

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

CONFIDENTIAL

Development and institutionalization of a Dual training curriculum developer qualification system for dual TVET in Mongolia	Project number/ cost centre: G-012416-001
	Tender number 10058874

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0. List of abbreviations

AG	Commissioning party
AN	Contractor
AVB	General Terms and Conditions of Contract for supplying services and work
FK	Expert
FKT	Expert days
ToR	Terms of reference
BBiG	German Vocational Training Act (Berufsbildungsgesetz)
BIBB	Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung)
CMTU	Confederation of Mongolian Trade Unions
DMC	Dual TVET Management Committee
DVTU	Dual Vocational Training Unit (at MNCCI)
EEC	Education Evaluation Center (Mongolia)
GAE	General Authority for Education (Mongolia)
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
In-CI	In-Company Instructor
KZFK	Short-Term Expert (Kurzzeitfachkraft)
SPB	School Professional Board
MNCCI	Mongolian National Chamber of Commerce and Industry
MONEF	Mongolian Employers' Federation
MoE	Ministry of Education (Mongolia)
NQF	National Qualifications Framework
SOP	Standard Operating Procedure
ToR	Terms of Reference
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training

1. Context

Mongolia's overarching development framework, encapsulated in the landmark "Vision 2050", addresses the primary structural and socio-economic challenges the nation faces in its transition to a diversified, high-value, and ecologically sustainable economy.

Complementing this long-term strategy, the "New Recovery Policy" enacted in 2022 targets immediate post-pandemic revitalization, focusing on infrastructure expansion, industrial productivity, and rural development. Concurrently, the national "Green Development Policy" was adopted to support sustainable, ecological, and resilient growth. However, the successful execution of these ambitious macro-policies is severely threatened by a critical deficit of highly skilled, technically adaptable, and practically trained labour capable of operating within modern, mechanized, and ecologically conscious industries.

To bridge this qualitative labour gap, Mongolia must transition from its traditional, supply-driven educational paradigm toward a highly responsive and demand-driven Technical and Vocational Education and Training (TVET) system. Historically, Mongolian TVET has suffered from a deep-seated disconnect, where state schools delivered highly theoretical, school-centred instruction using outdated equipment, resulting in high youth unemployment alongside persistent industrial skill shortages. In response, the Government of Mongolia, under the leadership of the Ministry of Education (MoE), has spearheaded a major legislative overhaul, codified in the newly amended TVET Act. This reform aims to introduce the dual TVET approach, reform public funding models, establish inclusive, gender-sensitive training environments, and design future-oriented vocational curricula that align directly with evolving labour market needs.

Unlike standard assessment-driven interventions, which merely measure the final educational outcomes, the success of the dual curriculum reform hinges on the active, structural integration of private enterprises as primary learning venues. In a dual TVET system, companies are no longer passive recipients of graduates or mere providers of internships; they are co-designers of the educational path. Consequently, curriculum development cannot remain an academic exercise confined to school classrooms. It requires a systematic methodology to help companies translate abstract National Occupational Standards (NOS) into practical, day-to-day training processes. Without clear, company-specific training guidelines, enterprises struggle to structure the workplace-based phases, often resulting in trainees being underutilized or performing repetitive, non-educational tasks instead of acquiring systematic, professional competencies on the job.

A fundamental structural pillar of this TVET reform is the formal transfer of operational governance, quality assurance, and curriculum development functions from state-only control to private sector representation. In March 2024, this transition was formalized through a high-level Memorandum of Understanding (MoU) executed between the MoE and the Mongolian National Chamber of Commerce and Industry (MNCCI), officially designating the Chamber as the "Competent Body" (Zuständige Stelle) for dual TVET. Under this mandate, the MNCCI established the Dual Vocational Training Unit (DVTU) to oversee tripartite training contracts, conduct rigorous company suitability audits, and manage the collaborative development of modern dual curricula. Facilitating this complex, multi-stakeholder transition is the Dual TVET Management Committee (DMC), which acts as the strategic decision-making and consensus-building body where ministries, employers' federations, and trade unions collectively steer the system's quality standards.

