

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

CONFIDENTIAL

Project title:	Processing number/cost centre:
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Subject of the tender procedure:	Tender number:
Short-term expert pool for technical advice in the field of digitalisation and TVET in Jordan	10009622

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0. List of abbreviations

AQACHEI	Accreditation and Quality Assurance Commission for Higher Education Institutions
AQAC	Accreditation and Quality Assurance Commission
AI	Artificial Intelligence
BTEC	Business and Technology Education Council
EJ2030	Employment in Jordan 2030
GTC	General Terms and Conditions of Contract for supplying services and work on behalf of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
M&E	Monitoring and Evaluation
MoE	Ministry of Education
STE	Short-Term Expert
ToRs	Terms of Reference
TVET	Technical and Vocational Education and Training
TVSDC	Technical and Vocational Skills Development Commission
VTC	Vocational Training Corporation
NET	National Employment and Training Company

1. Context

1.1 The TVET system in Jordan and its challenges

Technical vocational education and training (TVET) in Jordan faces several challenges, including system fragmentation and weak collaboration between TVET institutions and the private sector. Another issue is the lack of digitalisation in administrative processes, content, and methods. The causes lie in partially lacking IT equipment and differences in internet quality. Teachers often require digital skills to integrate technologies into their teaching. This limits the use of modern, technology-oriented teaching methods and reduces the employability of graduates in an increasingly digitised job market. Despite the efforts of organisations like the (former) Technical and Vocational Skills Development Commission (TVSDC) to improve the quality of TVET, the slow adoption of digital methods remains an obstacle.

The COVID-19 pandemic has exacerbated the challenges, as it required a rapid transition to digital learning. The transition was fraught with difficulties, particularly for marginalised youth in rural areas with limited access to technology and the internet. Over 10,000 learners in training centres of the Ministry of Labour, such as the Vocational Training Corporation (VTC) and the National Employment and Training Company (NET), missed classes or only partially attended them during the closure. Additionally, 51 training centres with more than 26,000 vocational students remained closed during the pandemic.

Although the Jordanian economy has slowly recovered from the effects of the COVID-19 pandemic (2.5% economic growth in 2025, IMF), the labour market still faces challenges: Women, with an unemployment rate of 33.9%, and young people, with 46.1%, are particularly hard hit (Q3 in 2025). The overall unemployment rate remains high at 21.4% (Q3 in 2025). There is significant gender inequality, particularly in economic participation, with Jordan ranking 129 out of 146 countries. The labour force participation rate for women is only 14.4%, one of the lowest in the region.

Another challenge is the high heterogeneity in digital readiness concerning region, socio-cultural barriers, and access. Digital inequality can exacerbate existing challenges in education and employment participation, especially for disadvantaged groups such as women in rural areas and people with disabilities. The main problems are a lack of internet connectivity, insufficient skills in using digital devices and applications, and social stigmatisation. These factors hinder access to and use of digital TVET offerings and lead to further disadvantages in the labour market. Despite the potential of digital transformation to improve the participation of these groups, for example, through accessible digital content and the temporal and spatial flexibilisation of TVET offerings, these approaches are not yet widely available.

Challenges at the level of TVET institutions include weak governance and implementation capabilities in the area of digital methods. The use and updating of digital methods are primarily ad hoc and not based on structured processes and responsibilities. However, these are necessary to coherently operationalize digitalisation strategies and recognise digitalisation as a responsible, ongoing task rather than a one-off project. The Jordanian government assigns high strategic and political relevance to digital transformation in TVET.

This is manifested by anchoring the topic in central strategic documents, such as the Economic Modernisation Vision 2033 and the Education Sector Plan 2026-2029. The Ministry of Education (MoE) has expressed its commitment to implementing the requirements formulated in the strategies. The management and teachers of TVET institutions show a high willingness to participate and an awareness of the relevance of digital methods, both for increasing management efficiency and as content and for the mediation of teaching and learning.

The Jordanian TVET system is undergoing a transformation process following a sector reform. The MoE is currently responsible for the school-oriented form of TVET (rather called vocational education and training (VTE)) at the secondary level and will also take over the training strands from the Ministry of Labour (MoL), which are offered through VTC and NET. The MoE has entered a strategic partnership with the international education provider Pearson to integrate Business and Technology Education Council (BTEC) qualifications into VTE and thereby increase the practical orientation of the offerings. This also includes imparting transversal and digital skills and establishing corresponding BTEC labs in line with BTEC requirements. A major development in 2025 was the merger of the National Commission for Vocational Education and Training (TVSDC) and the National Commission for Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI), resulting in the establishment of the Accreditation and Quality Assurance Commission (AQAC). AQAC became fully operational in mid-2025 and is now responsible for regulatory, accreditation, and quality assurance functions for both TVET and the Higher Education sector in Jordan.

1.2 Description of the development cooperation programme

The Digitalisation of TVET in Jordan (DigiTVET) project is part of the German development cooperation programme “Technical and Vocational Education and Training in Jordan”. The programme aims to improve the attractiveness, quality, and employment relevance of TVET. The module DigiTVET makes a direct contribution to the programme objective by supporting the Jordanian MoE in designing, implementing and evaluating digital processes, enriching curricula with digital learning offers, tools and methods and improving digital skills of managers, teachers and trainers. It also supports TVET providers in their capacities to digitalise their selected offers.

