equipment and consumables for the coordination of the STE pool available and covers their operating and administrative costs.

### Requirements on expenditure management and cost control:

- The contractor manages costs and expenditures, accounting processes and invoicing in line with GIZ requirements.

### Monitoring and reporting requirements:

- The contractor plays an active role in the results-based monitoring of the project.
- Regular monitoring activities must cover at least the following:
  - Degree to which activities are implemented
  - Degree to which attend the contractor has been contributed to the achievement of objectives, indicators and milestones listed in section 2.2 of these ToRs
  - Results that have occurred in the contractor's sphere of responsibility
  - Risks related to the assignment of the contractor
- The contractor performs the data collection for all activities with respect to the targeted indicators. An M&E plan is to be set for each activity and agreed upon.

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

The contractor reports to GIZ as follows:

Instead of the reporting language stipulated in GIZ's General Terms and Conditions of Contract (German) the contractor provides the following reports in the following language: English.

- Inception report: after 60 working days of the assignment (max 6 pages);
- Brief quarterly interim reports;
- Draft for the final report 2 months before end of assignment;
- Final report at the end of the assignment (after 24 months).

The interim reports and the final report should provide information about the progress made towards objectives in each of the monitoring areas specified above.

Additionally, the contractor is required to produce contributions to the annual progress reports to GIZ's commissioning party (max 3 pages, 31 August of respective year).

Requirements for company-wide learning, knowledge and innovation:

- The contractor provides support in establishing and ensuring the effectiveness of the knowledge management process.

Backstopping requirements:

The contractor ensures appropriate backstopping. The following services form part of the standard backstopping package. In accordance with GIZ's General Terms and Conditions for supplying services and work on behalf of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, these services – as well as the ancillary personnel costs – must be priced into the fee schedules of the staff listed in the tender:

- The contractor's responsibility for its own staff;
- Ensuring the flow of information between GIZ and the contractor's field staff;
- Process-oriented technical and conceptual steering of the consulting services;
- Steering adaptations to changing framework conditions;
- Performance monitoring;
- Ensuring the administrative management of the project;
- Ensuring compliance with reporting requirements;
- Technical support by the contractor's staff for its personnel on the ground;
- Making local use of and sharing the lessons learned by the contractor with the GIZ team.

## **2.4 Data protection and information security**

The performance of the contract may be associated with the processing of personal data by the contractor, such as (but not limited to) names and contact information. In such cases, the contractor shall act as an independent DATA CONTROLLER and must alone comply with ALL applicable data protection obligations, including those stemming from regional and local laws. The contractor shall process personal data only when a given goal cannot be reasonably attained without such data. The data protection principles such as lawfulness, data minimization, accuracy, purpose limitation, storage limitation, transparency, integrity and confidentiality, and accountability, as well as the numerous rights of the data subject must be paid due attention. GIZ is NOT in any way responsible for such processing.

**Transaction number:**

Whenever the contractor executes the instructions of a partner to GIZ with regard to such processing, the partner shall be the data controller, and the data processing shall be carried out in accordance with the partner's instructions as well as laws and standards to which it is subject.

If the contractor is not subject to the GDPR and the applicable laws do not contain any explanation on the data protection principles and rights mentioned here, the definitions and meanings provided by the GDPR (Regulation (EU) 2016/679) should be considered.

If applicable in the context of this contract, the data collection for GIZ monitoring, evaluation and reporting activities must be conducted strictly anonymously, meaning that any information relating to an identified or identifiable natural person ('data subject') must be excluded.

## **2.5 Other requirements**

Safeguards and gender measures with specific reference to services:

To promote gender equality and avoid or mitigate possible unintended negative impacts in its area of responsibility, the contractor should implement the following measures:

Gender equality:

Gender equality is the main objective of the TC module, which is reflected in all the project's indicators. In line with feminist development policy, it pursues a gender-responsive and transformative approach that promotes awareness of gender equality in institutions, schools, the private sector, and society at large, particularly regarding entering professions that are stereotypically not associated with women. The project begins early on with career guidance, promotes enrolment in apprenticeships in green, technical, and creative professions, raises awareness at the local level, and promotes the participation of women in practice-oriented training courses provided by training providers together with the private sector, accompanied by measures that facilitate the transition to employment in a green, technical, or creative sector. Therefore, the contractor should take the following measures into consideration throughout implementing the assignment:

- Apply a gender-responsive and gender-transformative lens systematically in all consultancy products, rather than treating gender as a stand-alone activity.
- Ensure that all materials and activities actively challenge stereotypical role models and present green, technical, and creative professions as viable career paths for girls and young women, using age-appropriate and gender-sensitive language and imagery.
- Ensure equal and meaningful participation of girls/young women, female teachers, and female school leaders in all consultation, planning, and decision-making processes related to project activities.
- Apply a do-no-harm approach when working with girls' schools and female students, including sensitivity to family and community dynamics that may affect girls' participation in non-traditional professions.
- Establish or align with existing child- and youth-safeguarding procedures for any activities involving direct contact with minors.
- Ensure that work-based learning placements and internships arranged with companies include non-discrimination for female trainees.

**Transaction number:**

- Collect and report sex-disaggregated data for all relevant indicators (e.g. participation rates, enrolment, employment/transition outcomes) to track progress on gender equality objectives.
- Monitor unintended negative effects of the intervention (e.g. resistance or backlash at community/family level to girls entering non-traditional professions) and report these as part of regular progress reporting, together with proposed mitigation measures.
- Include gender-related lessons learned in the knowledge management and dissemination system established under Work Package 1, to inform adaptive management across outputs.

Environmental protection and climate action (climate change mitigation/adaptation):

- The contractor is required to closely monitor the compliance with social and environmental standards in the cooperating companies, as well as other key stakeholders.
- Element of the environment-friendly approaches are to be visibly reflected in the capacity building interventions at all levels.
- The contractor shall encourage application of procedures in partner organisations which contribute to environmental protection and/or climate action.