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

The ultimate objective of this specific assignment is to design, pilot, and fully institutionalize a sustainable, standardized, and highly reproducible methodology for dual curriculum development for the pilot occupations. In strict alignment with the regulatory requirements of Regulation for TVET Curriculum Development A/563 (with associated requirements and templates from 16.01.2026) and Dual TVET Regulation A/544, this methodology must successfully balance school-based theoretical learning (30%) and company-based practical training (70%), ensuring both components are pedagogically, chronologically, and operationally synchronized. This requires the development of explicit School Curriculum Framework (Rahmenplan) and especially Company Master Training Plans (innerbetriebliche Ausbildungspläne) and Weekly or Monthly Rotation Plans (Rotationspläne) that allow enterprises to easily integrate training steps into their daily commercial production workflows, providing the national TVET system with a clear, replicable blueprint for scaling dual vocational training nationwide.

2. Tasks to be performed by the contractor

The contractor (AN) is responsible for providing technical advisory services and capacity development to establish a sustainable, self-reliant curriculum development and update structure for dual TVET in Mongolia. The focus is not on short-term drafting services, but on systemic capacity building of local multipliers, ensuring that Mongolian stakeholders can independently develop and update dual curricula in the future.

The tasks are structured into four comprehensive Work Packages (WPs):

Work Package	Core Focus & Primary Deliverable
WP 1: Methodological Framework	Draft a unified Guide/Manual for Dual Curriculum Development in Mongolia
WP 2: Capacity Development	Qualify Curriculum Developer/Facilitator multiplier (Train-the-Trainer)
WP 3: Cooperative Curriculum Design	Facilitate the co-authoring of dual curricula for the Pilot Occupations
WP 4: Validation and Handover	Guide the curricula through formal GAE/MoE approval and prepare digital LMS rollout

Work Package 1: Methodological Framework and Dual Guidelines

- **Task 1.1:** Review existing Mongolian curriculum development regulation, occupational standards and school-based curricula for the pilot occupations to identify gaps regarding practical, company-based training requirements. Define a standardized methodology for developing school-based and enterprise-based learning components.
- **Task 1.2:** Draft a comprehensive, user-friendly **Manual for Dual Curriculum Development** in Mongolia. The guide must outline:
 - Develop templates and tools for curriculum development, including curriculum structures, enterprise training plans, learning outcomes, assessment criteria,

and workplace training documentation. How to split learning outcomes between TVET schools (30%) and companies (70%).

- Formats for coordinating school-based "block instruction" and company-based placement schedules.
- Integration of the *Company Training Record Book (Berichtsheft)* as a curriculum-aligned monitoring tool.
- Define the roles and responsibilities of MoE, GAE, TVET institutions, companies, sector associations, and other relevant stakeholders.
- **Task 1.3:** Align the manual with the strategic guidelines of the Dual TVET Management Committee (DMC), facilitating a consensus-building session with MoE, GAE, and MNCCI. Revise the Guide/Manual based on stakeholder feedback.

Work Package 2: Capacity Development for curriculum developer/facilitator multipliers (Train-the-Trainer)

The assignment will combine **methodological training, practical application, peer learning, coaching, and exposure to relevant German, European dual TVET practices**. The trained multipliers will subsequently be able to transfer the methodology to other curriculum development teams, TVET institutions, enterprises, and relevant sector stakeholders in Mongolia.

- **Task 2.1:** Design a specialized training/workshop program for **20 Mongolian curriculum multipliers** (representing DMC, GAE, EEC, MNCCI, and selected lead teachers/industry representatives).
 - Assess the existing knowledge, experience, and competencies of the selected curriculum multipliers.
 - Identify gaps related to dual curriculum development, competency-based training, workplace learning, assessment, facilitation, and quality assurance.
 - Use the findings to tailor the training programme and learning materials.
 - Define learning objectives and expected competencies for participants and develop a detailed training concept, methodology, agenda, and session plans.
 - Ensure a strong balance between theoretical input, practical exercises, group work, case studies, simulations, peer learning, and reflection.
- **Task 2.2: Curriculum development methodology. Training should cover, inter alia:**
 - competency-based curriculum development;
 - interpretation and application of occupational standards;
 - identification of occupational competencies and learning outcomes;
 - modular curriculum design;
 - allocation of learning between TVET institutions and enterprises;