1.3 Description of the TC module

The module pursues an integrated approach to capacity development in TVET, encompassing the three dimensions of individual, organisational, and societal levels. The focus is on technical and organisational advisory services for the governance and implementation of digital methods. At the meso- and macro levels, structural prerequisites are created for the improved use of digital methods in TVET. The advisory approach is not primarily technology-driven; it also considers aspects of organisational culture that are crucial for the successful and purposeful use of technologies.

The module objective is therefore: The use of inclusive, labour market-oriented digital methods by relevant actors in the Jordanian TVET system is improved. The module addresses the core problem by advising on coherent procedures for the use of digital methods, training management and teaching staff in digital methods and developing inclusive digital teaching/learning programmes. Through this holistic approach, the module makes a significant contribution to solving the core problem and improving digital TVET.

Regarding individual capacities, the project will strengthen the didactic-methodological and strategic competencies of teachers and management staff of public vocational education providers, as well as the strategic steering capacity of technical and managerial staff in the Ministry of Education and other relevant institutions. At the organisational level, the project supports the Jordanian partners in developing and implementing procedures for the use of inclusive digital methods, e.g. guidelines for using digital tools in teaching and assessment, standards for blended and online learning, and approaches to ensure inclusive digital access. These procedures create the foundation for effective planning, implementation, and administration of digital learning offerings at this level. At the societal level, digital, labor market-oriented teaching/learning offerings will be developed with particular attention to disadvantaged regions and groups. The focus is on mobilising and networking diverse stakeholders from the private sector, civil society, and the public sector.

Given the ongoing TVET sector reform in Jordan, the project will remain flexible in its prioritisation to respond to potentially changing partner priorities during implementation. Further structural changes to the vocational education system are also possible, which may lead to changes in cooperation partners.

1.4 Impact hypotheses

Output 1 aims to present procedures developed by relevant TVET stakeholders in the area of digital methods. The impact hypothesis is that jointly developed uniform procedures and standards ensure the quality and consistency of the programmes and create the basis for improved use of digital methods in the TVET system (module objective). Furthermore, the sustainability and effectiveness of digital initiatives in vocational education and training can be promoted as they are based on jointly developed and accepted procedures. Evidence is provided by the UNESCO study "*An ed-tech tragedy? Educational technologies and school closures in the time of COVID-19* (2023)", which emphasises that the hasty implementation of educational technologies ("*ed-tech*") during the pandemic often led to exclusion and increased inequalities rather than being inclusive. This emphasises the importance of carefully crafted practices around digital approaches. This is on the assumption that the Ministry of Education is coordinating with MoDEE to successfully implement holistic digitalisation strategies at TVET provider level. Furthermore, it is assumed that digitalisation will remain relevant as an issue even after the sector reform has been completed and that corresponding strategies will be backed up with sufficient resources for operationalisation by TVET institutions.

Output 2 strengthens the didactic-methodological and strategic competences of teachers and management staff of selected TVET providers for the implementation and management of inclusive gender-equitable digital methods. The impact hypothesis is that by strengthening the didactic-methodological and strategic competences of teachers and management staff in digital methods, the quality of digital TVET programmes will improve and the acceptance and use of digital methods in the TVET system will increase (module objective). Qualified teaching and management staff ensure - according to the impact assumption - that graduates have the digital and technical skills that companies require in an increasingly digitalised world of work. Evidence is provided by the recommendations adopted by the European Council in November 2023 to improve the teaching of digital skills and competences in education and training. The recommendation emphasises the need for a comprehensive approach to embedding digital skills in initial and continuing teacher education. The impact hypothesis is based on the assumption that the qualified TVET staff will be (further) employed in the planned positions after the training measures.

Output 3 aims to develop digital labour market-oriented teaching/learning offers with a focus on disadvantaged groups. The impact hypothesis is that by developing offers that are better tailored to the needs and circumstances of marginalised groups, the opportunities for these target groups to access and use vocational training measures will increase. The increased participation of disadvantaged groups in vocational training programmes can have a positive impact on their employability. This can contribute to greater equality of opportunity on the labour market. Evidence is provided by the Global Education Monitoring Report 2023 "*Technology in Education: A tool on whose terms?*", which recommends placing a stronger focus on how digital technologies can support the most marginalised. The assumption is that society's attitude towards digital education remains fundamentally positive and that there are no reservations that could limit acceptance and use by marginalised groups.

1.5 The political partner is the Jordanian *Ministry of Education* (MoE).

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, indicators, work packages, milestones

The contractor is responsible for providing expertise such as presentations, research, written advisory, assessments and reviews and updates of documents, concepts, technical solutions, implementation roadmaps that contribute to the achievement of the objectives and indicators described in this document. The form in which the expertise will be delivered will be defined during the project jointly with the project partner – the MoE.

Module objective: The use of inclusive, labour market-oriented, digital methods by relevant actors in the Jordanian TVET system is improved.

Indicators:

1. Number of procedures agreed by relevant units of the Ministry of Education for the use of digital methods implemented by TVET providers.

Baseline value: 0 Procedure (Due to the change in ministerial responsibility for vocational education and training, there is a lack of coordination and coherence in the integration of digital methods in vocational education and training and, accordingly, there are no harmonised procedures yet). (10/2024)

Target value: 4 procedures (08/2028)

2. Number of qualified employees of supported TVET providers who have each demonstrated the use of inclusive digital methods using an application example.

Base value: 14 employees, including 4 women (12/2021)

Target value: 78 employees, 25 of whom are women (08/2028).