Conflict and context sensitivity:

- Not applicable

Human rights

- As the project involves girls as main target group, the contractor must comply with child safeguarding standards and have a mechanism in place for reporting and handling suspected cases.
- Before assigning internship places, the contractor should verify that partner companies offer safe and appropriate working conditions (e.g. adequate supervision, protection from harassment).
- The contractor should ensure the establishment of, or access to, an accessible, age-appropriate complaints mechanism through which students and teachers can confidentially report human rights concerns or grievances.
- The contractor shall consult with relevant local stakeholders (parents, school administrations, etc.) in the design of measures, to ensure cultural and social sensitivities are taken into account.

**3. Technical-methodological concept**

In this section, the tenderer is required to reflect on the objectives and terms of reference of the tender at hand, describe the partner system and its processes in the area of responsibility and present the technical-methodological concept for completing the tasks listed in section 2 and achieving the set objectives. In addition, the tenderer must describe the design of the project management process.

**Transaction number:**

### **3.1 Interpretation of objectives (section 1.1 of the assessment grid)**

The tenderer is required to interpret the objectives for which it is responsible. Simple repetition of the objectives formulated in section 2 of the ToR's is not desired. Rather, the bidder is to describe and interpret the changes in the partner system that are to be directly achieved by the object of the tender procedure. The resulting positive impact on the partner system (section 1.1.1 of the assessment grid) should also be presented.

The tenderer must undertake a critical examination of the ToR's (section 1.1.2 of the assessment grid) by:

- undertaking an assessment of the appropriateness of the personnel concept for implementing the scheduled tasks;
- making an assessment of the technical concept.

### **3.2 Processes and actors in the partner system (section 1.2 of the assessment grid)**

Processes describe actions or set of tasks that are necessary in order to render specific services in a sector or in the cooperation/partner system. Specific actors are given responsibility for determining and implementing these actions and sets of tasks in line with the regulations. Actors are usually institutions such as ministries, local governments, associations and chambers, non-governmental organisations, companies in a sector or individual businesses, universities or banks, but may also be individuals (e.g. a person with higher decision-making authority).

The tenderer is required to describe, using existing documents where possible (see annexes), the processes in the sector or partner system that are relevant to the services put out to tender (section 1.2.1 of the assessment grid).

The tenderer is required to present the actors (partners and others) who are relevant for the tender in the form of a map of actors. As far as possible, it should list the actors by name. Their mandates as well as strengths, weaknesses and interests with respect to the services put out to tender are also to be briefly presented (section 1.2.2 of the assessment grid).

In addition, the tenderer is required to describe the interaction between the actors mentioned above. This can consist of a description of the specific collaboration between individual actors in the processes listed above, of the dependencies or conflicts between the actors and their consequences or of existing dialogue and communication formats (section 1.2.3 of the assessment grid).

### **3.3 Strategy (section 1.3 of the assessment grid)**

The strategy for delivering the services in the tender is the core element of the technical-methodological concept. It is composed of the following elements:

- Procedure for achieving the objectives stated in section 2.2 of these ToRs
- Development of partnerships with the relevant actors
- Approaches for leverage effects and measures for scaling-up
- Consideration of environmental and social compatibility requirements (including gender equality)

**Transaction number:**

- Appropriate consideration of further requirements

**3.3.1 Strategic approach to achieving the objectives mentioned in the ToRs**

(section 1.3.1 of the assessment grid)

The tenderer is required to describe and justify the strategic approach to the tasks, milestones, objectives and results (see section 2 of these ToR) for which it is responsible.

**3.3.2 Building partnerships with the relevant actors**

(section 1.3.2 of the assessment grid)

The tenderer is required to develop and describe a strategy for developing the cooperation with the actors in the partner system who are relevant for the implementation of the services in the tender.

**3.3.3 Approaches for leverage effects and measures for scaling-up**

(section 1.3.3 of the assessment grid)

The tenderer is required to state whether there are promising approaches for leverage effects beyond the measures mentioned in section 2 (for example through targeted measures in the field of 'knowledge management') and to describe them. In doing so, the tenderer is required to present and explain measures that promote both horizontal and vertical scaling-up. In particular, the tenderer must submit proposals on how innovations that have been developed in the context of implementation can be disseminated beyond the sphere of influence of the project.

**3.3.4 Consideration of environmental and social compatibility requirements**

(section 1.3.4 of the assessment grid)

**Gender equality**

The tenderer is required to outline in the tender how it can prevent negative impacts on gender equality in its area of responsibility and how it can contribute to improving gender equality through corresponding measures (see also relevant requirements in section 2.5).

**Environmental protection and climate action (climate change mitigation/adaptation)**

The tenderer is required to outline in the tender how it can prevent negative impacts on the environment and the climate in its area of responsibility and, in addition, how it can contribute to improving the environmental and climate situation through corresponding measures (see also relevant requirements in section 2.5).

**Human rights**

The tenderer is required to outline in the tender how it can prevent negative impacts on the human rights situation in its area of responsibility and how it can contribute to improving the human rights situation through corresponding measures (see also relevant requirements in section 2.5).

**Transaction number:**

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| Requirement: 'Gender equality':                                                                    | 6 points out of 10 (maximum) |
| Requirement: 'Environmental protection and climate action (climate change mitigation/adaptation)': | 2 points out of 10 (maximum) |
| Requirement: 'Human rights':                                                                       | 2 points out of 10 (maximum) |

### **3.4 Project management**

(section 1.4 of the assessment grid)

In this section, the tenderer presents the operational plan for implementing the services in the tender, describes the procedure for coordination with GIZ or the project and the project partners, and explains its monitoring procedure.

#### **3.4.1 Operational plan**

(section 1.4.1 of the assessment grid)

The tenderer is required to draw up and explain an operational plan for implementing the strategy described in section 3.3, including a plan for the assignment of all the experts included in the tender. The operational plan must include the assignment times (periods and expert days) and assignment locations of the individual experts, the work packages as presented in section 2 and, in particular, describe all the necessary work stages in detail and in chronological order. The tenderer can define further milestones beyond those prescribed in section 2 and map them out in the plan of operations.