- development of school-based and company-based learning components;
 - development of practical learning tasks;
 - assessment and quality assurance;
 - integration of occupational safety, sustainability, soft skills, digital skills, gender equality, and inclusion where relevant.
 - Introduce techniques for managing diverse working groups consisting of teachers, enterprise representatives, occupational experts, and government stakeholders.
 - Strengthen skills in consensus building, moderation, conflict management, and decision-making.
 - Train participants to document curriculum development processes and stakeholder decisions.
 - Use practical assignments and peer-learning approaches, with participants applying the methodology to actual curriculum development processes.
 - Conduct competency-based assessment and provide certification/qualification where applicable.
 - Establish a community of practice or professional network for continued exchange and peer support.
- **Task 2.3: Conceptualize, coordinate, and implement a 10 to 15 day Training Program in Germany**
 - Introduction to the principles and governance of the German dual TVET system;
 - Roles and responsibilities of vocational schools, companies, chambers, sector organisations, and public authorities;
 - German approaches to occupational standards and competency-based curriculum development;
 - Development and coordination of school-based and company-based learning;
 - Organisation of workplace learning in companies;
 - Development and use of company-based training plans (Betriebliche Ausbildungspläne);
 - Development and application of school curriculum frameworks (Rahmenlehrplan/Rahmenplanung, as applicable);
 - Linking occupational competencies with learning outcomes and practical work processes;
 - Work-process-oriented learning and the “complete action” (vollständige Handlung) approach;
 - Practical assessment and examination arrangements;

- Quality assurance mechanisms in dual training;
- Role of In-company trainers and vocational teachers;
- Digital tools and LMS-supported vocational learning;
- Good practices and lessons learned that may be adapted to the Mongolian context
- Arrange relevant visits, where feasible, to: Vocational schools; Training centres; Companies providing dual training; Chambers or sector organisations; Relevant curriculum development or assessment institutions.
- A specific component of the Germany programme shall focus on “**What can be transferred to Mongolia?**”

Task 2.4: Supervise and mentor qualified Mongolian Multipliers to independently deliver training and qualification programmes for at least **60 local curriculum developers/facilitators** in Mongolia. The multiplier effect shall be documented and institutionalized as a standardized service package to be offered by the MNCCI.

Key Activities:

- Develop an implementation and mentoring plan for the local curriculum developer/facilitator qualification programme.
 - Coach multipliers on providing training on development and use of company-based training plans (Betriebliche Ausbildungspläne), and development and application of school curriculum frameworks (Rahmenlehrplan/Rahmenplanung, as applicable) to the local curriculum developers.
 - Supervise training delivery and provide technical guidance to ensure compliance with agreed quality standards.
 - Support the local curriculum developer/facilitator candidates using standardized assessment tools.
 - Assist MNCCI in establishing a national register of certified curriculum developers and procedures for their appointment and continuous professional development.
 - Develop a standardized **Curriculum developer/facilitator Qualification Service Package**, including training materials, operational procedures, quality assurance mechanisms, and certification processes, for institutionalization within the MNCCI DVTU.
 - Document lessons learned and provide recommendations for the sustainable implementation and scaling of the curriculum developer/facilitator qualification program.
- **Task 2.5:** Introduce modern, action-oriented learning methodologies (*vollständige Handlung*) and coach the multipliers on how to structure company-based learning plans (*Betriebliche Ausbildungspläne*) and School curriculum framework (*Rahmenplanung*) based on the developed curricula.

- Introduce the vollständige Handlung approach and demonstrate its application to the pilot occupations.
- Coach multipliers in translating occupational competencies and learning outcomes into practical learning tasks and workplace activities.
- Guide the development of company-based training plans (Betriebliche Ausbildungspläne), including workplace tasks, sequencing, duration, supervision, equipment, safety, and assessment.
- Guide the development of school curriculum frameworks (Rahmenplanung/Rahmenlehrplan), including learning modules, learning outcomes, practical activities, teaching methods, and assessment.
- Ensure systematic alignment between school-based and enterprise-based learning.
- Develop a mapping of occupational standards, competencies, curriculum modules, workplace activities, and assessment methods.
- Coach multipliers through practical exercises, group work, and review of their draft plans.
- Develop templates and practical guidance that can be reused for future dual curriculum development in Mongolia.