3. Number of labour market-oriented digital teaching/learning offerings in vocational education and training piloted by TVET providers with a focus on disadvantaged regions or groups.

Baseline: 0 Teaching/learning programmes (Digital teaching/learning programmes have already been piloted in the Ministry of Education, but not in the constellation of actors: Ministry of Education, civil society and private sector). (10/2024)

Target value: 6 teaching/learning programmes, 3 of which focus on disadvantaged regions or groups (08/2028)

Output 1 Procedures in the area of digital methods developed by relevant vocational training stakeholders are available.	Output indicator 1.1 Number of procedures jointly developed by relevant TVET stakeholders to implement digital methods. Base value: 0 procedures (Due to the change in ministerial responsibility for vocational education and training, no jointly developed procedures exist yet). (10/2024) Target value: 6 procedures (12/2027)
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Output 2 The didactic-methodological and strategic competences of teachers and management staff of selected TVET providers for the implementation and management of inclusive gender-equitable digital methods are strengthened.	Output indicator 2.1 Number of teachers from selected public TVET providers who, after completing a training programme, have confirmed that their didactic and methodological skills for applying inclusive, gender-equitable digital teaching and learning methods in the classroom have improved. Base value: 14 teachers, including 2 women (12/2021) Target value: 80 teachers from 3 vocational training providers, 27 of whom are women (12/2027) Output indicator 2.2 Number of management staff from selected public TVET providers who have confirmed that their strategic competences for managing digital methods have improved after completing a qualification measure. Base value: 0 management personnel (no management personnel have been qualified in digital topics to date) (12/2023) Target value: 75 people in management, 23 of whom are women (12/2027)
Output 3 Digital labour market-oriented teaching/learning opportunities in vocational education and training with a focus on disadvantaged regions or groups have been developed.	Output indicator 3.1 Number of labour market-oriented digital teaching/learning courses developed by selected TVET providers in cooperation with the private sector and civil society organisations with a focus on disadvantaged regions or groups. Baseline value: 0 digital teaching/learning programmes (digital teaching/learning programmes have already been developed in the Ministry of Education, but not in vocational education and training in the constellation of actors comprising the Ministry of Education, civil society and the private sector) (10/2024)

	Target value: 7 digital teaching/learning programmes, 4 of which focus on disadvantaged groups or regions (12/2027)
	Output indicator 3.2 Number of networking events organised in which requirements for digital teaching/learning offerings are developed in a participatory manner. Base value: 0 network events (No network events have yet been organised in this stakeholder constellation for the interface between vocational education and training and digital learning). (10/2024) Target value: 6 network events, 3 of which take special account of the needs of disadvantaged regions or groups (12/2026)

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

Work package 1 (part of Output 1): Processes and standards

Activity 1 – Advisory

- Ongoing advisory to the project team to successfully define, outline and monitor the implementation of the 4 agreed processes and standards with the MoE;
- Advisory to the partner at the MoE and other relevant TVET stakeholders (incl. expertise to support the development of digital methods and processes; advisory on digital transformation of the Jordanian TVET system (esp. BTEC) with strong focus on MoE, governance, structures and processes; organisational development support; advisory on the current restructuring of the MoE, with particular emphasis on digital aspects, inclusion of digital methods into the MoE system). This also includes advisory on quality assurance (QA) frameworks and accreditation-related processes, including integrating digital aspects into QA;
- Develop and introduce a concept, standards/quality criteria, guidelines and hands-on materials for the systematic use of educational technologies, in particular immersive technologies and virtual reality (VR) and AI-supported tools, in the MoE system;
- 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.

Activity 2 – Assessment and scoping

- Contextualisation of digital and AI readiness assessment frameworks and virtual reality (VR) technology strategies for TVET to the Jordanian context, adjustment where needed to fit the needs of the project and partner;

- Assessment of the digital and AI readiness of the TVET system in Jordan, MoE and TVET schools;
- Assessment of interventions to establish a VR lab and enable content development;
- Assessment of the quality assurance system in TVET and scoping of its digitisation potential;
- Audit of the tech landscape of TVET in Jordan and internationally to gather comparable best practices;
- Specific research on existing digital assessment tools for TVET and delivering lessons learned for the implementation of such a tool in Jordan;
- Specific research on digital quality assurance (QA) frameworks and intervention possibilities in the Jordanian context;
- Identification of gaps, shortcomings and development of solution ideas for the topics outlined above on infrastructural, governance, organisational and capacity and competency levels.

Activity 3 – System solutions and implementation

- Concretisation of identified system solutions (see activity 2);
- Technical and methodological advisory support to translate agreed ideas into implementable pilot interventions, including scope, delivery modalities, and institutional set-up;
- Establishment of a VR lab at the MoE or a selected school, related procurement and implementation including pre- and post-support of the partner (incl. IT-support, hand-over of the user manual, capacity building for the partner, monitoring and evaluation as outlined in work package 3);
- Advise on digitising existing processes, such as in QA and assessments frameworks, including integrating digital aspects and potentially digitising the examination and assessment and considering the existing infrastructure.