#### **3.4.2 Coordination with GIZ or the commissioning project**

(section 1.4.2 of the assessment grid)

In the tender, the tenderer is required to describe the procedure for coordinating with GIZ or with the commissioning project.

#### **3.4.3 Steering or coordination of measures with the relevant implementing partner**

(section 1.4.3 of the assessment grid)

In the tender, the tenderer is required to name the implementing partners relevant for implementing the services and to describe and explain the procedure for steering or coordinating the measures with them.

#### **3.4.4 Monitoring**

(section 1.4.4 of the assessment grid)

In the tender, the tenderer is required to describe how it can ensure that the requirements resulting from the monitoring system of the project or the partner are met (see section 2). In doing so, the tenderer is required to describe how the information that is relevant for monitoring

**Transaction number:**

is collected and in what form and at what intervals monitoring data are updated. They shall additionally describe how they will connect their M&E-related tasks described in section 2, with the overall monitoring.

**3.5 Further requirements**

(section 1.5 of the assessment grid)

- The tenderer is required to explain and, as far as possible, provide specific evidence of how it will make use of national resources (for example national institutions, network partners etc.) in the context of service delivery. (2 points out of 10)
- The tenderer should describe how they intend to achieve the focus on gender-transformation under the specific circumstances of the Jordanian TVET context. (3 points out of 10)
- For the team composition, the tenderer shall ensure a balanced distribution of experts in terms of gender, age, etc. The tenderer is specifically obliged to submit a gender-equitable personnel concept. The concept describes how the tenderer intends to maintain gender parity within the personnel concept, including the expert pools. (3 points out of 10)
- The tenderer is required to describe its backstopping strategy. A CV must be provided for the positions for technical and administrative backstopping. (2 points out of 10)

**4. Personnel**

The tenderer is required to provide ‘experts’ for the positions referred to and described (scope of tasks and qualifications) in this section on the basis of corresponding CVs. **The requirements on the format and content of the CVs are described in section 6.**

The qualifications mentioned below correspond to the requirements for achieving the highest number of points in the technical assessment.

‘One year of professional experience’ is therefore defined as a cumulative 12 expert months with at least 18 expert days per month, provided no diverging definition is specified for individual qualifications.

**Expert 1: Short-Term Expert Pool Coordinator with international experience** (section 2.1 of the assessment grid)

This position is a key expert.

Tasks of expert 1: Short Term Expert Pool Coordinator with international experience (team leader)

- Overall responsibility for the management of the STE pool, coordination and communication with GIZ.
- Ensuring coherence and complementarity of the contractor’s services with other services delivered by the project at national and local level in close coordination with the officer responsible for the commission of the project (GIZ).
- Design, implementation, monitoring and evaluation of capacity development

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

- Quality assurance of services delivered by STE in close coordination with the officer responsible for the commission of the project (GIZ).
- Responsibility for taking cross-cutting themes into consideration
- Staff management, identifying the need for short-term assignments within the available budget, planning and managing the assignments and supporting experts
- Ensuring that monitoring procedures are carried out in line with agreements reached with the officer responsible for the commission of the project (GIZ).
- Ensuring systematic knowledge management and dissemination of lessons learned across the STE pool and with project partners
- Regular reporting in accordance with deadlines
- Responsibility for checking the use of funds and financial planning in consultation with the commission manager at GIZ
- Supporting the commission manager in updating and/or adapting the project strategy, in evaluations and in preparing a follow-on phase

**Qualifications of expert 1: (team leader)**

|                                                                                                                        |                                                                                                                                                                                                                            |
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| Education/training (section 2.1.1 of the assessment grid):                                                             | University degree (master's degree or above) in business administration, social sciences, education or gender studies                                                                                                      |
| Language (section 2.1.2 of the assessment grid):                                                                       | Knowledge of English, C1-level in the Common European Framework of Reference for Languages                                                                                                                                 |
| General professional experience (section 2.1.3 of the assessment grid):                                                | 10 years of professional experience in the steering and managing development cooperation projects                                                                                                                          |
| Specific professional experience (section 2.1.4 of the assessment grid):                                               | 8 years of professional experience in the field of TVET or labour market (8 out of 10 points), including 2 years with a proven primary focus on gender transformation in TVET or labour market (2 out of 10 points)        |
| Leadership/management experience (section 2.1.5 of the assessment grid):                                               | 8 years of management experience in projects, companies or other organisations with disciplinary leadership responsibility for at least 5 people or managing short term expert pools, with at least 10 Short-term experts. |
| International professional experience outside the country/region of assignment (section 2.1.6 of the assessment grid): | 5 years outside MENA region and outside the home country                                                                                                                                                                   |
| Professional experience in the country/ region of assignment (2.1.7 of the assessment grid):                           | 6 years of professional experience in MENA region (in accordance with UN DESA Statistics Division), of which 3 years in Jordan                                                                                             |
| Experience in the field of development cooperation (section 2.1.8 of the assessment grid):                             | 10 years of experience in development cooperation projects                                                                                                                                                                 |
| Other (section 2.1.9 of the assessment grid):                                                                          | 2 years of experience in financial management (5 out of 10 points) and<br>2 years in projects with a gender marker GE-2 (5 out of 10 points)                                                                               |

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

**Expert 2: Field expert for employment promotion in TVET and secondary education with national experience** (section 2.2 of the assessment grid)

This position is a key expert.