Work Package 3: Cooperative Dual Curriculum Design (Pilot Occupations)

- **Task 3.1:** Coordinate and provide technical leadership to sector-specific working groups in translating national occupational standards and competency requirements into practical, modular, and competency-based dual curricula for the pilot occupations. Conduct an initial assessment of each pilot occupation, including a review of relevant occupational standards, industry competency requirements, labour-market demand, and current training provision, to ensure that the curricula are aligned with sector needs and workplace requirements.
- **Task 3.2:** Ensure that each Training master plan and Framework curriculum contains a clear dual-structure matrix: defining exactly which competences are taught in the school workshop and which are trained during company-based phases.
 - Facilitate workshops for the joint development and review of the curricula.
 - Define occupational competencies, learning outcomes, curriculum structure, modules, training duration, and allocation of learning between TVET institutions and enterprises.
 - Develop detailed company-based training plans, including practical tasks, seasonal/work-process requirements where relevant, workplace learning activities, and assessment arrangements.
 - Integrate gender equality, inclusion, soft skills, occupational safety, environmental sustainability, and digital competencies where appropriate.
 - Develop corresponding assessment instruments and quality assurance mechanisms.

- Conduct stakeholder validation workshops and incorporate feedback into the final curricula.

Work Package 4: Validation, Digital Integration and Handover

- **Task 4.1: Formal Validation and Approval**

- Coordinate the validation of the dual curricula with GAE, MoE, TVET institutions, enterprises, and relevant sector stakeholders.
- Consolidate and incorporate technical feedback and finalize the curricula.
- Prepare supporting documentation and facilitate the formal approval process.
- Ensure alignment with national regulations, occupational standards, and dual TVET requirements.

- **Task 4.2: Digital Integration:** Coordinate the digitized structuring of the curricula for integration into the TVET Moodle LMS platform, allowing schools and companies to access digital learning resources and training plans.

- **Task 4.3: Evaluation and Scale up:**

- Evaluate the pilot curriculum development process and document key achievements, challenges, and lessons learned.
- Assess the effectiveness of the methodology, stakeholder cooperation, and Master Curriculum Developer approach.
- Develop recommendations and a scaling roadmap for institutionalizing dual curriculum development nationwide.

Certain milestones and deliverables

Certain milestones and deliverables, as laid out in the table below, are to be achieved during the contract term:

Milestone / Deliverable	Target Date	Associated Work Package	Primary Verification Document
Milestone 1: Submission and approval of the Draft Manual for Dual Curriculum Development	May 2027	WP 1	Methodological Manual accepted by GAE & MNCCI
Milestone 2: Completion of Capacity Building Training/Workshop for curriculum developer/facilitator multiplier	January 2027	WP 2	Training/workshop documentation, lists of participants, ToT evaluations

Milestone 3: Support Multipliers in planning, delivering, and evaluating curriculum developer training programmes for local curriculum in Mongolia.	September to November 2027	WP 2	Multipliers successfully deliver training and qualify 60 local curriculum developers in Mongolia.
Milestone 4: Draft Dual Curricula for the Pilot Occupations finalized	September 2027	WP 3	Modular dual curriculum drafts submitted to sector groups
Milestone 5: Finalized, validated curricula and GAE/MoE approval	October 2027	WP 4	Officially approved national dual curricula and final report

Period of assignment: from 01.12.2026 until 31.05.2028

3. Concept

The tender must contain a comprehensive concept addressing the following points. This concept will be evaluated based on GIZ's standard assessment grid.

Technical-methodological concept

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

Cooperation (1.2):

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

Steering Structure (1.3):

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

Processes & Implementation Plan (1.4):

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

Learning and Innovation (1.5):

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

Project management of the contractor (1.6):

The tenderer is required to explain its approach for coordination with the GIZ project. In particular, the project management requirements specified in Chapter 2 (Tasks to be performed by the contractor) must be explained in detail.

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

The tenderer is required to describe its backstopping concept. The following services are part of the standard backstopping package, which (like ancillary personnel costs) must be factored into the fee schedules of the staff listed in the tender in accordance with Section 3.1 of the GIZ AVB:

- Service-delivery control
- Managing adaptations to changing conditions
- Ensuring the flow of information between the tenderer and GIZ
- Assuming personnel responsibility for the contractor's experts
- Process-oriented steering for implementation of the commission
- Securing the administrative conclusion of the project

4. Personnel concept

The assignment is designed for a highly qualified **expert team** provided by the contractor (AN) to ensure both systemic governance expertise and specialized, sector-specific curriculum knowledge.