Milestones for work package 1	Delivery period
Inception report and work plan	3 weeks after the start of the contract
Report on VR, AI and educational technologies	1 month after the start of the contract
Concept, standards/quality criteria, guidelines and hands-on materials for the systematic use of educational technologies	2 months after that start of the contract
Contextualisation of digital and AI readiness assessment frameworks and virtual reality (VR) technology strategies for TVET to the Jordanian context	3 months after that start of the contract
Several assessments as outlined in activity 2	6 months after the start of the contract
Report of gaps, shortcomings and development of solution ideas for the topics outlined above on infrastructural, governance, organisational and capacity and competency levels.	6 months after the start of the contract
Implementation of the VR lab	12 months after the start of the contract

Work package 2 (part of Output 3): Digital learning

Activity 1

- Support the design and development of digital learning content for at least 2 selected pilot pathways (including multimedia modules and interactive materials and content, for instance, for immersive learning offers) tailored to TVET/BTEC curricula, ensuring accessibility and pedagogical alignment;
- Advisory input on the appropriate use of platforms/tools/software/hardware required for piloting and scaling of teaching and learning offers:
 - o Advise on the further development and systematic use of AJYAL as the learning management system of the MoE, in particular regarding producing new digital learning content available to all teachers and learners;
 - o Advise on the further development and use of Siraj as the key chatbot of MoE to provide curricula-relevant information to all learners;
 - o Advise on integrating and institutionalising the piloted market-driven curriculum and career readiness sessions within MoE BTEC pathways, with a focus on sustainable digital delivery and alignment with labour market needs.

Milestones for work package 2	Delivery period
Design and development of digital learning content	8 months after the start of the contract
Advisory input on the appropriate use of platforms/tools/software/hardware through a presentation, report or different suggested format	12 months after the start of the contract
Advisory input on integrating and institutionalising the piloted market-driven curriculum and career readiness sessions within MoE BTEC pathways	12 months after the start of the contract

Work package 3 (contributes to outputs 1 and 3): Overarching activities

Activity 1

- Short-term expertise to project staff to design and develop an M&E system, incl. tools to regularly collect data, monitor the progress and evaluate the achievement of all module objectives and output indicators in line with GIZ Results Based Monitoring Guidelines and the impact matrix definitions. This concerns esp. surveys that need to be conducted for the module objective indicator 2, output indicators 2.1 and 2.2, as well as tracer studies of graduates resulting from output 3.
- Assist in collecting, analysing and reporting the data of the project.

Activity 2

- Short-term expertise to strengthen the monitoring and evaluation (M&E) capacities in the MoE and other key partner organisations to enable them to better measure (1) the performance of organisational units, (2) the impact of trainings and other offers and (3) the impact on employment.

- Short-term expertise to project partners 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 identified specific needs of the project and its partners in relation to the TVET reform and digitalisation.

Activity 3

- Advise on and supporting the strengthening of inclusion in digital TVET offers, including analysing existing inclusion-related digital initiatives in Jordan, reviewing digital training materials and learning offers for inclusivity, proposing and supporting the implementation of digital measures targeting disadvantaged groups or regions, and mainstreaming the visibility of the inclusion dimension in project implementation.

Milestones for work package 3	Delivery period
M&E system for the project is developed	5 months after the start of the contract
Assistance in collecting, analysing and reporting the data of the project	15 months after the start of the contract
3 tracer studies that measure employment effects of selected trainings and learning offers	10 months after the start of the contract
Presentation of the updated and adjusted M&E system for the needs of the MoE	7 months after the start of the contract
Presentation on digital inclusion to the project team and partner	7 months after the start of the contract
Review of digital training materials and learning offers for inclusivity	7 months after the start of the contract
Review of selected measures from the inclusion perspective (short reports)	4 months after the start of the contract

2.3 Project and knowledge management requirements

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 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.

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- The following costs are to be split equally between output 1 and 3: Coordinator, M&E specialist, procurement and workshop costs are to be attributed to output 3. The rest of the contract is to be booked under output 1.

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 areas:
 - Degree to which activities are implemented
 - Degree to which the objectives, indicators and milestones listed in section 2.2 of these ToRs have been achieved
 - Results that have occurred in the contractor's sphere of responsibility
 - Risks

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 due end of the first month after the start of the contract with a maximum of 15 pages
- Interim reports on month 6 and 12.
- Final report one month before the end of the contract.

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

Requirements for company-wide learning, knowledge and innovation:

- The contractor provides support in implementing a project evaluation with special emphasis on ensuring the effectiveness of the knowledge management process.
- (Virtual) debriefing with the commissioning unit Project Digitalisation of TVET in Jordan and the responsible Competence Centre of the GIZ Sectoral Department at the end of the contract term as well as submission (in a single package) of the materials developed and interim and final reports to the Competence Centre.
- The contractor expresses willingness, if required, to support project assistants or staff members on temporary placements who, in the context of GIZ's separately financed training programmes for junior employees, work in and undertake special tasks for the project.

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 provisions on data protection and information security of the current version of GIZ's General Terms and Conditions of Contract (sections 1.7. Confidentiality and 1.11 Data protection) apply.

As a general rule, the contractor will alone define the means and purposes of processing personal data. In such cases, they shall act as an independent data controller and must comply with all applicable data protection obligations, including regional and local laws. The contractor or partner must 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. The GDPR's data transfer rules must be considered whenever personal data leaves the EU for a third country. The GIZ is NOT in any way responsible for such processing.

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.

Exclusively in the context of the set-up and use of the project's results-based M&E system, the contractor or one of its experts might process personal data on behalf of the GIZ. Only in such cases, an agreement on "Outsourcing of data processing (AuV)" must be concluded with the contractor or relevant expert in accordance with Art. 28 GDPR. For this purpose, the technical and organisational measures (TOM) for compliance with the data protection requirements must be outlined prior to conclusion of the contract. If the contractor has already been audited by GIZ in the past, an update in accordance with GDPR must nevertheless be sent. After a positive check, the contract is concluded with the AuV attachment.