**Tasks of expert 2**

- Set up partnerships with private sector to fully integrate practical and work-based learning into the BTEC education;
- Advise the development of vocational orientation and career guidance measures for selected secondary and BTEC schools with specific focus on girls' education;
- Develop the concept for piloting and roll out of vocational orientation/ career guidance, train and mentor involved BTEC schools, including establishing learning and experience exchange;
- Gap assessment at practical training facilities and workshops at BTEC schools and undertake tailored, economic and effective procurement, including related staff instruction;
- Ensuring that all the above points are linked to BTEC requirements, to guarantee the effective implementation of the BTEC system within the MoE moving forward.
- Technical advisory support to selected BTEC girls' schools for the gender-responsive development of training programmes in technical, creative and green professions.
- Design and implementation of capacity development measures for BTEC staff (teachers, trainers) on technical, pedagogical and management capacities.
- Coordination and quality assurance of thematically related short-term expert assignments (e.g. curricula development, institutional development of BTEC, practice-oriented teaching/learning) within the STE pool.

**Qualifications of expert 2.**

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| Education/training (section 2.2.1 of the assessment grid):                                                             | University degree (German Diploma/ Magister or Master) in Pedagogics, TVET, Education Sciences or Social Sciences                                                                                                                          |
| Language (section 2.2.2 of the assessment grid):                                                                       | Knowledge of English, C1-level in the Common European Framework of Reference for Languages (5 out of 10 points)<br>Knowledge of Modern Standard Arabic, C1-level Common European Framework of Reference for Languages (5 out of 10 points) |
| General professional experience (section 2.2.3 of the assessment grid):                                                | 10 years of professional experience in the secondary education sector (with focus on TVET)                                                                                                                                                 |
| Specific professional experience (section 2.2.4 of the assessment grid):                                               | 7 years of professional experience in vocational orientation in secondary schools and career guidance (5 out of 10 points), of which 3 years professional experience within TVET institutions (5 out of 10 points)                         |
| Leadership/management experience (section 2.2.5 of the assessment grid):                                               | Not applicable                                                                                                                                                                                                                             |
| International professional experience outside the country/region of assignment (section 2.2.6 of the assessment grid): | Not applicable                                                                                                                                                                                                                             |

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

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| Professional experience in the country/ region of assignment (2.2.7 of the assessment grid): | 4 years of professional experience in MENA region (in accordance with UN DESA Statistics Division), of which 2 year is in Jordan (6 out of 10 points) and 2 years in at least one second country of the MENA region (4 out of 10 points).            |
| Experience in the field of development cooperation (section 2.2.8 of the assessment grid):   | 10 years of experience in development cooperation projects                                                                                                                                                                                           |
| Other (section 2.2.9 of the assessment grid):                                                | 5 years of experience in the implementation of gender-specific project interventions in TVET or career guidance (5 out of 10 points)<br>18 months of experience in the implementation of procurement processes (public tenders) (5 out of 10 points) |

**Expert 3: 'Expert Pool 1 for gender-transformative TVET' with 10 experts with international experience** (section 2.3 of the assessment grid)

- Expert for gender transformation in the TVET sector (Gender);
- Expert for training of instructors (Private Sector Engagement);
- Expert for institutional development of BTEC (or similar types of secondary schools) (institutional development);
- Expert for practise-oriented Teaching and Learning with focus on secondary schools (teaching practices)
- 6 additional experts with gender-transformative TVET expertise, related to the tasks as mentioned below (not part of assessment).

In derogation from the number of experts mentioned above, **4 CVs** must be added to the tender. The ability of the tenderer to offer the pool of experts required here is assessed solely based on these exemplary CVs.

The actual number of experts assigned from the pool may differ from the number of experts required in section 4 of the Terms of Reference. For experts not named in the tender, GIZ must confirm before the assignment that their qualifications are equivalent to those of the short-term experts proposed in the tender.

**Tasks of the expert pool**

- Advise on the implementation of a national Gender Equality and Social Inclusion (GESI) framework for vocational and technical education schools.
- Contribution to institutional building of Ministry of Education and related agencies regarding implementation of TVET reform
- Advise the MoE and its affiliated institutions on introduction and roll -out of GESI framework, incl. institution building, and capacity development for school leaders and teachers,
- Advise on organisational development, process development, change management to MoE and its affiliated institutions in context of the TVET reform
- Advise MoE on positioning TVET toward the future of work in context of AI
- Advise on gender-transformative policy approaches for TVET sector development tailored to the Jordanian context, including international benchmarking.

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

- Technical Advise on evaluating and further developing the gender-relevant strategies in the education and vocational education sector.
- Advise on developing and rolling- out gender-transformative and labour-market relevant career guidance in secondary schools and BTEC schools
- Support the realisation of the BTEC system through teachers and school development.
- Provide technical and methodological support for designing practise-integrating teaching and learning offers, including methods such as learner-centred approaches, activity-oriented learning, differentiated teaching in line with the needs of disadvantaged groups and regions.
- Support development and implementation of improved and effective private sector co-operation and practice orientation of BTEC schools
- Support the development of an M&E system, data collection and analysis
- Assist in updating and adjusting the M&E system for the needs of the project and the MoE.

**Qualifications of the expert pool 1:**

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| Education/training (section 2.3.1 of the assessment grid):              | <ul style="list-style-type: none"> <li>• <u>expert for gender:</u> 1 expert with a university degree (e.g. 'master's or German Diplom') in social sciences or gender studies (3 out of 10 points)</li> <li>• <u>expert for Private Sector Engagement:</u> 1 expert with a university degree (e.g. 'master's or German Diplom') in business administration, social science, economics (3 out of 10 points)</li> <li>• <u>expert for institutional development:</u> 1 expert with a university degree (e.g. 'master's or German Diplom') in business administration or social science (2 out of 10 points)</li> <li>• <u>expert for teaching practices:</u> 1 expert with a university degree (e.g. 'master's or German Diplom') in educational sciences, TVET, pedagogics or teaching (2 out of 10 points)</li> <li>• <u>additional 6 experts (not part of assessment):</u> all experts with a university degree (e.g. 'master's or German Diplom') in social sciences or gender studies</li> </ul> |
| Language (section 2.3.2 of the assessment grid):                        | All experts with knowledge of English, C1-level in the Common European Framework of Reference for Languages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| General professional experience (section 2.3.3 of the assessment grid): | <ul style="list-style-type: none"> <li>• <u>expert for gender:</u> 1 expert with 7 years of professional experience in gender-equality in the TVET or education sector (3 out of 10 points)</li> <li>• <u>expert for Private Sector Engagement:</u> 1 expert with 7 years of professional experience in work-based learning in TVET (3 out of 10 points)</li> <li>• <u>expert for institutional development:</u> 1 expert with 7 years of professional experience in organisational development and change management (2 out of 10 points)</li> <li>• <u>expert for teaching practices:</u> 1 expert with 7 years of professional experience in teacher's training with a focus on TVET (2 out of 10 points)</li> <li>• <u>additional 6 experts (not part of assessment):</u> all experts with 5 years of professional experience in TVET</li> </ul>                                                                                                                                               |