Project Role	Core Function / Profile	Primary Responsibilities / Focus Areas
Team Leader	High-Level TVET Policy Advisor	Strategic institutional steering, ministerial liaison (MoE, GAE), coordination with MNCCI leadership, and overall reporting.
Key Expert 1	Curriculum Design Specialist	Direct co-authoring of the Methodological Manual, coordinating technical workgroups, and organizing the capacity-building (ToT) programs. (WP1-2)
Key Expert 2	Content expert in Agriculture field	Provide sector-specific technical expertise for the development of dual curricula for the pilot occupations, including the translation of occupational standards into learning outcomes, practical workplace learning tasks, company-based training plans and relevant technical and

		safety requirements. Support the validation and finalization of the curricula (WP3–4).
Key Expert 3	Content expert in Energy field	Provide sector-specific technical expertise for the development of dual curricula for the pilot occupations, including the translation of occupational standards into learning outcomes, practical workplace learning tasks, company-based training plans and relevant technical and safety requirements. Support the validation and finalization of the curricula (WP3–4).
Key Expert 4: Master trainer	Multiplier training expert	Design and conduct a standardized curriculum for Multiplier Qualification in curriculum development methodology. Support multipliers to adopt this training program in Mongolia (WP2)
Key Expert 5: National expert	Local TVET assessment expert	Accompany the entire process and work as the local contact person WP 1-4

Team leader

Tasks of the team leader

- Overall responsibility for the advisory packages of the contractor (quality and deadlines).
- Coordinating and ensuring communication with GIZ, local experts, partners, and others involved in the consultancy service.
- Communicating and cooperating closely with management and implementation level stakeholders (MoE, GAE, MNCCI, MONEF).
- Steering overall consultancy service to reach planned impacts on dual curriculum implementation in Mongolia.
- Regular reporting in accordance with GIZ deadlines.

Qualifications of the team leader

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

Language (2.1.2): C1-level language proficiency in German, and fluent/proficient written and spoken English (minimum B2 level) for international reporting and workshop coordination.

General professional experience (2.1.3): 8 years of professional experience in TVET policy consulting, national educational standards formulation, or institutional TVET transition at a national or international level (experience within institutional frameworks such as BIBB or similar national agencies is highly preferred).

Specific professional experience (2.1.4): 8 years of professional experience in international TVET cooperation with a focus on developing cooperative/dual curriculum development, institutional guidelines, or modular learning frameworks, including experience in at least two of the following areas:

- Implementation of dual training components

- Development of SOPs/process guidelines for TVET institutions
- Development of curriculum development systems or procedures
- Chamber-based vocational training or curriculum development systems
- Qualification of vocational curriculum developers/facilitators
- Kindly provide evidence by a short description of 3 reference projects.

Leadership/management experience (2.1.5): 5 years of management/leadership experience as project team leader or manager in a company

Regional experience (2.1.6): General consulting experience in international TVET cooperation in Central, East, or Southeast Asia. Experience in advising public entities, supporting state-level vocational training committees, or managing policy-level capacity-building initiatives is highly desired.

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

Key expert 1 (Curriculum Design Specialist)

Tasks of key expert 1

- Authoring the Guide/Manual for Dual Curriculum Development in Mongolia (WP 1).
- Formulating the concrete modular structure and learning-outcome distribution for the pilot curricula (WP 1-3).
- Conceptualizing and moderating the Train-the-Trainer (ToT) capacity-building program for multipliers (WP 2).
- Coordinate and develop a standardized curriculum developer/facilitator Qualification Service Package, including training materials, operational procedures, quality assurance mechanisms, and certification processes, for institutionalization within the MNCCI DVTU. (WP 2).

Qualifications of key expert 1

Education/training (2.2.1): University degree (Bachelor's or higher) in vocational education and training, vocational pedagogy, education, Curriculum Design, or related technical fields.

Language (2.2.2): B2 -level language proficiency in English

General professional experience (2.2.3): 8 years of professional experience in vocational curriculum development, including competence-based and/or modular curriculum frameworks.

Specific professional experience (2.2.4):

- 8 years of professional experience in the development of cooperative/dual curricula, including the coordination of school-based and company-based learning components.
- At least 5 years of experience in coordinating or facilitating multi-stakeholder curriculum development processes involving TVET institutions and private-sector representatives.
- At least 5 years of experience in designing and/or delivering Training-of-Trainers (ToT), multiplier training, or comparable capacity-development programmes in TVET.

Leadership/management experience (2.2.5): 5 years of management/leadership experience as lead curriculum development

Regional experience (2.2.6): General consulting experience in international TVET cooperation abroad. Experience in advising public entities, supporting state-level vocational training committees, or managing policy-level capacity-building initiatives is highly desired.