2.5 Other requirements

Safeguards and gender measures with specific reference to services:

In order 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-sensitive and gender-responsive approaches are to be incorporated into the procedures for managing and implementing digital methods, designing solutions, identifying gaps with a specific gender lenses, in the training and in the development of teaching/learning programmes in line with SDG 5 "Gender Equality" (achieving gender equality and empowerment for all women and girls). Contribute to destigmatisation of TVET for women. Furthermore, the contractor is required to give special consideration to disadvantaged regions and groups (especially women and people with disabilities), support the social and economic inclusion of these people by promoting their digital participation in vocational training programmes where applicable (SDG 10 Reduce inequality within and between countries, especially 10.2).
- **Environmental protection and climate action (climate change mitigation/adaptation):**
Mitigate where possible potential negative impact of digital technologies on environmental and climate protection created through increased energy and resource consumption by selecting and suggesting energy-friendly technologies and low-tech solutions where possible and applicable.
- **Conflict and context sensitivity:** Consider questions of social cohesion, especially with regards to refugees and other disadvantaged communities when designing measures.
- **Human rights:** All measures should be designed to include disadvantaged groups and persons with disabilities and not to contribute to further widening the digital divide for these groups.
- **Security:**

While Jordan remains generally operational, the current regional conflict and associated security environment require some additional measures, particularly for consultants undertaking field travel.

From the RMO perspective, consultants should be required to comply with GIZ security procedures and travel restrictions applicable at the time of assignment, including prior coordination approval for field travel where required, participation in a security briefing upon arrival, provision of emergency contact and accommodation details, and adherence to any temporary movement or geographic restrictions communicated by GIZ and RMO.

The contractor's staffing profile should be balanced in terms of gender and age.

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.

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 ToRs is not desired. Rather, the contractor 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 contractor must undertake a critical examination of the ToRs (section 1.1.2 of the assessment grid), by:

- undertaking an assessment of the appropriateness of the personnel concept for implementing the scheduled tasks;
- providing an assessment of the results hypotheses for achieving the objectives and possible risks in implementation;
- making an assessment of the technical concept (where prescribed), e.g. in consideration of further sectors or actors, process adjustments, etc.

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

Processes describe actions or sets 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).

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)
- 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 approach it plans to adopt in order to achieve the milestones, objectives and results (see section 2) for which it is responsible. The tenderer is expected to describe the strategic approach to the tasks formulated in section 2 (i.e. not a description of activities).

3.3.2 Building partnerships with the relevant actors (section 1.3.2 of the assessment grid)

Not applicable

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).

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

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human rights situation through corresponding measures (see also relevant requirements in section 2.5).

Requirement: 'Gender equality':	6 points out of 10 (maximum)
Requirement: 'Human rights':	4 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 milestones 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)

Not applicable

3.4.4 Monitoring

(section 1.4.4 of the assessment grid)

In the tender, the tenderer is required to describe how it will regularly capture and document the status of completion of the tasks, the achievement of objectives, the results achieved and the risks in the area for which it is responsible in accordance with the specifications set out in section 2.

3.5 Further requirements

(section 1.5 of the assessment grid)

- The tenderer is required to describe its backstopping strategy. A CV must be provided for the positions for technical backstopping. These CVs will be used to verify the backstopping strategy.

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.** When selecting personnel, the contractor must ensure that the team is well-balanced with respect to gender and age.

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.

Key-Expert 1: Team leader (section 2.1 of the assessment grid)

This position is a key expert.

Tasks of key-expert 1:

- Overall responsibility for the advisory packages of the contractor including the remote management of the short-term expert pools
- Ensuring the coherence and complementarity of the contractor's services with other services delivered by the project at local and national level
- Design, implementation, monitoring and evaluation of capacity development measures for local partners in the following areas Northern, Central and Southern Jordan.
- Responsibility for taking cross-cutting themes into consideration (for example, gender equality, inclusion)
- Staff management, in particular 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
- 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 key-expert 1:

Education/training (section 2.1.1 of the assessment grid):	University degree (e.g. 'master's or German Diplom') in Management studies, Business Administration, Economics, Human Resource Management
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):	15 years of professional experience in the sector education and TVET and/or labour market and/or digitalisation
Specific professional experience (section 2.1.4 of the assessment grid):	not applicable
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 5 people
International professional experience outside the country/region of assignment (section 2.1.6 of the assessment grid):	8 years of professional experience in North America, Northern Europe, Southern Europe, Western Europe, Australia
Professional experience in the country/ region of assignment (2.1.7 of the assessment grid):	5 years of professional experience in Western Asia region (in accordance with UN DESA Statistics Division)
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):	not applicable

Key-Expert 2: Expert for digital TVET Governance (section 2.2 of the assessment grid)

This position is a key expert.

Tasks of key-expert 2 (related to work package 1, output 1):

- Advise on digital transformation of the Jordanian TVET system (esp. BTEC) with strong focus on MoE, in particular aspects related to governance, structures and processes (organisational development support).
- Advise on the current restructuring of the MoE, with particular emphasis on digital aspects.
- Advise on quality assurance (QA) frameworks and accreditation-related processes, including integrating digital aspects into QA and potentially digitising the QA process in line with the Jordanian context and taking into account the existing infrastructure.
- Advise on examination and assessment frameworks, including integrating digital aspects and potentially digitising the examination and assessment processes in line with the Jordanian context and taking into account the existing infrastructure.