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

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| Specific professional experience (section 2.3.4 of the assessment grid):                                               | <ul style="list-style-type: none"> <li>• <u>expert for gender</u>: 1 expert with 3 years of professional experience in implementation gender-transformative approaches or strategies in the TVET or education sector (3 out of 10 points)</li> <li>• <u>expert for Private Sector Engagement</u>: 1 expert with 5 years of professional experience in a private sector company in a technical, green or creative sector (3 out of 10 points)</li> <li>• <u>expert for institutional development</u>: 1 expert with 5 years of professional experience in developing TVET schools based on an international or national quality standard (2 out of 10 points)</li> <li>• <u>expert for teaching practices</u>: 1 expert with 5 years of professional experience in teaching learner's centred, teaching methods, differentiated teaching and activity-oriented teaching (2 out of 10 points)</li> <li>• <u>additional 6 experts (not part of assessment)</u>: 5 years relevant experience in one of the above mentioned relevant technical areas</li> </ul> |
| Leadership/management experience (section 2.3.5 of the assessment grid):                                               | Not applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| International professional experience outside the country/region of assignment (section 2.3.6 of the assessment grid): | all experts with 3 years in total of professional experience in one country outside MENA region and outside home country                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Professional experience in the country/ region of assignment (2.3.7 of the assessment grid):                           | All experts with 4 years in total of professional experience in MENA Region, out of which 1 year in Jordan (in accordance with UN DESA Statistics Division)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Experience in the field of development cooperation (section 2.3.8 of the assessment grid):                             | <ul style="list-style-type: none"> <li>• <u>expert for gender</u>: 1 expert with 3 years of professional experience in development cooperation (3 out of 10 points)</li> <li>• <u>expert for Private Sector Engagement</u>: 1 expert with 18 months of professional experience in development cooperation or academic cooperation (3 out of 10 points)</li> <li>• <u>expert for institutional development</u>: 1 expert with 3 years of professional experience in development cooperation (2 out of 10 points)</li> <li>• <u>expert for teaching practices</u>: 1 expert with 3 years of professional experience in development cooperation or academic cooperation (2 out of 10 points)</li> <li>• <u>additional 6 experts (not part of assessment)</u>: all experts with 3 years of professional experience in development cooperation</li> </ul>                                                                                                                                                                                                       |
| Other (section 2.3.9 of the assessment grid):                                                                          | <ul style="list-style-type: none"> <li>• <u>expert for gender</u>: 1 expert with 4 years of professional experience in programme or training design (3 out of 10 points)</li> <li>• <u>expert for institutional development</u>: 1 expert with 3 years of professional experience in development cooperation (2 out of 10 points)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

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|  | <ul style="list-style-type: none"> <li>• <u>expert for teaching practices:</u> 1 expert with 3 years of professional experience in training development and delivery (2 out of 10 points)</li> <li>• <u>expert for private sector:</u> 1 expert with 3 years of professional experience in the green sector (3 out of 10 points)</li> </ul> |
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**Expert 4: 'Expert Pool 2 for subject related didactic' with 6 experts with international experience**

- expert for subject-related didactics in informatics
- expert for subject-related didactics in a green sector
- expert for subject-related didactics in agriculture
- expert for subject-related didactics in graphic design
- expert for subject-related didactics in arts
- expert for subject-related didactics in engineering

No CVs of experts will be assessed for this pool; All short term experts of expert pool 2 are required to meet the minimum qualification standards outlined below in order to be deployed. GIZ will extend final approval for deployment of short-term experts based on the ToR and proposed CVs of the potential candidates in case of each assignment.

Tasks of the expert pool

- Provide technical advisory support to selected BTEC girls' schools for the practical, gender-responsive delivery of training programmes
- Support the development and delivery of capacity development measures for BTEC staff (teachers, (master) trainers) on subject-related didactics, drawing on international best practice

Qualifications of the expert pool 2

|                                                                                |                                                                                                                                                                |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Education/training                                                             | <u>All experts:</u> University degree (e.g. Bachelor') in their respective subject (informatics, green sector, agriculture, graphic design, arts, engineering) |
| Language                                                                       | All experts with knowledge of English, C1-level in the Common European Framework of Reference for Languages                                                    |
| General professional experience                                                | <u>All experts:</u> 10 years of professional experience in subject-related didactics teaching                                                                  |
| Specific professional experience                                               | <u>All experts:</u> 5 years of professional experience in teaching educational professionals on subject-related didactics teaching in their respective subject |
| Leadership/management experience                                               | Not applicable                                                                                                                                                 |
| International professional experience outside the country/region of assignment | <u>All experts:</u> 1 year of professional experience in one country outside MENA region                                                                       |
| Professional experience in the country/ region of assignment                   | <u>All experts</u> with 1 year of professional experience in MENA Region (in accordance with UN DESA Statistics Division)                                      |

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

|                                                    |                                                                                                                           |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Experience in the field of development cooperation | All experts with 1 year of professional experience in the field of development cooperation                                |
| Other                                              | <u>All experts:</u> 3 years training on learner's centred teaching, differentiated teaching and competency-based teaching |

**Expert 5: 'Expert Pool 3 for Jordanian TVET expertise' with up to 10 experts with national experience** (section 2.4 of the assessment grid)

- Expert for the practical integration of the TVET Reform (TVET Reform)
- Expert for gender transformation in the TVET sector (Gender);
- Expert for Private Sector Engagement related to Vocational Education and Training (Private Sector)
- Expert for Human Resource Development in the education sector (HRD in Education Sector)
- 6 additional experts (not part of assessment) with gender-transformative TVET expertise, related to the tasks as mentioned below.