Soft skills of team members

In addition to their specialist qualifications, the following qualifications are required of team members:

Team skills

Initiative

Communication skills

Socio-cultural skills

Efficient, partner- and client-focused working methods

Interdisciplinary thinking

Key expert 2: Subject matter expert Agriculture

Tasks of the subject matter expert Agriculture:

- Providing technical, sector-specific inputs to align the curricula of the pilot occupations with modern industrial requirements (*Agriculture*).
- Reviewing technical equipment requirements and safety standards for the selected pilot schools and workshops.

Qualifications of Key expert 2

Education/training (2.3.1): University degree (Bachelor's or higher), Meister/Techniker qualification, or equivalent recognized professional qualification in the relevant occupational/technical field.

Language (2.3.2): C1/Fluent proficiency in German, and fluent/proficient written and spoken English (minimum B2 level) for international reporting and workshop coordination.

General professional experience (2.3.3): 8 years of professional experience in the Agriculture sector

Specific professional experience (2.3.4): 5 years of professional experience in Agriculture, including experience in at least two of the following areas:

- Implementation of dual or work-based training components
- Vocational instruction
- Training-of-Trainers
- Development of practical training plans and curricula
- Development of workplace-based learning tasks

Key expert 3: Subject matter expert Energy

Tasks of the subject matter experts:

- Providing technical, sector-specific inputs to align the curricula of the pilot occupations with modern industrial requirements (*Energy*).
- Reviewing technical equipment requirements and safety standards for the selected pilot schools and workshops.

Qualifications of Key expert 3

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

Language (2.4.2): C1/Fluent proficiency in German, and fluent/proficient written and spoken English (minimum B2 level) for international reporting and workshop coordination.

General professional experience (2.4.3): 8 years of professional experience in the Energy sector

Specific professional experience (2.4.4): 5 years of professional experience in Energy sector, including experience in at least two of the following areas:

- Implementation of dual or work-based training components
- Vocational instruction
- Training-of-Trainers
- Development of practical training plans and curricula
- Development of workplace-based learning tasks

Key expert 4: Master trainer

Tasks of master trainer:

- Designing and executing the Master Trainer Qualification program (ToT) in curriculum development methodology.
- Supervise and mentor the qualified Mongolian Multipliers as they independently train and qualify local curriculum developers in Mongolia
- Utilizing GIZ Moodle workspace as the operational planning and co-working platform.

Qualifications of master trainer:

Education (2.5.1): University degree (Bachelor's or higher) in Vocational Education and Training, Vocational Pedagogy, Education, Engineering, Social Sciences, or another field relevant to the assignment.

Language (2.5.2): C1/Fluent proficiency in German, and fluent/proficient written and spoken English (minimum B2 level) for international reporting and workshop coordination.

General Professional Experience (2.5.3): 8 years of professional experience in vocational education and training.

Specific Professional Experience (2.5.4):

At least 5 years of professional experience in designing and/or delivering Training-of-Trainers (ToT), multiplier training, or comparable capacity development programmes in TVET.

At least 5 years of professional experience in the training or qualification of vocational curriculum developers/facilitators.

At least 5 years of experience in interactive adult learning and training methodologies, including workshop facilitation, practical exercises, role plays and/or case-based learning.

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

Key expert 5: National expert

Tasks of national expert:

- Support in Mongolia the entire coordination of Mongolian stakeholders in Work Packages 1-4
- Work as resource person and expert of Mongolian TVET
- Provide language support in written and oral communication, where required

Qualifications of national experts:

Education (2.6.1): University degree (Master's or Bachelor's equivalent) in Vocational Pedagogy, Engineering, Social Sciences, Public Administration, or another field relevant to the assignment.

Language (2.6.2): C1 level language proficiency in English language proficiency and minimum B2 level in German.

General Professional Experience (2.6.3):

- 10 years of professional experience in the Mongolian TVET sector.

Specific Professional Experience (2.6.4):

- At least 5 years of professional experience in vocational curriculum development in Mongolia.
- At least 5 years of professional experience in cooperation and coordination with Mongolian TVET institutions and stakeholders, such as government institutions, TVET schools, employers, chambers, professional associations and/or social partners.
- At least 3 years of professional experience in monitoring and evaluation of TVET programmes, institutional development processes and/or capacity-development activities.
- At least 3 years of experience in using digital tools for TVET, assessment, monitoring of activities and outcomes, knowledge management and/or project collaboration.