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- 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.

Qualifications of key-expert 2:

Education/training (section 2.2.1 of the assessment grid):	University degree (e.g. 'master's or German Diplom') in social sciences, education, public policy, governance, organisational development and management or digital transformation
Language (section 2.2.2 of the assessment grid):	Knowledge of English, C1-level in the Common European Framework of Reference for Languages (5/10 points), Knowledge of Arabic, C1-level (5/10 points)
General professional experience (section 2.2.3 of the assessment grid):	10 years of professional experience in the field of TVET and skills development
Specific professional experience (section 2.2.4 of the assessment grid):	7 years of professional experience in the field of digitalisation of TVET or educational systems
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):	5 years of professional experience in North America, Northern Europe, Southern Europe, Western Europe, Australia
Professional experience in the country/ region of assignment (2.2.7 of the assessment grid):	3 years of professional experience in Western Asia region (in accordance with UN DESA Statistics Division)
Experience in the field of development cooperation (section 2.2.8 of the assessment grid):	not applicable
Other (section 2.2.9 of the assessment grid):	not applicable

Expert 3: Expert for EdTech and IT solutions in TVET (section 2.3 of the assessment grid)**Tasks of expert 3 (related to the work package 1, activity 3 and work package 2, activity 1):**

- Audit the tech and IT solutions, proprietary software use, licensing landscape of TVET in Jordan.
- Develop and introduce a concept, standards/quality criteria, guidelines and hands-on materials for the systematic use of educational technologies, in particular immersive technologies and AI-supported tools, in the MoE system.
- Support the design and development of digital learning content (including multimedia modules and interactive materials and content, for instance, for immersive learning

offers) tailored to TVET/BTEC curricula, ensuring accessibility and pedagogical alignment.

- Provide advisory input on the appropriate use of platforms/tools/software/hardware required for piloting and scaling of teaching and learning offers.
 - o More specifically 1: Advise on the further development and systematic use of AJYAL as the learning management system of the MoE, in particular with regard to making new digital learning content available to all teachers and learners.
 - o More specifically 2: Advise on the further development and use of Siraj as the key chatbot of MoE to provide curricula-relevant information to all learners
- Provide advice on system solutions (IT-specific support) for in the analysis identified challenges. Provide technical and methodological advisory support to translate agreed ideas into implementable technical pilot interventions, including scope, delivery modalities, and institutional set-up.
- Advise on digitising existing processes, such as in QA and exams/assessments (link to work of expert 2).

Qualifications of expert 3:

Education/training (section 2.3.1 of the assessment grid):	University degree (e.g. 'master's or German Diplom') in educational technology, instructional design, software engineering and management or digital transformation
Language (section 2.3.2 of the assessment grid):	Knowledge of English, C1-level in the Common European Framework of Reference for Languages (5/10 points), Knowledge of Arabic, C1-level (5/10 points)
General professional experience (section 2.3.3 of the assessment grid):	10 years of professional experience in the field of digitalisation, TVET and skills development, and management and design of EdTech and immersive technologies
Specific professional experience (section 2.3.4 of the assessment grid):	5 years of professional experience in designing and implementing innovative digital or blended learning programmes, including adaptation of solutions to learners and labour market needs and different institutional contexts (7/10 points) and target-group specific training measures (3/10 points)
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):	5 years of professional experience in North America, Northern Europe, Southern Europe, Western Europe, Australia
Professional experience in the country/ region of assignment (2.3.7 of the assessment grid):	3 years of professional experience in Western Asia region (in accordance with UN DESA Statistics Division)
Experience in the field of development cooperation (section 2.3.8 of the assessment grid):	5 years of professional experience in development cooperation projects

Other (section 2.3.9 of the assessment grid):	not applicable
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Expert 4: Expert for monitoring and evaluation (section 2.4 of the assessment grid)

Tasks of expert 4 (related to the work package 3, activity 1 and 2):

- Short-term expertise to project staff to design and develop an M&E system, incl. tools to regularly collect data, monitor the progress and evaluate the achievement of all module objectives and output indicators in line with GIZ Results Based Monitoring Guidelines and the impact matrix definitions. This concerns esp. surveys that need to be conducted for the module indicator 2, output indicators 2.1 and 2.2, as well as tracer studies of graduates resulting from output 3.
- Assist in collecting, analysing and reporting the data of the project.
- Short-term expertise to strengthen the monitoring and evaluation (M&E) capacities in the MoE and other key partner organisations to enable them to better measure (1) the performance of organisational units, (2) the impact of trainings and other offers and (3) the impact on employment.
- Short-term expertise to project partners to sustainably set-up knowledge management and dissemination of lessons learned of project activities and outputs.