In derogation from the number of experts mentioned above, **4** CVs must be added to the tender. The ability of the tenderer to offer the pool of experts required here is assessed solely on the basis of these exemplary CVs.

The actual number of experts assigned from the pool may differ from the number of experts required in section 4 of the Terms of Reference. For experts not named in the tender, GIZ must confirm before the assignment that their qualifications are equivalent to those of the short-term experts proposed in the tender.

**Tasks of the expert pool**

- Advise on TVET national policies, TVET frameworks and MoE reform processes, including the identification of context-specific interventions based on the local Jordanian landscape, the EMV, and ongoing reform priorities; this includes scoping and monitoring local developments along donor engagement in the sector proposing measures to effectively address the gaps.
- Support the alignment of institutional roles, responsibilities, and staffing needs with policy objectives, HR capacities, operational realities, and Gender requirements in the context of ongoing MoE and TVET reforms, including the adaptation of project products to evolving ministerial tasks and structures.
- Advise on the development and strengthening of HR-related systems and competencies in TVET institutions, including staff roles, competency profiles, deployment, and development pathways.
- Support institutional learning and sustainability by advising on the integration of capacity development measures into existing structures and routines, including the use of multiplier and peer-learning approaches.
- Supporting the full implementation of private public partnerships in the BTEC system, including institutionalised partnerships, integration of private sector in programme development, implementation of on-the-job training of students, school-company-cooperation, company trainings and private sector exposure of teachers.

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

- Implement selected measures to support TVET providers and the MoE in achieving their Gender indicators, in close collaboration with the project team and relevant partners.

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Education/training (section 2.4.1 of the assessment grid):               | <ul style="list-style-type: none"> <li>• <u>expert for gender</u>: 1 expert with a university degree (e.g. 'master's) in social sciences or gender studies (3 out of 10 points)</li> <li>• <u>expert for Private Sector</u> 1 expert with a university degree (e.g. 'master's) in business administration, economics or social science (3 out of 10 points)</li> <li>• <u>expert for HRD</u>: 1 expert with a university degree (e.g. 'master's) in business administration, economics or social science (2 out of 10 points)</li> <li>• <u>expert for TVET Reform</u>: 1 expert with a university degree (e.g. 'master's) in educational sciences, TVET, organizational management (2 out of 10 points)</li> <li>• <u>additional 6 experts (not part of assessment)</u>: all experts with a university degree (e.g. master's) in business administration, economics or social sciences.</li> </ul> |
| Language (section 2.4.2 of the assessment grid):                         | <p>All experts with knowledge of English, C1-level in the Common European Framework of Reference for Language (5 out of 10 points) and</p> <p>All experts with knowledge of Modern Standard Arabic, C1-level Common European Framework of Reference for Languages (5 out of 10 points)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| General professional experience (section 2.4.3 of the assessment grid):  | <p>All experts with 5 years of general professional experience:</p> <ul style="list-style-type: none"> <li>• <u>Expert for TVET Reform</u>: in TVET system development (2 out of 10 points)</li> <li>• <u>Expert for HRD</u>: in TVET system development (2 out of 10 points)</li> <li>• <u>Expert for Private Sector</u>: in the implementation of public private partnerships for employment-oriented education and training (3 out of 10 points)</li> <li>• <u>Expert for Gender</u>: in gender-transformative approaches and policies in the education sector (3 out of 10 points)</li> <li>• <u>additional 6 experts (not part of assessment)</u>: all experts with experience in gender-transformative TVET expertise, related to the tasks as mentioned above</li> </ul>                                                                                                                     |
| Specific professional experience (section 2.4.4 of the assessment grid): | <p>All experts with professional experience:</p> <p><u>Expert for TVET</u>: 4 years in practical TVET reform integration (2 out of 10 points)</p> <p><u>Expert for HRD</u>: 5 years of training and capacity development of educational staff (management, teachers, technical staff) (2 out of 10 points)</p> <p><u>Expert for Private Sector</u>: 5 years of practical experience in the private sector engagement in vocational education and training programmes (3 out of 10 points)</p>                                                                                                                                                                                                                                                                                                                                                                                                       |

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

|                                                                                                                        |                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                        | <u>Expert for Gender</u> : 3 years of professional experience in implementation gender-transformative approaches or strategies in the TVET or education sector (3 out of 10 points)<br><u>additional 6 experts (not part of assessment)</u> : 5 years relevant experience in one of the above mentioned relevant technical areas |
| Leadership/management experience (section 2.4.5 of the assessment grid):                                               | Not applicable                                                                                                                                                                                                                                                                                                                   |
| International professional experience outside the country/region of assignment (section 2.4.6 of the assessment grid): | All experts with 2 years of professional experience outside Jordan                                                                                                                                                                                                                                                               |
| Professional experience in the country/ region of assignment (2.4.7 of the assessment grid):                           | All experts with 3 years of professional experience in Jordan                                                                                                                                                                                                                                                                    |
| Experience in the field of development cooperation (section 2.4.8 of the assessment grid):                             | All experts with 2 years of experience in development cooperation projects                                                                                                                                                                                                                                                       |
| Other (section 2.4.9 of the assessment grid):                                                                          | All experts with 2 years of experience with project implementation in the educational sector (secondary education)                                                                                                                                                                                                               |

**The tenderer must assign all the proposed experts to the required qualifications and clearly present them in a separate table preceding the CVs.** The summary presentation must mention only qualifications that are actually indicated in the CVs. Professional experience must be evidenced by meaningful references in the CVs. It is advisable to make explicit reference to each example of professional experience.