5. Costing requirements

Assignment of personnel and travel expenses

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

Sustainability aspects for travel

GIZ has undertaken an obligation to reduce greenhouse gas emissions (CO₂ emissions) caused by travel. When preparing your tender, please incorporate options for reducing emissions, such as selecting the lowest-emission booking class (economy) and using means of transport, airlines and flight routes with a higher CO₂ efficiency. For short distances, travel by train (second class) or e-mobility should be the preferred option.

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 \(German only\)](#) has published a [list of standards \(German only\)](#). GIZ recommends using the standards specified there.

Specification of inputs

Fee days	Number of experts	Number of days per expert	Total	Comments
Team leader responsible for WP 1-4	1	40	40	Expert is required to visit Mongolia twice during contract period, total up to 14 days in MN
Key expert 1 responsible for WP1-4	1	40	40	Expert is required to visit Mongolia twice during contract period, total up to 14 days in MN
Key expert 2 Agriculture expert responsible for WP3-4	1	30	30	Expert is required to visit Mongolia twice during contract period, total 7 days in MN
Key expert 3 Energy expert responsible for WP3-4	1	30	30	Expert is required to visit Mongolia twice during contract period, total 7 days in MN
Key expert 4 Master trainer responsible for WP 2	1	40	40	Expert is required to visit Mongolia twice during contract period, total up to 14 days in MN
Key expert 5 National expert	1	80	80	

Transport	Quantity	Number per expert	Total EUR	Comments
CO ₂ compensation for air travel	2	8	512	A fixed budget of EUR 512 is earmarked for settling carbon offsets against evidence.
Fixed travel budget	1		30,000.00	A budget is earmarked for travel to the following countries: Mongolia. A fixed budget of EUR 30,000 is earmarked for settling travel expenses against evidence. You can find further information on the travel expense budget in the 'Price schedule' document. Please use the 'Explanations' column in the price schedule to break down the individual items. Settlement is possible only until the budget is depleted.
Other costs	Number	Price	Total	Comments
Workshops	1	10,000	10,000	Please calculate a budget for workshops taking the following cost items into account: <i>Curriculum Developer training/ workshop in Germany or Europe.</i>

Workshops, events and trainings

The expert is responsible for preparing, moderating, and documenting the following core workshops (budgets for venue rentals, translation services, and catering are managed in coordination with GIZ local offices):

The contractor implements the following workshops/study trips/training courses:

- Workshop I: Inception & Methodology Alignment (Ulaanbaatar)
 - Target Group: GAE, EEC, MNCCI representatives, and DMC curriculum working groups.
 - Focus: Adopting the Guide for Dual Curriculum Development, mapping roles in accordance with Regulation A/544.
- Workshop II: ToT on Handlungsorientiert Curriculum Design (Europe)
 - Target Group: Selected Mongolian curriculum multipliers and working group members.

- Focus: Methodological training on modularizing curricula, writing practical learning units, and company training plan integration.
- Workshop III: Post-Pilot Calibration & Final Approval Prep (Ulaanbaatar)
 - Target Group: GAE, MoE, MNCCI, and school directors.
 - Focus: Presenting the validated dual curricula drafts, preparing GAE registration, and aligning digital Moodle templates.

6. Inputs of GIZ or other actors

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

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

7. Requirements on the format of the tender

- **Structure:** The structure of the tender must correspond exactly to the structure of the ToR. In particular, the detailed structure of the concept (Chapter 3) should be organized in accordance with the positively weighted criteria in GIZ's standard assessment grid (not with zero).
- **Formatting:** The tender must be legible (font size 11 or larger, Arial or Calibri) and clearly formulated.
- **Language:** The complete tender must be drawn up in **English** or **German**.
- **Length Constraints:** The technical concept must not exceed **10 pages** (excluding CVs). Any content exceeding this limit will not be evaluated.
- **Expert CVs:** Must follow GIZ standard formats, not exceeding 4 pages per CV, clearly showing the exact role, duration of employment, and reference projects.

8. Outsourced processing of personal data

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

9. Annexes

- **Annex 1:** Regulation A/544 on Organizing Dual TVET in Mongolia and Regulation on TVET Curriculum development A/563 (Unofficial English Translation)
- **Annex 2:** MNCCI TVET Unit Strategy and Roadmap (Draft Concept).