Qualifications of expert 4:

Education/training (section 2.4.1 of the assessment grid):	University degree (e.g. 'master's or German Diplom') in social sciences, economics, project management, statistics or computer science.
Language (section 2.4.2 of the assessment grid):	Knowledge of English, C1-level in the Common European Framework of Reference for Languages (5/10 points), Knowledge of Arabic, C1-level (5/10 points)
General professional experience (section 2.4.3 of the assessment grid):	12 years of professional experience in monitoring and evaluation (7/10 points), of which 3 years in the field of employment or TVET (3/10 points)
Specific professional experience (section 2.4.4 of the assessment grid):	8 years of professional experience in designing and setting up M&E frameworks, information systems and databases (5/10 points), developing key indicators for results-based management (2/10 points) and using various data collection methods (3/10 points)
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):	7 years of professional experience in North America, Northern Europe, Southern Europe, Western Europe, Australia

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Professional experience in the country/ region of assignment (2.4.7 of the assessment grid):	3 years of professional experience in Western Asia region (in accordance with UN DESA Statistics Division)
Experience in the field of development cooperation (section 2.4.8 of the assessment grid):	8 years of professional experience in development cooperation projects
Other (section 2.4.9 of the assessment grid):	not applicable

Pool 1 'Expert Pool for international digital TVET expertise' with 5 experts

The experts in this pool are not part of the technical assessment, so no CVs need to be submitted with the tender. The qualifications specified for the pool are therefore minimum requirements, the fulfilment of which must be confirmed by GIZ before the experts are assigned.

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 1

- Advise on labour-market-oriented digital TVET offers, including emerging digital fields (e.g. AI-related skills, data-driven or digital economy occupations) and cross-cutting approaches (e.g. digital and employability-related skills).
- Support the piloting and implementation of selected digital training measures, including capacity development elements, along BTEC pathways and other relevant TVET formats, in cooperation with partner organisations and providers (e.g. Creative Media, IT, e-sports and gaming, data- or AI-related, or comparable digital specialisations).
- Provide technical and methodological support for designing digital teaching and learning offers in line with the needs of disadvantaged groups and regions.
- Identify feasible options for scaling up digital teaching and learning offers.
- Advise on the employment relevance and outcomes of selected digital training measures, including the effects of AI-related and other emerging skills development on student employability.
- Advise the MoE on the digitalisation of human-input-intensive organisational processes and the use of digital methods in organisational development.

Qualifications of the expert pool 1

Education/training	5 experts, each with a university degree (e.g. 'master's or German Diplom') in social sciences, computer sciences, education, public policy, governance, organisational development and management, or digital transformation
Language	5 experts, each with knowledge of English, C1-level in the Common European Framework of Reference for Languages

General professional experience	5 experts, each with 10 years of professional experience in the sector education, TVET or digitalisation
Specific professional experience	2 experts, each with 5 years of professional experience in designing, piloting, and expanding innovative digital or blended learning programmes
Leadership/management experience	not applicable
International professional experience outside the country/region of assignment	5 experts, each with 5 years of professional experience in North America, Northern Europe, Southern Europe, Western Europe or Australia
Professional experience in the country/ region of assignment	2 experts, each with 3 years of professional experience in Western Asia region (in accordance with UN DESA Statistics Division), of which 2 years in Jordan
Experience in the field of development cooperation	2 experts, each with 5 years of professional experience in development cooperation projects
Other	not applicable

Pool 2 'Expert Pool for national digital TVET expertise' with 5 experts

The experts in this pool are not part of the technical assessment, so no CVs need to be submitted with the tender. The qualifications specified for the pool are therefore minimum requirements, the fulfilment of which must be confirmed by GIZ before the experts are assigned.

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 digitalisation 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.
- Advise on and supporting the strengthening of inclusion in digital TVET offers, including analysing existing inclusion-related digital initiatives in Jordan, reviewing digital training materials and learning offers for inclusivity, proposing and supporting

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the implementation of digital measures targeting disadvantaged groups or regions, and mainstreaming the visibility of the inclusion dimension in project implementation.

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

Qualifications of the expert pool

Education/training	5 experts, each with a university degree (e.g. master's) in social sciences, computer sciences, education, public policy, governance, organisational development and management or digital transformation
Language	5 experts, each with knowledge of English, C1-level in the Common European Framework of Reference for Languages and Arabic C1 level
General professional experience	5 experts, each with 10 years of professional experience in the sector education, TVET, digitalisation, organisational development, human resources
Specific professional experience	2 experts, each with 3 years of professional experience in advising the MoE or TVET institutions in Jordan
Leadership/management experience	not applicable
International professional experience outside the country/region of assignment	not applicable
Professional experience in the country/ region of assignment	5 experts, each with 8 years of professional experience in Western Asia region (in accordance with UN DESA Statistics Division), of which 7 years in Jordan
Experience in the field of development cooperation	2 experts, each with 5 years of professional experience in development cooperation projects
Other	not applicable

UN DESA regions are defined as East Africa, Central Africa, North Africa, Southern Africa, West Africa, South America, the Caribbean, Central America, North America, Central Asia, East Asia, South Asia, Southeast Asia, Western Asia, Eastern Europe, Northern Europe, Southern Europe, Western Europe, Australia, Melanesia, Micronesia and Polynesia; refer to [USND methodology](#) for country assignment.

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.

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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
- Sensitivity towards disabilities

Soft skills are not evaluated.

Staff presentation

(section 2.11 of the assessment grid)

- Not applicable -

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.

Expert	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
Key-Expert 1: Team Leader	85	5	90	No	2	0
Key-Expert 2: Expert for digital TVET Governance	50	50	100	No	4	0

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Expert 3: Expert for EdTech and IT solutions in TVET	50	50	100	No	4	0
Expert 4: Expert for monitoring and evaluation	30	40	70	No	2	0
Pool 1 'Expert Pool for international digital TVET expertise' with 5 experts	250	200	450	No	18	0
Pool 2 'Expert Pool for national digital TVET expertise' with 5 experts	Not applicable	650	650	No	0	0

5.2 National administrative staff

The following national administrative staff are needed:

1 Office assistants for **16 months** (3 working days per month = 48 days).

5.3 Travel expenses

5.3.1 Travel – sustainability considerations

GIZ would like to reduce greenhouse gas emissions (CO₂ 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 CO₂-efficient. For short distances, travel by train (second class) or e-mobility are the preferred options.