**Soft skills of team members**

In addition to their specialist qualifications, all team members are also expected to have the following qualifications:

- Team skills
- Initiative
- Communication skills
- Sociocultural and intercultural skills
- Efficient partner- and client-oriented working methods
- Interdisciplinary thinking

Soft skills are not evaluated.

**Staff presentation**

(section 2.11 of the assessment grid)

– Not applicable –

**Transaction number:**

## **5. Costing requirements**

In your tender, please do not deviate from the specification of inputs required in these ToRs (the number of experts and expert days, the budget specified in the price schedule). This is part of the competitive tender and is used to ensure that the tenders can be compared objectively. Please note only services that were commissioned by GIZ and rendered by the contractor will be remunerated. We would also like to point out that it may not be necessary to make use of the total number of proposed expert days.

### **5.1 Assignment of experts**

The number of expert days corresponds to full working days.

| <b>Expert</b>                                                                                                   | Expert days in the country of residence /remote | Availability of expert in the country of assignment* in expert days | Expert days in total | Consecutive stay > 3 months (see General Terms and Conditions, section 3.6.2) | Number of international flights | Number of national flights |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------|---------------------------------|----------------------------|
| <b>Expert 1: Short-Term Expert Pool Coordinator with international experience</b>                               | 400                                             | 40                                                                  | 440                  | No                                                                            | 6                               | Not applicable             |
| <b>Expert 2: Field expert for employment promotion in TVET and secondary education with national experience</b> | not applicable                                  | 365                                                                 | 365                  | No                                                                            | Not applicable                  | Not applicable             |
| <b>Expert 3: 'Expert Pool 1 for gender-transformative TVET' with 10 experts with international experience</b>   | 50                                              | 240                                                                 | 290                  | No                                                                            | 36                              | Not applicable             |
| <b>Expert 4: 'Expert Pool 2 for subject</b>                                                                     | 10                                              | 50                                                                  | 60                   | No                                                                            | 12                              | Not applicable             |

**Transaction number:**

|                                                                                                              |                |                |                |    |                |                |
|--------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|----|----------------|----------------|
| related didactic' with 6 experts with international experience                                               |                |                |                |    |                |                |
| <b>Expert 5: 'Expert Pool 3 for Jordanian TVET expertise' with up to 10 experts with national experience</b> | Not applicable | 580            | 580            | No | Not applicable | Not applicable |
| <b>Backstop-ping</b>                                                                                         | Not applicable | Not applicable | Not applicable | No | Not applicable | Not applicable |

## 5.2 National administrative staff

The following national administrative staff are needed:

1 Office assistant for 24 months

## 5.3 Travel expenses

### 5.3.1 Travel – sustainability considerations

GIZ would like to reduce greenhouse gas emissions (CO<sub>2</sub> emissions) caused by travel. When preparing your tender, please incorporate options for reducing emissions, for example by selecting the lowest-emission booking class (economy) or using means of transport, airlines and flight routes that are more CO<sub>2</sub>-efficient. For short distances, travel by train (second class) or e-mobility are the preferred options.

CO<sub>2</sub> 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](#) has published a [list of standards](#) (only in German available). GIZ recommends using the standards specified there.

### 5.3.2 Travel expense requirements

The travel expenses must be costed as follows by the contractor:

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

| Travel expenses item                                                                                                               | Quantity/budget                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Total number of international flights                                                                                              | 54 flights                                                                                                   |
| Total number of regional/national flights                                                                                          | 0 flights                                                                                                    |
| CO <sub>2</sub> offsets for flights<br><i>Link to <a href="#">working aid</a> and <a href="#">table for setting the budget</a></i> | 2,700.00 EUR An unalterable budget for CO <sub>2</sub> offsets for settlement against evidence is specified. |
| Transport costs (rail travel, car travel, public transport)                                                                        | 15,000 EUR                                                                                                   |
| Per-diem allowances                                                                                                                | 390 days                                                                                                     |
| Accommodation allowances                                                                                                           | 390 nights                                                                                                   |
| Other travel expenses (visa, project-related travel expenses outside the place of business etc.)                                   | 2,600 EUR                                                                                                    |

Per-diem allowances are reimbursed as a lump sum up to the maximum amounts permissible under tax law for each country as set out in the country table in the circular from the German Federal Ministry of Finance on travel expense remuneration (download at <https://www.bundesfinanzministerium.de>).

All travel activities must be agreed in advance with the officer responsible for the project. Travel expenses must be kept as low as possible.

For the country Jordan, tenderers may offer accommodation allowances up to EUR 134.00. This is the maximum amount permissible under tax law as per the BMF circular on travel expense reimbursement.

- If the contractor offers accommodation allowances at up to 75% (EUR 100.50) of the maximum amounts permissible under tax law as per the BMF circular on travel expense reimbursement, the expenses will be reimbursed **on a lump-sum basis** in the contractually agreed amount.
- If the contractor offers accommodation allowances at between 75% and 100% (EUR 100.50 – EUR 134.00) of the maximum amounts permissible under tax law as per the BMF circular on travel expense reimbursement, the corresponding **evidenced expenses** will be reimbursed up to the contractually agreed amount.

#### **5.4 Procurement of services and works**

– Not applicable –

#### **5.5 Procurement of materials and equipment**

Budget for materials and equipment: EUR 49,750

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**

**Transaction number:**

The fixed, unalterable budget above is earmarked for the procurement of the materials and equipment described in the table below (payment against evidence).

|                                                                                                                         |                                                                        |                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Made available free of charge by the project executing agency (local project partner) for the duration of the contract. | Made available free of charge by GIZ for the duration of the contract. | Materials and equipment to be procured by the contractor in the financial bid.                                                                            |
| n/a                                                                                                                     | 1 furnished office<br>1 project car (in case of availability and need) | Office furniture<br>IT equipment                                                                                                                          |
|                                                                                                                         |                                                                        | Equipment for renovation/ rehabilitation of classroom and workshop equipment for BTEC schools to realise action-oriented practical education and training |

## 5.6 Operating costs in the country of assignment

The contractor shall calculate a monthly lump sum for the operating costs of implementing the assignment in the country of assignment for 24 months. The lump sum must include all costs that serve the proper operation of the office premises.

|                                                                                                        | Months         |
|--------------------------------------------------------------------------------------------------------|----------------|
| Office operating costs for office rent, including related running costs (1.500 EUR per month in total) | 24             |
| Vehicle operating cost                                                                                 | Not applicable |

## 5.7 Workshops, education and training

Workshop budget: EUR 60,000

The fixed, unalterable budget above is earmarked for 4 workshops and entered in the price schedule. The budget includes the following costs relating to the planning and running of workshops:

- Room hire
- Technical systems
- Moderation services
- Translation/interpreting services
- Catering
- Workshop materials
- Travel expenses for partner experts (subsistence, accommodation, travel costs)
- Other costs relating to the workshops

**Transaction number:**

The budget does not include the fees and travel expenses for the contractor's experts incurred in connection with the planning and running of the workshops. These are covered by the corresponding number of expert days and travel expenses (see sections 5.1 and 5.3 above).

**5.8. Local contributions**

– Not applicable –

**5.9 Other costs**

– Not applicable –

**5.10 Flexible remuneration item**

Budget for flexible remuneration: EUR 150,000

The fixed, unalterable budget above is earmarked in the price schedule for flexible remuneration. Flexible remuneration is intended to facilitate the flexible management of the contract by the commission manager at GIZ. The contractor can make use of the funds in accordance with section 3.6.5.7 of the General Terms and Conditions.

**6. Requirements on the format of the tender**

The structure of the tender must correspond with the structure of the ToRs. It must be legible (for example Arial, font size 11 or larger) and clearly formulated. The technical tender must be written in English.

The technical-methodological concept of the tender (section 3 of the ToRs) must not exceed 25 pages (not including the cover page, list of abbreviations, table of contents, brief introduction and CV for the backstopper). Additional annexes not requested will not be assessed. External content (e.g. links to websites) will also be disregarded.

The CVs of the staff proposed in accordance with section 4 of the ToRs must be in the EU format and not more than four pages in length. The CVs can also be submitted in German.

The CVs must clearly and unequivocally show what position the proposed person held, which tasks they performed and how long they worked during which period in the specified references. **The references contained in the CVs must therefore include the following information:**

- Name of the company/organisation/reference project in which the expert worked
- Position held and task(s) performed by the expert in the company/organisation/reference project
- Work outcomes or products produced by the expert, or expert's contribution to the completion of these outcomes and projects (if relevant)
- Duration of the expert's assignment in the company/organisation/reference project per calendar year in full-time expert days. Per year maximum 220 full-time expert days are accepted and counted as on year of experience.
- Leadership experience/management: clear information on the reference projects or fixed positions within the company/organisation in which the requirements specified in

**Transaction number:**

section 4 were fulfilled (for example, period, number of persons for whom the expert had disciplinary responsibility, project budget)

- International professional experience/professional experience in the country of assignment: clear information on the reference projects or fixed positions in the company/organisation in which the requirements specified in section 4 were fulfilled (for example, actual duration of assignment on the ground in full-time expert days, weeks or months)

**In order to facilitate the assessment, we request that you number the references sequentially and provide only references that are clearly related to the object of this tender.**

## **7. Options or follow-on contract**

### **7.1 Option to expand the service content/extend the contract term pursuant to section 132 (2) no. 1 German Act against Restraints of Competition (GWB)**

GIZ can exercise the following option if it wishes to expand the tendered services. This is described in detail below.

**Nature and scope:** Continuation of the activities described in section 2 of these ToRs with possible expansion of these activities to include new work packages of the same type. Within the framework of the available financing, the number of expert days and the budget specified in section 5 of these ToRs are increased in proportion to the additional activities that are now required.

While retaining the overall character of the contract, there is a possibility of GIZ continuing to obtain the services specified in section 2 of these Terms of Reference and/or of expanding the contract to include further services of the same kind. The overall contract term must not exceed three times the original contract term, and the overall contract value must not exceed twice the original contract value.

**Precondition:** GIZ's commissioning party extends and/or provides additional funding for the current project or commissions a follow-on project or an agreement is concluded to provide cofinancing for the measure.

### **7.2 Option to procure materials and equipment pursuant to section 132 (2) no. 1 German Act against Restraints of Competition (GWB)**

**Nature and scope:**

GIZ may increase the total budget of the contract for the additional procurement of materials and equipment. After the exact needs and technical specifications for the equipment have been defined with GIZ, it is possible to add an additional budget for the procurement of the following goods: Classroom and workshop equipment for technical education and training at BTEC schools). The materials and equipment are needed in order to provide work-based

**Subject of the tender procedure: Short-term expert pool for technical advice for gender-transformative TVET approaches in Jordan**



**Transaction number:**

learning at BTEC schools. They are based on the concept requirements of the BTEC system framework and respective analysis.

Maximum budget for the procurement of these materials and equipment: EUR 150,000.

**Preconditions:**

The project has the necessary additional budget for the procurement of this type of services.

**7.3 Follow-on contract pursuant to Section 14 (4) no. 9 German Ordinance on the Award of Public Contracts (VgV)**

Pursuant to Section 14 (4) no. 9 VgV, GIZ reserves the right to award a follow-on contract to the contractor in order to procure similar services.

**Scope of possible services:**

The term of the follow-on contract must not exceed twice that of the original contract, and the value of the follow-on contract must not exceed twice that of the original contract.

**Condition:** The above option is subject to GIZ receiving a commission from the commissioning party or the conclusion of an agreement for cofinancing of the measure. Any follow-on contract must be awarded within three years of the award date of the original contract.

A follow-on contract under 7.3 can be considered only as an alternative to the option in 7.1.

**8. Annexes**

- Module proposal (in German)
- Results matrix (in German)
- Gender Analysis