CO₂ emissions caused by air travel must be offset. GIZ specifies a budget for this, through which the carbon offsets can be settled against evidence.

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

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5.3.2 Travel expense requirements

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

Travel expenses item	Quantity/budget
Total number of international flights	30 single trips
Total number of regional/national flights	0
CO ₂ offsets for flights	EUR 750 An unalterable budget for CO ₂ offsets for settlement against evidence is specified.
Transfer costs	EUR 1,000 An unalterable budget for transfer costs for settlement against evidence is specified.
Per-diem allowances	400 days
Accommodation allowances	400 days
Visa acquisition costs	EUR 1,000

Tenders may include per-diem allowances 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 the reimbursement of travel expenses (download at <https://www.bundesfinanzministerium.de>). They will be reimbursed as a **lump sum** at the contractually agreed level.

In addition, for the following items, reasonable costs can be settled against evidence up to the proposed amount.

- Flight costs
- Transfer costs
- Visa acquisition costs

Accommodation allowances outside Germany will be reimbursed in accordance with the following provision:

For the country Jordan, tenderers may offer accommodation allowances up to EUR 134. 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 134 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.

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

Please note: These travel expense items do not cover contract-related costs in the country of assignment (see section 3.6.2 of the General Terms and Conditions). Please cost these items in the price schedule under '2.2 Costs related to the contract in the country of assignment'.

5.4 Procurement of services and works

Not applicable

5.5 Procurement of materials and equipment

Budget for materials and equipment: **EUR 49,000**

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

Materials and equipment to be procured by the contractor in the financial bid.
Office furniture (Teacher Desk & Chair, Student Chairs & Tables, Storage Cabinets) IT equipment (Laptops, Server, Smartscreen, Printer, Classroom audio system, Webcam / camera (for recording lessons), Headphones with mic – for individual work)

5.6 Operating costs in the country of assignment

The specified lump sums per month are the maximum amounts the tenderer can include in the tender. In other words, the tenderer can offer lower individual lump-sum amounts. The corresponding lump sums are to be entered into the price schedule by the tenderer. **Higher lump sums are not to be included in the tender.**

Lump-sums that are not specified are to be offered by the tenderer (with no upper limit).

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	Months	Lump sum per month up to
Office operating costs	16	625

5.7 Workshops, education and training

Workshop budget: EUR 25,000

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

Please delete where not applicable or add information if necessary:

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

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

Security related budget: EUR 10,000

The fixed, unalterable budget above is earmarked in the price schedule for security related costs arising from official GIZ Risk Management Office set requirements or from changes in the security situation.

5.10 Flexible remuneration item

Budget for flexible remuneration: EUR 15,000

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 15 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 English.

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, weeks or months (for example: 2019: 2 months, 2020: 10 months, 2021: 1 month)
- Leadership experience/management: clear information on the reference projects or fixed positions within the company/organisation in which the requirements specified in section 4 were fulfilled (for example, period, number of persons for whom the expert had disciplinary responsibility, project budget) (if relevant)
- 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) (if relevant)

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:

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 and/or an agreement is concluded to provide cofinancing for the measure.

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

Nature and scope:

Immersive devices and related equipment: Standalone VR headsets with controllers (including consideration of replaceable hygiene components and spare parts due to wear and intensive use); AR/MR headsets for mixed-reality demonstrations and content testing (with assessment of whether lighter AR goggles may be more practical in terms of comfort, usability, and classroom sharing); tablets for AR-based learning activities (including protective cases and basic spare components); XR-ready PCs for running advanced simulations and content development; instructor laptop; smart interactive screen; document camera; audio and communication equipment (headsets with microphones — considering different microphone types for various scenarios — and external speakers); basic recording kit (HD camera or high-quality webcam with tripod) for documenting sessions (preferably compatible with mobile phones where feasible); enterprise-grade Wi-Fi access point(s) suitable for multiple devices; network switch and router/firewall (aligned with MoE IT standards and cybersecurity requirements); UPS for PCs and networking equipment; secure device storage lockers; furniture and space setup (work tables, instructor station, and chairs suitable for seated VR modules); 360° camera (1 unit) for virtual tours of workshops or industry sites; 3D scanner (1 unit); lighting kit for content production (1 unit); green screen setup (1 unit); 3D printer (including consideration of required consumables such as filament and maintenance materials); and tracking, interaction, and haptic components such as external tracking/base stations, hand-tracking modules or gloves, basic haptic devices (vests or tool controllers), and an entry-level motion capture kit for posture and ergonomics training;

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in addition to appropriate software licenses, authoring tools for immersive content creation (VR/AR/360°), and demonstration platforms required for each deployed technology (including verification of free-use conditions and budgeting for paid license models); optional low-cost and scalable complementary tools such as Google Cardboard, mobile phone video production accessories (mounts, adapters, microphones), and AR cubes for marker-based AR activities; and clarification of cloud-based storage solutions or server requirements in coordination with MoE IT.

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 equipment.
- GIZ Procurement Section issues a written approval for this procurement.

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.